

SKRIPSI

**THE IMPLEMENTATION OF WORD CLAP GAME TO ENHANCE
STUDENTS' VOCABULARY MASTERY (AN EXPERIMENTAL
RESEARCH AT THE FORTH GRADE STUDENTS OF SDN173
TIROANG KABUPATEN PINRANG)**



By

**EVI KARMILA Reg.
Num. 15.1300.062**

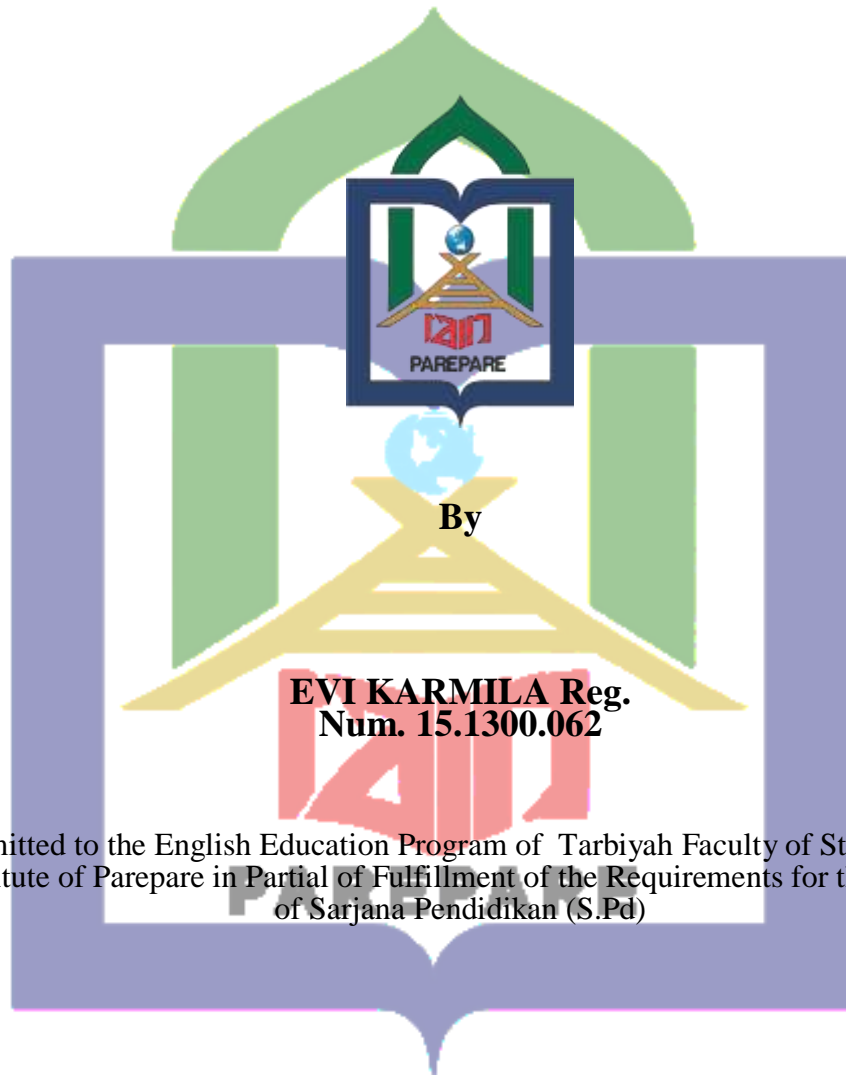
PAREPARE

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

2020

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

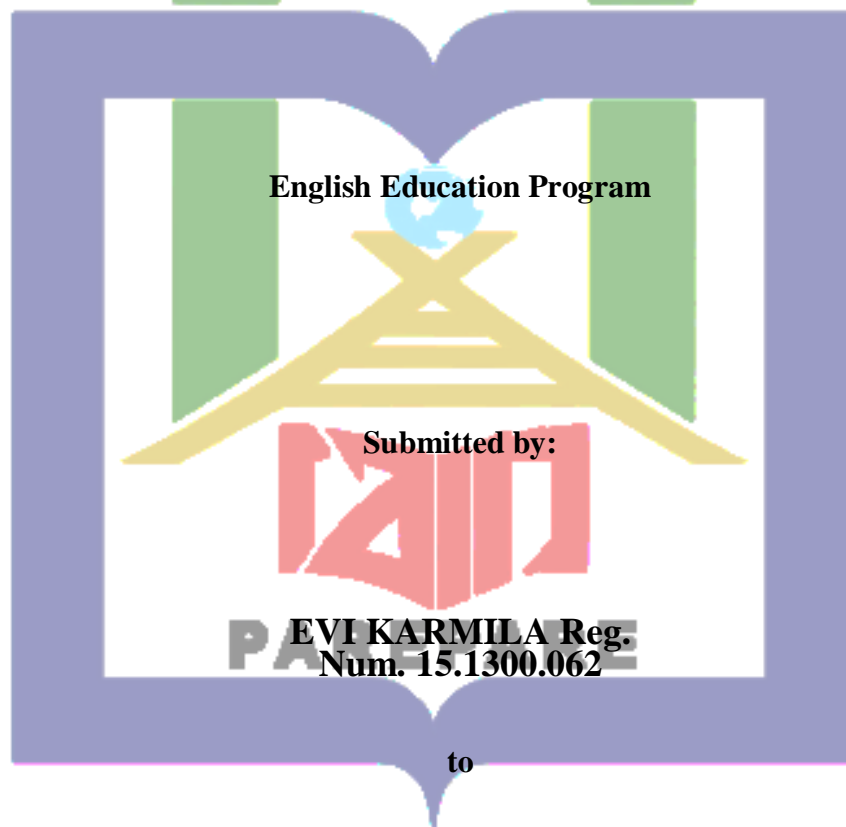
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Skripsi

**As Partial Fulfillment of the Requirement for the Attainment of the Degree
“Sarjana Pendidikan”**



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

2020


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Parepare, January 24th 2020

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DECLARATION ON THE RESEARCH AUTHENTICITY

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Stated this skripsi is her own writing and if it can be proved that it copied, duplicated or compiled by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, January 24th 2020

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ABSTRACT

Evi Karmila. *The implementation of word clap game to enhance students' vocabulary mastery (an experimental research at the fourth grade students of SDN 173 Tiroang Kabupaten Pinrang).* (Supervised by Mujahidah and Ahdar).

This research was aimed to see the improvement of vocabulary mastery students before and after learning process by using word clap game at the fourth grade of SDN 173 TIROANG Kabupaten Pinrang. The results of the research are useful for the teacher and students. The teacher should aware that it is important to supplied the technique before teaching and the students also can be easier to memories list of vocabulary, make the students more active in learning process.

The subject of the research is IV class which is consisted 25 students. The sample was taken by using classroom random sampling. The design in this was pre-experimental with pre-test and post-test design and questionnaire to know the students' respond. The students did the pre-test, got the treatment, did the post-test and questionnaire in the last meeting. Then the criterion of this research is the vocabulary mastery students about noun that consist of three points are memorize, pronounce and writing. It aimed to know whether using word clap game is able to improve students' vocabulary mastery.

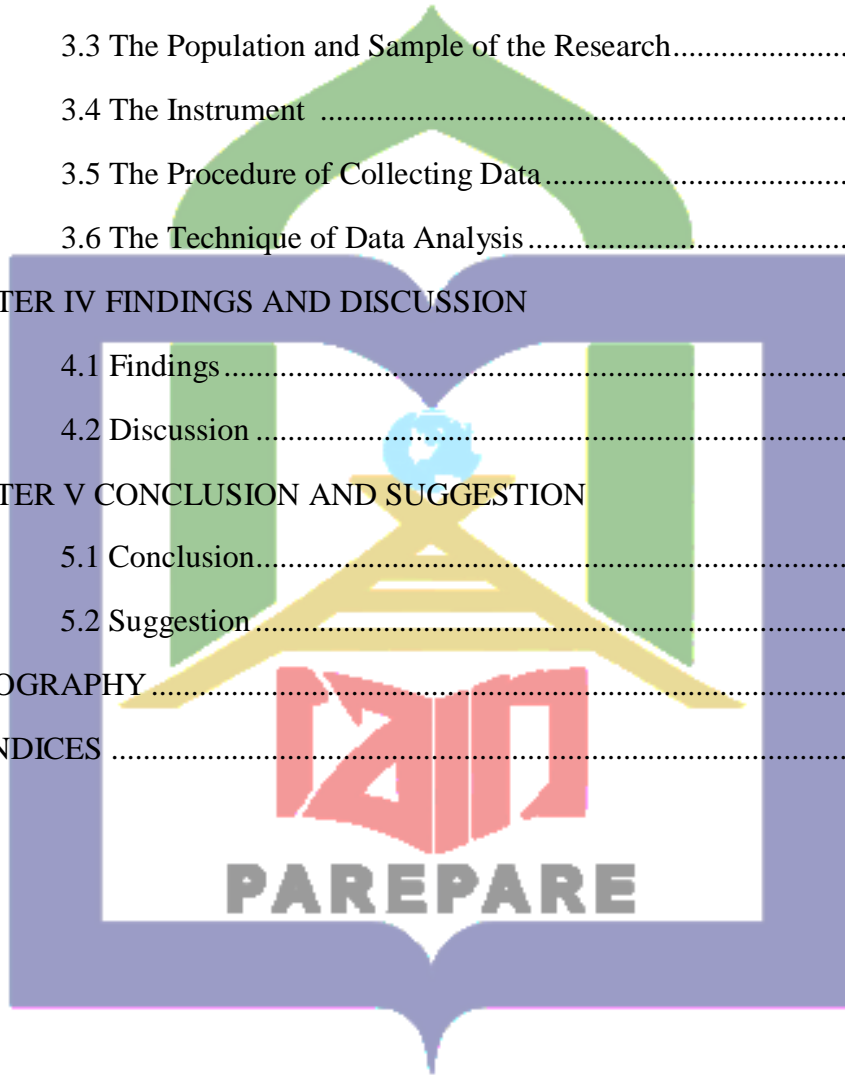
The result in this research was indicated that there was improvement of the students' vocabulary mastery. It was indicated by the students' mean score of post-test (79,52) was greater than pre-test (43,83). Even, for the level significant (p) 5% and (df) = N-1=25-1= 24, and the value of the T- table is 1.710, while the value of t-test is 4.592. It means that, the t-test value is greater than t-table ($4.592 \geq 1.710$). Thus it can be concluded that the vocabulary mastery students is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The students' response through the questionnaire by using scala liker also had concluded on the finding, the result showed all the students' answered positive and most of them got 81-100, the students was very interest in learning english by using word clap game. In conclusion, Word Clap Game is able to enhance students vocabulary Mastery.

Keywords: Vocabulary Mastery and Word Clap Game.

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CHAPTER I INTRODUCTION

1.1 Background

In Indonesia English has been introduced at elementary school, junior high school, Senior high school, and it has been put in curriculum up to the university. Teaching English in Indonesia has been developed extensively because English is an international language in the world. A recent estimate by J. Donald Bowen suggest that 300 million people speak English as their mother tongue, and that at least a further 300 million use it regularly as a second language or able to communicate in English when the need arises¹. English as foreign language involves four skills. They are listening, speaking, reading and writing. Therefore, language learning is direct to improve the learner's ability to communicate, whether oral or written. The most basic and most necessary language elements are: vocabulary, pronunciation simple grammar and simple conversation.

Having good vocabulary can make easier to understand the meaning of the word and mastering vocabulary is the key to language learning, the students will be easier to master the language skill well. On the other hand, the students who have less vocabulary will get difficulty to understand the text, to speak English and to write their idea. Furthermore, they neither understand what others' saying nor make sentences to transfer their messages to other people.

The importance of vocabulary is larger than other aspect, because when people learn about new language, they usually think about mastering vocabulary. It means that whenever people use a language, automatically they have to use the word

¹Peter Sterevens, *British and American English* (London: Macmillan Publishing, 1972), p .1.

of the language. Therefore, it is crucial for them to have range of vocabulary. By having large vocabulary, they can precisely open some ideas both in oral and written communication.

Even though the students realize the importance of vocabulary acquisition when learning a new language, most of students learned vocabulary passively, based on preliminary study at SDN 173 Tiroang Kabupaten Pinrang, the teacher explain for the meaning, spelling, pronunciation, grammatical function is monotonous. In this case the students have nothing to do in vocabulary learning but to listen their teacher almost during the class. The students find it difficult to remember so many vocabularies and also they were lack of interest in learning and it was difficult for them to memorize the new vocabulary.

To make the students interested in the material, teacher need variations in the learning process such as teaching variation, using media and interaction between teacher and the students². It is generally suggested by using aids as media in teaching English language, such as song, games, films, pictures, and so on. The researcher only focus on using the game in language learning process, especially word clap game. If learning itself feels like game and if the children feel they are discovering a fascinating new world of English through game they would also enjoy outside the classroom. It is much more likely the children will take what they learn home with them and use it in daily lives.³

²Sf Djamarah, Zain Aswan, *Sterategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 1996) p. 181.

³Paul David, *Teaching English to Children in Asia* (Pearson Education Asia Limited, Hong Kong. 2003) p. 49.

Word clap game is one of the visual aids than can be used in the teaching and learning process. The researcher choose word clap game as medium for teaching English vocabulary since there are several benefits such us: students can improve their vocabulary mastery and try to remember the vocabularies as soon as they clap their hands. The students also can enjoy learning vocabularies without any boredom. The students can study vocabulary not only in the class but also in their house. They can study vocabulary when ever and where ever they are. There is no reason for students to not study vocabularies, because this game does not need expensive equipment or complicated preparation to practice, just clap their hands and say the word. Word clap game is one of strategies in teaching vocabulary because this strategy will be easier for students to memorize the word and fun for students to study. This strategy will helpful to teaching vocabulary. The type of strategies students apply to specific learning task and the ways in which learning strategies could help students became more successful acquires and learners of a second language⁴.

In reference to the explanation above the writer has motivation to do research in enhancing students' vocabulary mastery through Word Clap Game. The researcher want to make an experimental research to know the effect of this game to enhance students vocabulary mastery. In this case the researcher will do an experimental research entitled “the Implementation of Word Clap Game to Enhance Students' Vocabulary Mastery (An Experimental Research at the Fourth Grade Students of SDN 173 Tiroang Kabupaten Pinrang)”.

⁴Janet. *Growing Up with English* (Washington DC: United States Department of State, 1999) p. 132.

1.2 Problem Statement

Based on the background above, the researcher would like to formulate question as follow:

- 1.2.1 Is the use Word Clap Game able to enhance Students' Vocabulary mastery at The Fourth Grade Students of SDN 173 Tiroang Kabupaten Pinrang?
- 1.2.2 How are the students response in learning English by using word Clap Game at the Fourth Grade students of SDN 173 Tiroang Kabupaten Pinrang ?

1.3 Objective of the Research

Based on the problem statement above, the researcher aimed at finding out the following objective:

- 1.3.1 To find out Word Clap Game able to enhance Students' vocabulary mastery at The Fourth Grade Students of SDN 173 Tiroang Kabupaten Pinrang.
- 1.3.2 To find out Students' Response in learning English by using Word Clap Game at the Fourth Grade students of SDN 173 Tiroang Kabupaten Pinrang.

1.4 Significance of the Research

The result of this research is expected to be useful or great information and positive contribution for both English teacher and the students in applying and appropriate method in teaching English vocabulary and the next researcher' such us:

1.4.1 The Students

Teaching vocabulary by Using Word Clap Game to be more interested in learning vocabulary.

1.4.2 The Teacher.

The teacher can motivate the students to learning vocabulary by Using Word Clap Game.

1.4.2 The Researcher

This research is expected to be able to enhance the students' achievement in vocabulary mastery.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part covers some previous research finding and some pertinent ideas.

2.1 Previous of Related Research Finding

Some researcher have conduct on the use of game developing English especially in teaching vocabulary to students as follow:

Hartina has reported entitle “Developing Vocabulary Mastery Through Matching Up Games to the Eight Grade Students of MTs Negeri Parepare” she concluded that using Matching Up Game was able to develop the students’ vocabulary mastery. It is proved that the mean score of students in post-test was higher than the mean score on pre-test.¹

Sukma Syam Maspas has reported entitle “The Effectiveness of Using Guessing Game to improve Students Vocabulary Mastery at Mindset English Center (MEC) Course Kabupaten Pinrang she conclude that Using Guessing Game able to improve Students’ Vocabulary Mastery and the students were very positive after learning vocabulary through Guessing Game, it is mean the students are very excited about the lessons.²

Nur Apriyanti has reported entitle “Enhancing Students’ Vocabulary Through Hangaroo Word Game at the Seventh Grade Students of MTs PP DDI AS-SALMAN Allakuang Sidrap” has reported that Hangaroo word Game was able to

¹Hartina, *Developing Vocabulary Mastery Through Matching Up Game to the Eight Grade Students of MTs Negeri Parepare* (Unpublished Skripsi Parepare: STAIN Parepare, 2016), p. 45.

²Sukma Syam Maspas, *The Effectiveness of Using Guessing Game to Improve Students’ Vocabulary Mastery at Mindset English Center (MEC) Course Kabupaten Pinrang* (Unpublished Skripsi Parepare: IAIN Parepare, 2019), p. 75.

enhance students' vocabulary by looking the mean score post-test (65,598) was higher than pre-test (46,206).³

Based on the explanation above, the researcher have conclude that there are some ideas and media can be used to increase students' vocabulary mastery one of them is by using game in teaching process. Based on the opinion above, the researcher is interested to do research about vocabulary by using one of technique namely "Word Clap Game" in learning to increase students' vocabulary mastery at the Fourth Grade students' of SDN 173 Tiroang Kabupaten Pinrang. The students can enjoy study vocabulary and they are easier to memorize the vocabularies one by one as fast as they clap their hand. The students do not realize that they are study because they are playing. This game also can motivated to study English especially vocabulary, because they are thinking that English is fun, they can do both studying and playing game in the same time.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Vocabulary

Our everyday concept of vocabulary is dominated by dictionary. We tend to think of it as an inventory of individual words, with their associated meanings. This view is shared by many second language learners, who see the task of vocabulary learning as a matter of memorizing long list of L2 words and their immediate reaction when they encounter an unknown word is to search to bilingual dictionary. From this perspective, vocabulary knowledge involves knowing the meaning of words and therefore the purpose of vocabulary testis to find out whether the learner

³Nur Apriyanti, *Enhancing Students' Vocabulary Through Hangaroo Word Game at the Seventh Grade Students of MTs AS-SALMAN ALLAKUANG Sidrap* (Unpublished Skripsi Parepare: IAIN Parepare, 2019), p. 57.

can match each word with a synonym, a dictionary type definition or an equivalent word in their own language.⁴

Vocabulary is that it consists of more than only single words for a start, there are the phrasal verb and compound nouns, which are generally recognize as lexical units consisting of more than one word form. Then there are idioms, phrases and sentences that cause great difficulty for second language learners because the whole units has a meaning that cannot be worked out just from knowing what the individual words mean.⁵ For example: a piece of cake, the good book, let the cat out of the bag.

Vocabulary is a set of familiar words within a person's language. A vocabulary usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language⁶. Penny Hands and Patricia Marshall said that Vocabulary means words in general. You may improve your vocabulary in any language when you learn more words⁷. Learning Words together that are associated in meaning is a popular and useful way of organizing your vocabulary study.⁸

According to Longman Dictionary, there are some definitions of vocabulary as below:

⁴John Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2000), p. 16.

⁵John Read, *Assessing Vocabulary*, p. 21.

⁶Cynthia Barnhant, *Vocabulary* (Cambridge: Cambridge University Press, 2008) <https://en.m.wikipedia.org> (Accessed on 21st May 2019).

⁷Penny Hands, Patricia Marshall, *An Active Learning Dictionary* (Singapore: Learners Publishing Pte Ltd, 2004), p. 426.

⁸Micheal McCarthy, Felicity o'dell, *English Vocabulary in Use* (Cambridge: Cambridge University Press, 1994), p. 4.

- a) all the words that someone knows or uses : Reading is a good way to increase your vocabulary.
- b) all the words in a language or all the words that are used in a type of language : new word coming in to the English vocabulary for example business vocabulary.
- c) A list of words with explanation of what they mean, at the back of a book for learning a foreign language.⁹

According to some definition above, the researcher conclude that at the simplest level vocabulary consist of meaning words. That is the purpose of vocabulary test. But, in the other hand there are some sentences or phrases that we cannot find the meaning by using single words. According to Penny Ur “vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation .As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language”¹⁰. Vocabulary is study about words in generally, so we hope that the students can know the meaning of word and use it in their live.

2.2.2 Kinds of Vocabulary

There are some kinds of vocabulary, According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is either listening or reading. Productive vocabulary is utilized actively in speaking and or writing. One’s listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is

⁹Longman Active Study Dictionary (Edinburgh: Addison Wesley Longman, 1998), p. 742.

¹⁰Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), p. 60.

relatively larger than his writing vocabulary. There for it can be concluded vocabulary can be presented by four units. They are reading vocabulary, listening vocabulary, speaking vocabulary and writing vocabulary.

Based on Judy K said that there are 4 types of vocabulary:

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 during their waking hours and we continue to learn 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 listening vocabulary. Instead, if they have signing models at home or school, they will exposed to a visual listening vocabulary. The amount of word modeled is much less than hearing child's incidental listening vocabulary.

2. Speaking vocabulary

The word we use when we speak, our speaking vocabulary is relatively limited. Adults use a mere 5.000 to 10.000 for all their conversation and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

3. Reading vocabulary

The word we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

4. Writing vocabulary

The word 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 spell¹¹. So, writing vocabulary is the word that we use in writing skill and sometimes we use in other skill.

2.2.3 Word Classes

All language has words. Language emerges first as word both historically, and in terms of the way each of us learned our first language and any subsequent languages. The coming of new words never stop, Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meaning for old word.¹²

Learners of second language experience a similar bewilderment even with much simple texts. They may be confronted by words that are totally unfamiliar, or are being used in ways that for them are novel and possibly obscure. They may even be meeting concept that are simply not represented by words in their first language. Their problems are compounded when they need to produce language. Finding the right word to fit the intended meaning in frustrating when your store of words is limited, and when word get confused with each other, even within this limited store.¹³

According to Scott Thornbury, who divide word classes into eight, there are:

1. Noun

The noun is one of the most important parts of speech. It is arrange with the verb helps to form the sentences core which is essential to every complete sentence.

¹¹ Judy K Montgomery, *The Bridge of Vocabulary Evidence Based Activities for Academia Success* (New York: NCS Pearson Inc, 2009), p. 2-3.

¹² Sott Thornbury, *How to Teach Vocabulary* (Edinburgh, Person Education Limited, 2002), p. 1.

¹³ Sott Thornbury, *How to Teach Vocabulary*, p. 1.

In addition, it may function as the chief of head in many structures of modification¹⁴.

For example: Player, Table, Mr. John Smith.

2. Pronouns

Pronouns make up a small class of words of very high frequency. The Traditional definition of a pronouns as a word that takes the place of a noun is applicable to some types of pronouns but not to others¹⁵. For example: I, my, me , mine, my self

3. Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech¹⁶.

4. Adjective

Adjective is a modifier that has the grammatical property of comparison. This often identified by special derivational endings or by special adverbial modifier that precede it. Its most usual position is before the noun it modifies, but it fills other position as well.¹⁷ Such as: old, second hand, new.

5. Adverb

It has been customary to include the most disparate elements among the adverbs, frequently those that cannot be put into any other part of speech

¹⁴ Marcella Frank, *Mordern English a Practice Reference Guide* (New Jersey: Prentice Hall Inc, 1972), p. 6.

¹⁵ Marcella Frank, *Mordern English a Practice Reference Guide*, p. 20.

¹⁶ Marcella Frank, *Modern English a Practice Reference Guide*, p. 47.

¹⁷ Marcella Frank, *Modern English a Practice Reference Guide*, p. 109.

classification. Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place) to those that are used merely for emphasis. They range in function from close to loose modifiers of verbs; from close to loose modifiers of the verb. Some adverbs merge with nouns or preposition because their form, some merge with interjection because they ability to express emotional and to serve as sentence modifiers, some merge with conjunctions because of their ability to perform a connecting function.¹⁸ Example: Up.

6. Preposition

The preposition is classified as a part of speech in traditional grammar. However, preposition as well as conjunction differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signal syntactic structure that function as one of the other part of speech¹⁹. Such as: For, like.

7. Conjunction

Conjunction are the words that we can use to connecting the word, phrase, word and phrase, clause and sentence²⁰. Like the prepositions, the conjunction are members of a small class that have no characteristic form. Their function chiefly as non movable structure words that join such units as parts of speech, phrases or clauses.²¹For example: and, nor, but, so.

¹⁸Marcella Frank, *Modern English a Practice Reference Guide* (New Jersey: Prentice Hall Inc, 1972), p. 141.

¹⁹Marcella Frank, *Modern English a Practice Reference Guide*, p. 163.

²⁰Suherman, *Top English Grammar a Guide to Write English* (Kalangan Yogyakarta: Pustaka Ilmu, 2013), p. 97.

²¹Marcella Frank, *Modern English a Practice Reference Guide*, p. 216.

8. Determiner

In grammar, a word that is used before noun to show which particular example of the noun you are referring, in the phrases “my first boyfriend” and “that strange woman”, the words “my” and “that” are determiners.²²

2.2.3 The Importance of Game in Teaching Vocabulary to Young Learners

Games are an effective tools that we can use to teach vocabulary to young learner. Children participate and pay more attention because they enjoy themselves and do better during and after the game. Lewis Argued that games are popular among children because they like to play. Through games, young learner could interact, discovering, and experiment with their surrounding. Using game not only enhance students’ motivation, but also provide an incentive and stimulus to use the language.²³

According to Allen, games are important to teaching vocabulary because they highlight to necessary and important words achieve the objective of game. Huyen Ang and Uberman, agreed that games create a fun and relax atmosphere where young learner could learn and retain words better.²⁴

2.2.4 Teaching English to Young learners

In order for children to acquire English, they have to experience and hear the language when they are child. In general, it is agreed upon that they learn language better than adults because children have more time for learning, and do not have any worries or responsibilities. Also, they are better at learning any language when they are exposed to it naturally for a long time.

²²Cambridge Dictionary (Dictionary.cambridge.org), accessed on 25th mey 2019.

²³Lewis and Bedson, *Games For Children* (New York: Oxford University Press, 1999), P. 26.

²⁴Hancock, *Pronunciation Games* (Cambridge: Cambridge University Press, 1999), p. 56.

English is taught to young learners at elementary school (Primary) level for several reasons. According to Brumfit, Moon and Tongue, Children need to be exposed to the language and it is cultural from an early age in order to grow up with tolerance and understanding for others.²⁵

Cameron stated that there are four things teachers need to keep in mind while teaching English to young learners beside knowledge and skills. Teachers must be conscious of how their students learn and think. Also, they must be able to find out what the children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally. According to Brown, teachers must take consideration the characteristics and intellectual of their young learners in order to be successful in learning the language.²⁶

2.2.5 Problem in Teaching Vocabulary

Anyone who has learned a second language will know that some words seem easier to learn than others. Easiest of all are those that are more or less identical, both in meaning and form, to their L1 equivalents. Other factors that make some words more difficult than others are:

1) Pronunciation

Research show that words that are difficult to pronounce are more difficult to learn. Potentially difficulty words will typically be those than contain sounds that are unfamiliar to some groups of learner.

²⁵Brumfit, Moon J and Tongue R, Teaching English to Children (London: Collins ELT, 1991), p. 40.

²⁶Brown, Teaching by Priciple: an Interactive Approach to Language Pedagogy (New York: Longman, 2001), p. 65.

2) Spelling

Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty. While most of English spelling is fairly law abiding.

3) Length and Complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

4) Grammar

Also problematic is the grammar associated with the word. Especially if this differs from that of its L1 equivalent.

5) Meaning

When two words overlap in meaning, learner are likely to confused them. 'make' and 'do' are the case this point. Words with multiple meaning such as 'since' and 'still' can also the troublesome for learners. Having learned one meaning for the words, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn.

6) Range, Connotation, and Idiomatically

Word than can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrow range. Thus 'put' is a very wide ranging verb. For example: *thin* is more used than *skinny*, *slim* and *slander*. The connotation of some words may cause problem too. For example: *propaganda* has negative connotation in English, but it is equivalent may simply mean *publicity*²⁷.

²⁷Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Person Education Limited, 2002), p. 27-28.

Language students need to learn vocabulary of the language. They need to learn what words mean and how they are to be used. We should ensure that our students are aware of the vocabulary they need and that they can use the words which they want to use or the word we have selected for them to use. Students learn words in context they are far more likely to remember them than if they learn them as single items.²⁸

2.3 Game

2.3.1 Definition of Game

Game is an activity for fun that we can use to study and enjoy the process of learning. According to an active learning dictionary, a game is an activity or sport with rules, such as tennis, football or chess, in which one person or team tries to beat another person or team.²⁹

There are some definitions about a game according to the Oxford dictionary as follows:

1. Form of play sport with rules
2. Games: sports, esp athletic competition.
3. Single part of a match in tennis, etc.
4. Children's activity when play with toys, pretended to be something else, etc.
5. Activity or business politics is a power.
6. Secret plan or trick.

²⁸Jeremy Harmer, *The Practice of English Language Teaching New Edition* (New York: Longman Group UK Limited, 1992), p. 23-24.

²⁹Penny Hands, Patricia Marshall, *An Active Learning Dictionary* (Tagore Lane: Learners Publishing Pte Ltd, 2003), p. 153.

7. Animals or birds hunted for sport or food, give the game away carelessly reveal a secret be off one's game be unable to play as well as usual with gamekeeper and man employed to breed and protect game.³⁰

Wolfgang Kramer said that games are object which consist of components and rules and have certain criteria, that was rules, a goal, always changing course chance, competition, common experience, equality, freedom, activity, diving into the world of the game, no impact on reality.³¹

According to some statements above the researcher concluded that game 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.

2.3.2 Aspect of the Game.

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 teacher should consider students' level of learning, because some games maybe difficult or bored for the students.

In general, if the game is child-centered, we should be able to step in and step out at key moments without weakening the children's involvement and feeling of ownership for the game. One way of looking at our role in the games is to see it as having seven main aspects:

³⁰ *Oxford Dictionary* (Oxford: Oxford University Press, 2011), p. 181.

³¹Wolfgang Kramer, *What is Game* (Edinburgh: person Education Limited, 2002), www.thegamesjournal.com, (access on June 17th 2019).

2.3.2.1 Designing Games

We assess what the children need to learn in any particular lesson and design child-centered games where our lesson targets are achieved.

2.3.2.2 Getting the Pace Right

We try to consider the language sequence very carefully, and introduced targets the children are ready to learn, but our lesson maybe not always go according to plan. We may need to intervene in games to help and give hints if the targets are too difficult, and make the target a bit more difficult if the children are not being challenged to think. We also need to ensure that as many children as possible understand the language targets in the games, and step into help the children who are finding things difficult.

2.3.2.3 Answering the Question

We may need to point to ourselves and encouragers the children to ask us questions, but the aim is for the children to get use to asking us about things they don't understand or want to say in English in order to play games.

2.3.2.4 Extending the children's ability

When children are left to playing by themselves, they generally do not reach their full potential as learners. We need to step in to ensure the games are challenging the children to extend their ability while they are playing.

2.3.2.5 Cheating Creatively

When we are playing competitive games, some teams will be stronger than others, and we need to cheat in a playful way in order to ensure that all children have a good chance of doing well in the games.

2.3.2.6 Giving all the children a chance

We also need to make sure that individual children within a team are all enjoying themselves and getting enough chance to speak. We may need to encourage children who have less confidence, rearrange the teams so they are not with children who bully them or help them too much so they do not need to think, and may need to cheat a bit to help individuals as well as teams.

2.3.2.7 Taking Part

We can join in the games and have fun ourselves. If we do, we need to make sure the children are not looking at us every time they do something in a game to see whether it is correct. We need to lose a lot, make mistakes, hope the children will correct us. This empowers the children, and encourages them to be more natural in class and speak out more in English.³²

2.4 Word Clap Game

2.4.1 The Nature of Word Clap Game

Worldwide, children play clapping games. Clapping games are an oral tradition, shared from child to child, from generation to generation. Games typically incorporate repetition, improvisation, coordination, memory and test of skill³³.

According to Thornburry, word clap game is one of the appropriate that can be used as a medium to teach English. This game can help the students easy to remember he vocabulary and also build the students' confidence. Besides that, it can

³²David Paul, *Teaching English to Children in Asia* (Hong Kong: Person Longman Asia ELT, 2003), p. 52-55.

³³Kari K. Veblen, *Children's Clapping Games on the Virtual Playground* (Cambridge: Cambridge University Press, 2002) Journals.sagepub.com/home/ijm, (Access on 21 June 2019).

improve the students' vocabulary also make the students enjoy without boredom.³⁴

Word clap game is a game that use claps and collaboration with other students. Brown stated that most students learn better by working with a classmate³⁵. The students stand or sit in a circle, and following the teacher's lead, maintain a four beat rhythm, clapping their hands on their thighs three times (one-two-three..) and then both hands together (four). They have to mention a word from a pre-selected lexical set for example: Fruit and Vegetables or every fourth beat. The students who can mention more than the other and stay in the circle as the only one will be 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 difficulty. These can be dealt with in a feedback session after the game.³⁶

2.4.2 Benefit of using Word Clap Game

In teaching Vocabulary by using word Clap Game, there were several benefits that students' can get Such as:

2.4.2.1 The game can be used at any stage of lesson once the target language has been introduce and explained.

³⁴Susanti, Putu Tressya, *The Effect of Using Word Clap Game on The Vocabulary Mastery of The Fifth Grade Students at SD Negeri 1 Banjar Jawa in Academic Years of 2017/2018* (Denpasar: Undiksha Press, 2017) <http://ejournal.undiksha.ac.id/indeks.php/JoPhal/> (Access on 16 August 2019).

³⁵H. Douglas Brown, *Strategies for Success: A Practical Guide to Learning English* (New York: Longman Group UK Limited, 2002), p. 129.

³⁶Nurina Ayuningtyas, *Improving Students Vocabulary Mastery Through Word Clap Game* Ayuningtyas.watermark.pdf (Access on 21 June 2019).

2.4.2.2 the teacher can apply it in each level of school, whether they are formal education or non-formal education.

2.4.2.3 this game can help and encourage many learners to sustain their interest and work. It means that it is interesting for the students to develop their vocabulary acquisition.

2.4.2.4 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 hand and mention the word.³⁷ So, this game is really easy to play for young learners.

2.4.3 Procedures Teaching Vocabulary by Using Word Clap 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 there are several steps of the game there are:

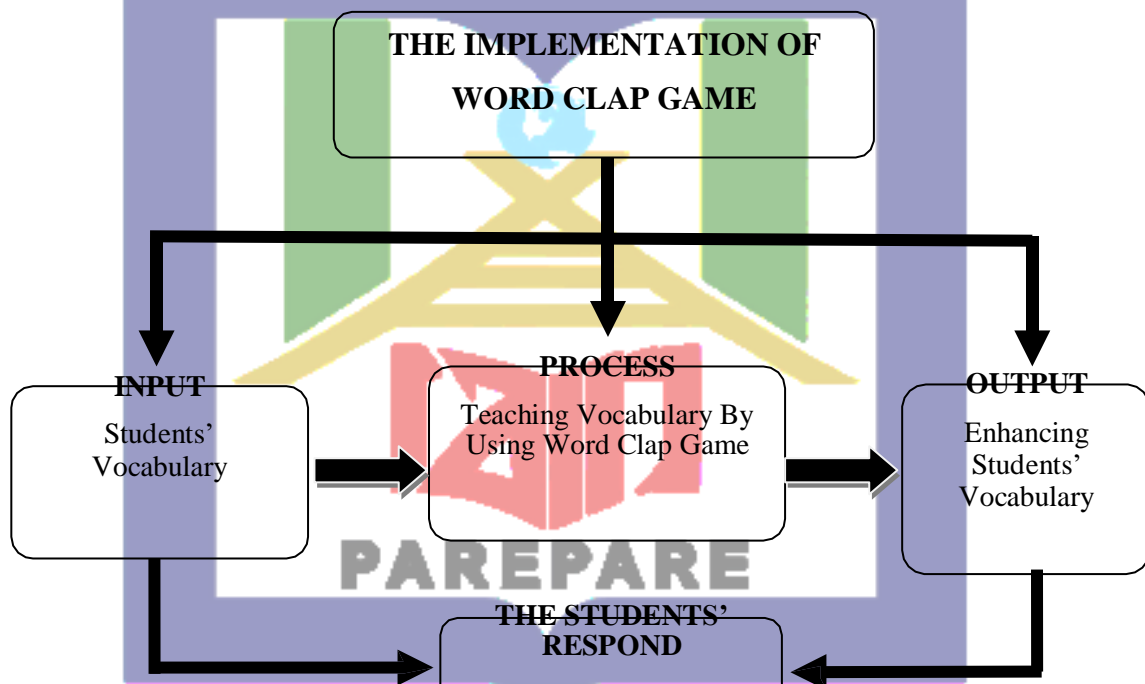
1. Teacher Prepares the game.
2. Teacher lead the game.
3. Teacher explains the rule of playing this game.
4. The students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three) and the both hand together (four).
5. Students have to mention a word from a pre-selected lexical set (for example, Fruit and vegetable) or every fourth beat.

³⁷Arilita Mardiana Putri, The Use of 20-Squares: *Add One More Word and Word Clap Games to Teach Vocabulary*, <http://Journal.unnes.ac.id/sju/index.php/elt> (Access on 21st June 2019).

6. Students who either repeat the word already mention, or break the rhythm or say nothing are out.
7. The game ends when there is only one student left as the winner.³⁸ to make the students' enjoy the game, the teacher can innovative the game by their own creative.

2.5 Conceptual Framework.

The focus on this research is the use of word clap game to improve students' vocabulary. Through this media, it is expect to help students in mastering vocabulary. At this point, the researcher draws the theoretical framework as follow:



In the diagram above, there are four elements, namely:

1. Input refers to students' vocabulary before treatment.
2. Process refers to the teaching Vocabulary Material by using Word Clap Game.

³⁸Caroline, *Practical English Language Teaching For young Learner* (Cambridge: Cambridge University Press, 2007), p. 34.

3. Output refers to the students' vocabulary mastery after they are learning material by using Word Clap Game.
4. Students' Respond refers to the students' respond in teaching vocabulary by using word clap game.

2.6 Hypothesis

The researcher formulate the hypothesis as follows:

1. Null Hypothesis (H₀) the use of word clap is not able to enhance students' vocabulary mastery at the fifth grade students of SDN 173 Tiroang Kabupaten Pinrang.
2. Alternative Hypothesis (H_a) the use of Word Clap Game is able to enhance students' vocabulary mastery at the fifth grade students of SDN 173 Tiroang Kabupaten Pinrang.

2.7 Variabel and Operational Definition

2.7.1 Variable

This research has two kinds of variable, they are independent variable and dependent variable.

1. Independent Variable is Word Clap Game.
2. Dependent Variable is the students' vocabulary mastery.

2.7.2 Operational Definition

1. Vocabulary Mastery is the ability to mention and pronounce the new word about the subject.
2. Word Clap Game is one of technique that can be applied in teaching vocabulary. Word clap game is a game that use claps and collaboration with other students. They have to mention a word from a pre-selected lexical set for example: Fruit and Vegetables or every fourth beat. The students who

can mention more than the other and stay in the circle as the only one will be the winner.



CHAPTER III

METHODOLOGY OF RESEARCH

This part describes the description of the research design, location and duration of the research, population, sample, instrument of the research, procedure of collecting the data, and technique of data analysis as following:

3.1 Design of Research

The research design is applied in this research pre experiment design with one group pre-test and post-test. The design is presented as follow:

$$E = \text{Pre-Test} \rightarrow X \rightarrow \text{Post-Test}$$

Where:

E : Experimental Group

◆₁ : Pre-Test

X : Treatment

◆₂ : Post-test.¹

3.2 Location and Duration of the Research.

The location of the research took a place at SDN 173 Tiroang Kabupaten Pinrang wich is located on Jln Poros Rappang Pinrang Km 7 No.478. The process of this Research spend about almost 2 month.

¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*(Bandung: Alfabeta, 2010), p. 110- 111.

3.3 Population and Sampel

3.3.1 Population

The population of this research is SDN 173 Tiroang Kabupaten Pinrang which consist of three classes so the totally of population are 51 students.

Table 3.1 Population at SDN 173 Tiroang.

NO	CLASS	TOTAL
1.	IV	25
2.	V	8
3.	VI	18
TOTAL		51

Source:SDN 173 Tiroang 2019

3.3.2 Sample

The sample took by purposive sampling. The main goal of purposive sampling is to focus on particular characteristic of a population that are interest, which enable to answer the research question. The Researcher took the class IV Which is consist of 25 students as the sample of this research.

3.4 The Instrument of the Research

The Researcher used Vocabulary test and questionnaires as the instruments. The test applied for pre-test and the post test. The pre-test intend to know the students' prior of vocabulary before giving the treatment, while the post-test intend to know the students' vocabulary after giving the treatment, and using questionnaire to know the students respond toward combination of word clap game

3.5 Procedure of collecting Data

Procedures of collecting data as following experimental technique as following:

3.5.1 Pre-test

Before giving the treatment, the Researcher administered and give the students' pre-test as a test to measure their vocabulary mastery. After giving pre-test the researcher will check the students' work to know how the students' lack of mastering vocabulary. After that, the researcher did treatment by using word clap game.

3.5.2 Post-test

After giving the treatment, the researcher gave the students post-test to find out the students' improvement in mastering vocabulary. In this post-test, the researcher did not give treatment again.

3.5.3 Questionnaire

In the last meeting, the researcher gave the questionnaire to find out the students' response in learning vocabulary by using word clap game. The questionnaire used in contents worksheet.

3.5.4 Treatment

After giving the pre-test, the researcher gave a treatment to the students in the classroom for several meetings. The procedure of this treatment was the researcher gave back first the students' work in pre-test that will be correct together in the class. After that, the researcher used game in teaching vocabulary.

The activities are start by giving information about the program and the procedure of activities. The students give treatment by apply Word Clap Game.

The step in teaching vocabulary through Word Clap Game as follow:

The first meeting

1. The researcher gave greeting to the students.
2. The researcher gave motivation to the students before teaching material.
3. The researcher introduced Word Clap Game to use in teaching.
4. The researcher asked the students about the students' ability in vocabulary.
5. The researcher explained the material about things in the kitchen for this meeting.
6. The researcher showed some pictures about things in the kitchen for example: plate, bowl, spoon etc.
7. The researcher asked to the students mention the word in the pictures.
8. The researcher corrected what the students mention, if it is wrong and the students repeated.
9. The researcher divided the students to be some groups and she gave instruction to all of the students to make a circle with their group.
10. The students have to mention a word from a pre-selected lexical set for about things in the kitchen for example: knife, bowl, plate etc. The students who can mentioned more than the other and stay in the circle as the only one would be the winner.
11. The students who broke the rhythm and cannot mention the word should out from the circle.

12. The researcher chose some of the students to mention and write the vocabulary in the white board to conclude that they are understand.
13. The researcher gave information about the subject next meeting.

The Second meeting

1. The researcher gave greeting to the students.
2. The researcher gave motivation to the students before teaching material.
3. The researcher introduced Word Clap Game to use in teaching.
4. The researcher asked the students about the students' ability in vocabulary.
5. The researcher explained the material about things in the class for this meeting.
6. The researcher showed some pictures about things in the kitchen for example: marker, white board, etc.
7. The researcher asked to the students mention the word in the pictures.
8. The researcher corrected what the students' mention, if it is wrong and the students repeated.
9. The researcher divided the students to be some groups and she gave instruction to all of the students to make a circle with their group.
10. The students have to mention a word from a pre-selected lexical set for about things in the class for example: marker, white board etc. The students who can mentioned more than the other and stay in the circle as the only one would be the winner.
11. The students who broke the rhythm and cannot mention the word should out from the circle.
12. The researcher chose some of the students to mention and write the vocabulary in the white board to conclude that they are understand.

13. The researcher gave information about the subject next meeting.

The third meeting

1. The researcher gave greeting to the students.
2. The researcher gave motivation to the students before teaching material.
3. The researcher introduced Word Clap Game to use in teaching.
4. The researcher asked the students about the students' ability in vocabulary.
5. The researcher explained the material about clothes for this meeting.
6. The researcher showed some pictures about clothes for example: t-shirt, dress, skirt etc.
7. The researcher asked to the students mention the word in the pictures.
8. The researcher corrected what the students mention, if it is wrong and the students repeated.
9. The researcher divided the students to be some groups and she gave instruction to all of the students to make a circle with their group.
10. The students have to mention a word from a pre-selected lexical set for about clothes for example: t-shirt, dress, skirt etc. The students who can mentioned more than the other and stay in the circle as the only one would be the winner.
11. The students who broke the rhythm and cannot mention the word should out from the circle.
12. The researcher chose some of the students to mention and write the vocabulary in the white board to conclude that they are understand.
13. The researcher gave information about the subject next meeting.

The forth meeting

1. The researcher gave greeting to the students.

2. The researcher gave motivation to the students before teaching material.
3. The researcher introduced Word Clap Game to use in teaching.
4. The researcher asked the students about the students' ability in vocabulary.
5. The researcher explained the material about animals for this meeting.
6. The researcher showed some pictures about animals for example: bird, lion, mouse etc.
7. The researcher asked to the students mention the word in the pictures.
8. The researcher corrected what the students mentioned, if it is wrong and the students repeated.
9. The researcher divided the students to be some groups and she gave instruction to all of the students to make a circle with their group.
10. The students have to mention a word from a pre-selected lexical set for about animals for example: bird, lion, mouse etc. The students who can mentioned more than the other and stay in the circle as the only one would be the winner.
11. The students who broke the rhythm and cannot mention the word should out from the circle.
12. The researcher chose some of the students to mention and write the vocabulary in the white board to conclude that they are understand.
13. The researcher gave information about the subject next meeting.

The fifth meeting

1. The researcher gave greeting to the students.
2. The researcher gave motivation to the students before teaching material.
3. The researcher introduced Word Clap Game to use in teaching.
4. The researcher asked the students about the students' ability in vocabulary.

5. The researcher explained the material about Family for this meeting.
6. The researcher showed some pictures about family for example: Son, Uncle, mother etc.
7. The researcher asked to the students mention the word in the pictures.
8. The researcher corrected what the students mentioned, if it is wrong and the students repeated.
9. The researcher divided the students to be some groups and she gave instruction to all of the students to make a circle with their group.
10. The students have to mention a word from a pre-selected lexical set for about Family for example: son, uncle, brother etc. The students who can mentioned more than the other and stay in the circle as the only one would be the winner.
11. The students who broke the rhythm and cannot mention the word should out from the circle.
12. The researcher chose some of the students to mention and write the vocabulary in the white board to conclude that they are understand.
13. The researcher gave information about the subject next meeting.

The sixth meeting

1. The researcher gave greeting to the students.
2. The researcher gave motivation to the students before teaching material.
3. The researcher introduced Word Clap Game to use in teaching.
4. The researcher asked the students about the students' ability in vocabulary.
5. The researcher explained the material about shape and color for this meeting.
6. The researcher showed some pictures about shape and color for example: circle, star, black etc.

7. The researcher asked to the students mention the word in the pictures.
8. The researcher corrected what the students mentioned, if it is wrong and the students repeated.
9. The researcher divided the students to be some groups and she gave instruction to all of the students to make a circle with their group.
10. The students have to mention a word from a pre-selected lexical set for about shape and color for example circle, star, purple etc. The students who can mentioned more than the other and stay in the circle as the only one would be the winner.
11. The students who broke the rhythm and cannot mention the word should out from the circle.
12. The researcher chose some of the students to mention and write the vocabulary in the white board to conclude that they are understand.
13. The researcher gave information about the subject next meeting.

3.6 Technique of Data Analysis

The data was collected through pre-test and post- test, the following procedure is used:

3.6.1 Scoring the students' answer

The researcher want to find out the result of the students score in pre-test and post-test by using formula as below:

$$Score = \frac{\text{students correct answer } \chi}{\text{The Total Number Of Item } 100}$$

3.6.2 Classifying the score five levels classification is as follow:

Table 3.2 Classification Students' Score

No	Classification	Score
1.	Very Good	85-100
2.	Good	69-84
3.	Fair	48-64
4.	Poor	31-47
5.	Very poor	≤31

Source: *Dasar-dasar Evaluasi Pendidikan, 2009*²

3.6.3 Finding out the mean score will use the following formula.

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

where :

X : Mean

Σ : Total Score

N : Total Number of Students

3.6.4 Calculating the rate Percentage of the students' score:

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

Where:

P: Percentage

F: Frequency

N: Total Number of sample³

² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

³ Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

3.6.5 Calculating standard deviation.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:

SD = Standard Deviation

$\sum X^2$ = The Sum of the Score

$(\sum X)^2$ = The Square of the of the Score

N = The Total Number of the Subject

3.6.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁴

⁴Gay L.R. *Educational Research, Competencies for Analysis and Application second Edition*, p.331.

3.6.6 The Formula of Questionnaire

3.6.6.1 The Percentage of the students answer in questionnaire by using the formula of liker scale as followed:

Table 3.3 The Liker Scale Rating

Classification	Scale (+)	Scale (-)
SS	5	1
S	4	2
R	3	3
TS	2	4
STS	1	5

3.6.6.2 The Following is Rating score of the Category:

Table 3.4 Rating Score of questionnaire

Score	Classification
81-100	Very Strong
61-80	Strong
41-60	Enough
21-40	Low
0-20	Very Low ⁵

Source: *Rumus dan Data dalam Statistika*, 2002

⁵Ridwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002)

Calculating the rate percentage of how to enhance Vocabulary Mastery Score

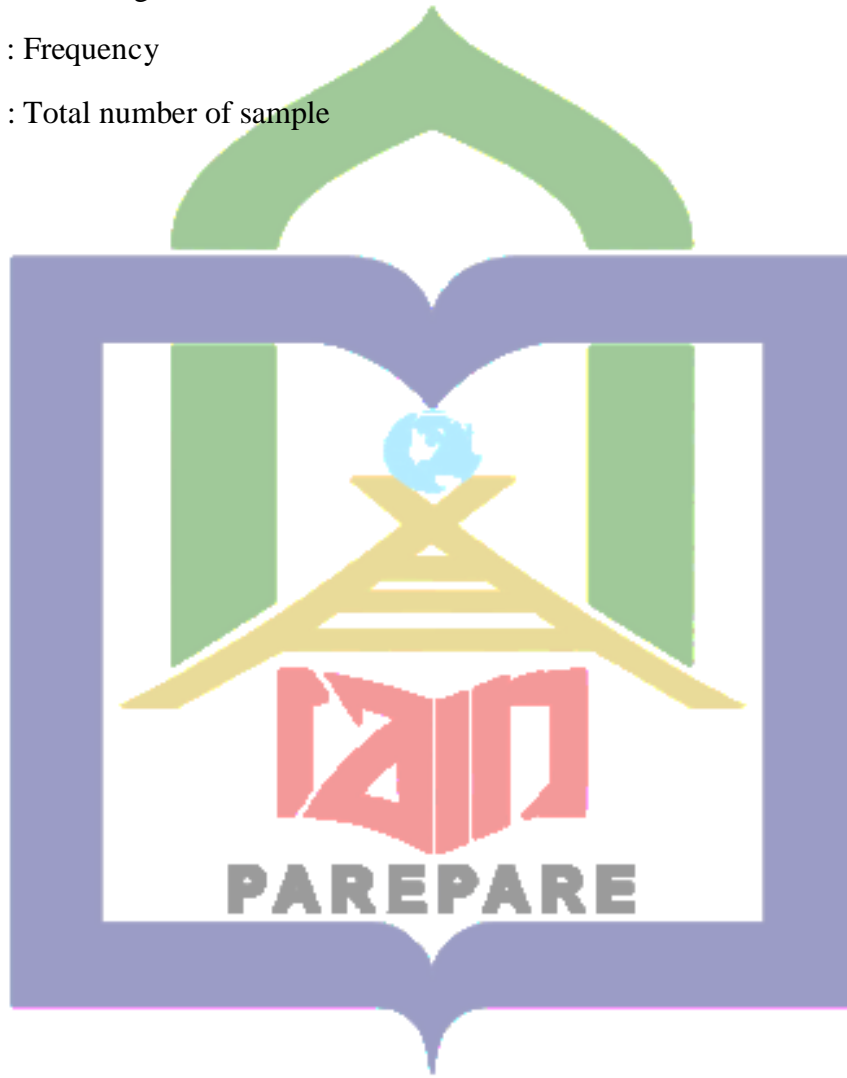
$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of sample



CHAPTER IV FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of research covers the description of the result data collected through test that can be discussed in the part below.

4.1 Findings

The finding of this research deals with the students' pre-test, post-test and questionnaire to find out the question in the previous chapter, the researcher gave a test, that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through word clap game and the result of the post test of this research can answer the question of this research that aims to find out through word clap game can be able to improve the students' vocabulary mastery at SDN 173 Tiroang Kabupaten Pinrang.

4.1.1 The Students' Vocabulary mastery through word clap game at SDN 173 Tiroang Kabupaten Pinrang.

This part presents the result of data analysis about the vocabulary mastery through word clap game.

4.1.1.1 The students score in pre-test.

The pre-test had done before treatment. It was conducted on Thursday, October 17th, 2019. The students were given a pre-test. The researcher found out the result of the students pre-test based on the scoring of vocabulary before giving a treatment through word clap game which were analyzed and resulted in the information as shown in the following table.

Table 4.1 The Respondent Score

No	Respondent	Pre-Test	
		Correct Answer	Score
1	Fathir	6	24
2	Akib Burhan	12	48
3	Amirah	8	32
4	Nurul Ilma	13	56
5	Saki	7	28
6	Al Gazali	12	48
7	Muh.As'ad	10	40
8	Afgan	6	28
9	IndriAprilia	6	28
10	Alif.C	15	60
11	Ferdi	8	32
12	Faiq	10	40
13	A.Apriliani	15	60
14	Sri Mulyani	6	28
15	Rafia	12	48
16	Muh.Awal	7	28
17	Ridwan	10	40
18	Muh.Alif	12	48
19	Al Faizun	8	32
20	Nurfadillah	11	44
21	Ariny	10	40
22	Fakhriyyah	20	60

23	Ramadhani	18	76
24	Muh. Nisam	19	60
25	Muh.Arsal	17	68
Total			1096

(Data Score: The Respondent Score in Pre-Test)

4.1.1.2 The students score in post-test

The post-test had done after treatment. It was conducted on Thursday, October 28th, 2019. The students were a post-test. The researcher found out the result of the students post-test based on the scoring of vocabulary after giving a treatment through word clap game which were analyzed and resulted in the information as shown in the following table.

Table 4.2 The Score in Post-test

No	Respondent	Post-Test	
		Correct Answer	Score
1	Fathir	18	72
2	Akib Burhan	22	88
3	Amirah	23	92
4	Nurul Ilma	25	100
5	Saki	16	60
6	Al Gazali	25	100
7	Muh.As'ad	19	76
8	Afgan	17	68
9	IndriAprilia	14	56
10	Alif.C	25	100
11	Ferdi	23	92
12	Faiq	18	72
13	A.Apriliani	23	92
14	Sri Mulyani	13	52
15	Rafia	17	68

16	Muh.Awal	13	52
17	Ridwan	18	72
18	Muh.Alif	21	84
19	Al Faizun	18	72
20	Nurfadillah	20	80
21	Ariny	21	84
22	Fakhriyyah	25	100
23	Ramadhani	18	72
24	Muh. Nisam	25	100
25	Muh.Arsal	21	84
Total			1988

Table 4.3 The mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-Test	43,84	14,444
Post-Test	79,52	15,419

(Data Source: The mean score and standard deviation of the pre-test and post-test)

The data in table 4.3 showed that the mean score of the pre-test was 43,84 (♣) while the mean score of the post-test increased 79,52. The standard deviation of post-test was 14,444 while the standard deviation of post-test 15,419.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary mastery had increased after doing the learning process by using word clap game.

4.1.1.3 The rate percentage of the frequency of the pre-test and post-test.

The following table showed the percentage of the frequency in pre-test and post-test.

4.4 The Rate Percentage of The Frequency of The Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80-100	0	15	0%	60%
2	Good	66-79	2	7	8%	28%
3	Fair	56-65	5	2	20%	8%
4	Poor	40-55	9	1	36%	4%
5	Very Poor	≤39	9	0	36%	0%
Score			25	25	100%	100%

(Data Source: The Rate Percentage of the Frequency of The Pre-test and Post-test)

The data of the table above indicated that rate percentage of the pre-test two(8%) students got good score, five (20%) students got Fair Score, nine(36%) students got poor score, nine(36%) students got very poor score, white the rate percentage of the post-test, fifteen(60%) students got very good score, seven(28%) students got good score, two(8%) students got fair score and only one(4%) student got poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to increase the students' vocabulary mastery after treatment that using word clap game.

4.1.2 The implementation of using word clap game to improve students' vocabulary mastery at SDN 173 Tiroang Kabupaten Pinrang.

This part presented the result of data analysis about implementation of word clap game to improve students' vocabulary master at SDN 173 Tiroang Kabupaten pinrang.

4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of The Calculation of The Score on Pre-test and Post-test on students' Vocabulary Mastery.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_1 - X_2)$	$(X_1 - X_2)^2$
1	24	72	576	5184	48	2304
2	48	88	2304	7744	40	1600
3	32	92	1024	8464	60	3600
4	56	100	3136	10000	44	1936
5	28	60	784	3600	32	1024
6	48	100	2304	10000	52	2704
7	40	76	1600	5776	36	1296
8	28	68	784	4624	40	1600
9	28	56	784	3136	28	784
10	60	100	3600	10000	40	1600
11	32	92	1024	8464	60	3600
12	40	72	1600	5184	32	1024
13	60	92	3600	8464	32	1024
14	28	52	784	2704	24	576
15	48	68	2304	4624	20	400
16	28	52	784	2704	24	576

17	40	72	1600	5184	32	1024
18	48	84	2304	7056	36	1296
19	32	72	1024	5184	40	1600
20	44	80	1936	6400	36	1296
21	40	84	1600	7056	44	1936
22	60	100	3600	10000	40	1600
23	76	72	5776	5184	-4	16
24	60	100	3600	10000	40	1600
25	68	84	4624	7056	16	256
Total	1096	1988	53056	163792	892	36272

(Data' Source: The Worksheet of The Calculation of The Score on Pre-Test and Post-Test on Students' Vocabulary Mastery Through Word Clap Game)

This research used pre experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In indicate that there was a significant difference between the result students' pre-test and post-test.

Table 4.6 The Test of Significance

Variable	t-test	T-Table Value
Pre-Test Post-Test	4,592	1,710

(Data Source: The Test of Significance)

4.1.2.2 Hypothesis Testing.

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 25 - 1$$

$$Df = 24$$

For the level significant (p) 5% And $df=24$, And the value of T-table 1,710, while the value of t-test 4,592. It means that the of t-test was greater than t-table ($4,592 \geq 1,710$). Thus, it can be concluded the students' vocabulary mastery of using word clap game is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is Accepted.

4.1.2.3 The Finding Through The Questionnaire

analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

Table 4.7 The Score of Questionnaire

Respondent	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	5	4	3	5	2	4	4	4	1	5	4	3	4	5	5	4	3	4	4	76
2	5	3	4	5	5	5	5	5	5	4	3	4	3	5	3	5	4	4	3	4	84
3	4	5	3	5	5	4	3	5	5	3	4	3	5	4	3	5	5	4	3	3	81
4	5	4	5	5	4	5	5	5	4	4	5	3	5	3	3	5	5	4	3	3	85
5	4	4	5	5	3	2	5	5	5	4	5	1	1	5	3	4	5	5	5	1	77
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
7	4	3	5	5	4	5	5	5	2	4	4	4	4	4	4	4	4	4	4	4	82
8	5	5	5	5	5	5	5	5	5	4	3	3	1	5	4	4	4	4	4	5	85
9	4	3	5	5	5	4	3	4	5	3	4	4	5	4	4	5	5	4	5	5	86
10	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	99
11	4	5	3	5	5	3	5	3	4	5	2	1	2	5	5	5	5	5	3	4	79
12	4	5	5	5	5	5	5	5	5	5	1	2	2	5	5	5	5	5	5	1	85
13	5	5	5	5	4	5	5	5	5	5	4	3	4	5	3	4	3	4	4	5	88

14	4	5	5	4	5	4	5	4	5	4	5	4	3	4	5	4	4	3	5	5	87
15	5	4	5	3	4	5	5	5	5	3	4	3	2	5	3	5	5	4	5	3	83
16	5	5	5	5	5	5	5	5	5	4	3	3	1	5	4	4	4	4	5	4	86
17	5	3	4	5	5	5	3	4	4	4	2	1	5	5	5	5	5	3	4	1	78
18	4	4	5	4	4	5	5	4	4	3	5	4	4	4	4	5	5	4	4	5	86
19	5	5	5	4	5	5	5	5	5	4	4	5	5	4	5	5	4	5	5	5	95
20	4	4	5	4	4	5	5	5	4	3	4	5	4	4	4	5	5	4	5	5	88
21	4	4	5	4	4	4	4	4	4	5	4	3	4	3	3	4	4	5	4	5	82
22	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	89
23	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	89
24	5	3	4	5	5	5	5	5	5	5	1	5	5	5	5	4	4	4	4	4	87
25	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	97
Total																					2154

The students' response learning English language by using word clap game is $2154/25 = 86,16$ the table 3.4 rating score of questionnaire page thirty five shows it categorized very strong.

The table above 4.7 shows that from 10 positive and 10 negative questionnaires. All the students' answered very positive and most of the got 81-100 According to liker's scale. Based on the liker's scale that students is very interest in learning word clap game.

4.2 Discussion

4.2.1 The Ways of Implementation Word Clap Game to Enhance Students' Vocabulary.

To find out how the implementation of word clap game to enhance students' vocabulary mastery, the researcher got some information from the students' activities in learning English especially in vocabulary.

There were six meetings for doing the treatment of this research. The researcher gave 20 until 25 vocabularies for the students in every treatment. At the first, on October 16th, 2019 before giving treatment, the researcher gave pre-test for the students. It purposed to know students' ability in vocabulary before getting the treatment. The step of this learning was the researcher started to introduce herself and gave information about the test. After that, the researcher gave work sheet of the pre-test which consist in vocabulary test with 25 questions. In this case the researcher checked the students' work sheet at home. The researcher gave some correction on the students' paper and gave the value for students' test.

On October 17th, 2019 the researcher gave the first treatment for students. The researcher gave motivation for students about the important of English and gave information about word clap game. The researcher guide the students to understand the game. In the first treatment the researcher gave material about things in the kitchen, After that the researcher divided them to be some group and teach them how to mention the word and show the picture of the word. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go

out from the circle. After playing word clap game, the researcher chose some of them to write the in the white board to find they were knew the meaning, they can mention the word and can write it. After that the researcher gave information about the next meeting And the researcher close the class.

On October 18th, 2019 the researcher gave the second treatment. At the first, before starting the material, the researcher have an evaluated by reviewing the vocabulary the vocabulary given from the previous meeting. In the second meeting the researcher gave vocabulary about this in the class. After that, the researcher divided them to be some group and teach them how to mention the word and show the picture of the word. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After playing word clap game, the researcher chose some of them to wrote the in the white board to find out they were knew the meaning, they can mention the word and can write it. After that the researcher gave information about the next meeting and the researcher close the class.

On October 21st, 2019 the researcher gave the third treatment. In the third meeting, the researcher gave vocabulary about clothes. At the first, before starting the material, the researcher have an evaluated by reviewing the vocabulary the vocabulary given from the previous meeting. After that, the researcher divided them to be some group and teach them how to mention the word and show the picture of the word. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After playing word clap

game, the researcher chose some of them to write the in the white board to find out they were knew the meaning, they can mention the word and can write it. After that the researcher gave information about the next meeting. The researcher close the class.

On October 22nd, 2019 the researcher gave the forth treatment. In this case the researcher gave material about animals. At the first, before starting the material, the researcher have an evaluated by reviewing the vocabulary the vocabulary given from the previous meeting. After that, the researcher divided them to be some group and teach them how to mention the word and show the picture of the word. After that they were playing word clap game. They were make circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After playing word clap game, the researcher chose some of them to wrote the in the white board to find out they were knew the meaning, they can mention the word and can write it. The researcher gave homework about the subject and gave information about the next subject, the last for this meeting the researcher close the class.

On October 23rd, 2019 the researcher gave the fifth treatment. The researcher gave vocabulary subject about Family. Before starting the material, the researcher checked the home work from the previous meeting and reviewing the vocabulary. After that, the researcher divided them to be some group and teach them how to mention the word and show the picture of the word. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After playing word clap game, the researcher chose some of them

to wrote the in the white board to find out they were knew the meaning, they can mention the word and can write it. After that the researcher gave information about the next meeting and the researcher close the class.

On October 24th,2019 the researcher gave the sixth treatment as the last. Before starting the material, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The researcher gave subject about shape and colors in this meeting. The researcher divided them to be some group and teach them how to mention the word and show the picture of the word. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After playing word clap game, the researcher chose some of them to wrote the in the white board to find out they were knew the meaning, they can mention the word and can wrote it. At the end of this meeting, the first student who got out from the circle is punished. They have to singing in front of the class. The researcher conducted an evaluation, namely all the vocabularies that had been given starting from the first meeting to the last meeting. The researcher appointed several students to mention some of the vocabularies.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got very low score, the mean score of the pre-test was 43,83. After that the researcher gave treatment by using word clap game.

After doing sixth times of treatment, the researcher concluded a post-test. The post test score showed that there significant different before giving treatment and after treatment. The mean score of post-test was 79,52. The data analysis is the test value (4,592) was greater the T-table value (1,710). By this result, it is concluded that

there is an improvement between the students' vocabulary before and after giving treatment by using word clap game. It is show that the alternative hypothesis (H_1) was Accepted in the null hypothesis (H_0) was rejected.

After applying word clap game in teaching vocabulary gave improvement to the students' at SDN 173 Tiroang Kabupaten Pinrang, for example:

1. Students easy to memorize the vocabulary
2. The students more enjoyable and fun to study English, because they were study English with playing game.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The student was lazy to be memorized because they think that English was difficult.
2. The students lack of motivation and awareness in learning English.
3. The students lack of interesting in learning English.

4.2.2 The discussion of the finding through the questionnaire.

The students' response by using word clap game to enhance students vocabulary mastery at SDN 173 Tiroang Kabupaten Pinrang has been analyzed by using liker scale. the questionnaire was successfully filled by 25 respondent that taken on 28th October 2019.

From 20 questionnaires all the students answered very positively. Based on the liker scale, the students' was very positively in learning English by using word clap game. It means that word clap games make the students have positive response

toward in learning vocabulary and they are glad about it. The cumulative percentage on the twenty items on the positive statement questionnaire was 90,33 while the cumulative score that they got was 1023.

According to the data, we can see that using word clap game can improve students' vocabulary in learning English. Most of students are interested learning English by using word clap game.

Andrew Wright said that Word clap game can be used in any at stage of lesson once the target language has been introduced and explained, so the according the teacher can apply it in each level of school, whether they are formal education or non formal education¹. So, the researcher word clap game is very suitable for elementary school or junior high school, because this game is very easy to play. The students can enjoy receiving the material and more interesting to learning English, one thing that made the student lazy to learn is when the learning material is boring in the class room without media or strategy. Word clap game is combination between language practice and improving students' vocabulary. So, this game very suitable to used in teaching vocabulary.

¹H. Douglas Brown. *Strategies for success: A Practical Guide to Learning English* (New York : Longman, 2002) p. 129.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about increasing vocabulary mastery of the students' through word clap game at SDN 173 Tiroang Kabupaten Pinrang.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimental research design, the object of this study is to find out whether word clap game was able or not to enhance the students' vocabulary mastery before and after treatment. The following are the description of the conclusion based on the problem statement of this research, so the researcher concluded that :

- 5.1.1 The use of word clap game to improve students' vocabulary mastery at SDN 173 TROANG Kabupaten Pinrang, T-test result in which the value of the t-test was 4,952 than t-table 1,710At the level significance and degree of freedom (df) was 24.
- 5.1.2 the students were very positive after learning vocabulary through word clap game. Its mean the students was very exited about the lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive response about the material in word clap game.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

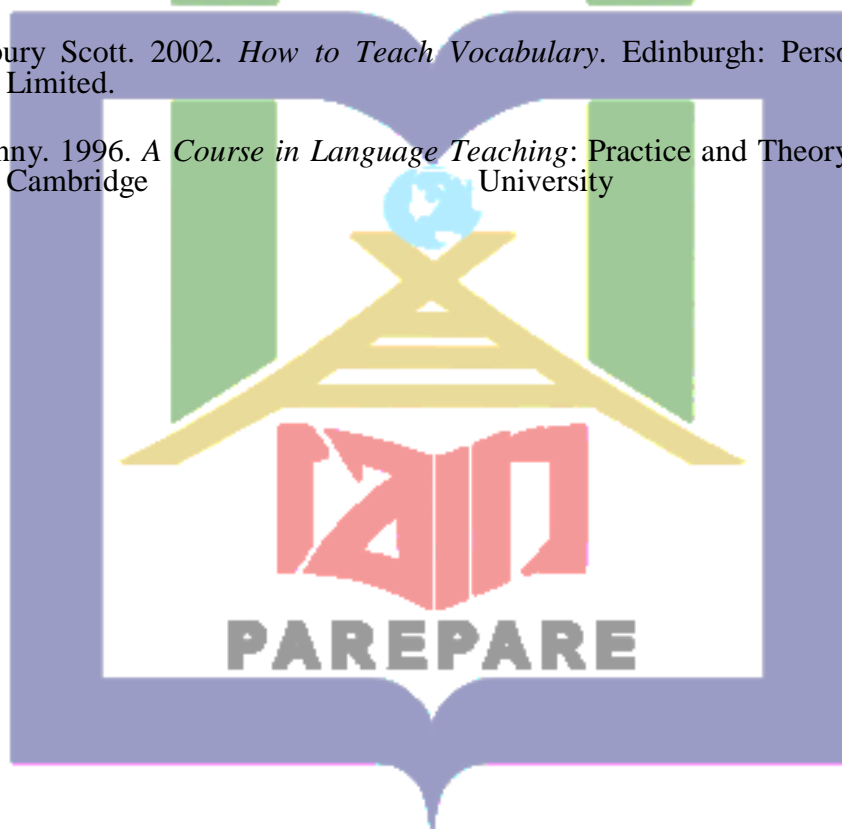
- 5.2.1 In teaching English specially vocabulary, the teacher need to be more creative to maximize the teaching and learning process, do not make the students bored with the monotonous technique or media.
- 5.2.2 The teacher should be active in giving the feedback for teaching learning process.
- 5.2.3 The students should be more active in teaching and learning process, do not be afraid to make a mistake and enjoy the learning process.
- 5.2.4 The students should be practice their vocabulary in their daily life with their friends, if they the difficulties in vocabulary they can ask their teacher or friends.
- 5.2.5 Word Clap game can be applied in any situation, in the class or out the class. This game is suitable for children in learning vocabulary.
- 5.2.6 furthermore, use different games in learning English, especially vocabulary. Such as guessing word, race game, and also different grades and levels of education to see if the implementation of game can effectively in building up the students' vocabulary achievement.

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Appendix 1


INSTRUMENT OF THE PRE-TEST


Name :

Class :


A. Choose the correct answer from the option a, b, c, or d. (number 1-10)


1.  How to say in English....
- a. Pen
 - b. Book
 - c. Pencil
 - d. Crayon

2.  How to say in English ...
- a. Scissors
 - b. Ruler
 - c. Note book
 - d. Trash

3.  What is this
- a. Spoon
 - b. Ladle
 - c. plate
 - d. jug

4. My `mother cooks in the...
- a. Living Room
 - b. Kitchen
 - c. Dining Room
 - d. Bath Room.

5.  What is this...
- a. Dress
 - b . Skirt
 - c. Coat
 - d. Pans

6.  What is this ...
- A. Pig
 - B. Turtle
 - C. mouse
 - D. Sheep

7.  What is this...

- a. Bird
- b. Eagle
- c. Duck
- d. Lion

8. How to say “ungu dan Merah” in English....

- a. Black and blue
- b. Purple and gray
- c. Red and pink
- d. Purple and red









9. How to say “Sepupu” in English..


- a. Cousin
- b. Son
- c. aunty
- d. daughter

10. Spoon.



B. Match the pictures with the words! (Number 11-20)

11.		<input type="radio"/>	<input type="radio"/>	Cow
12.		<input type="radio"/>	<input type="radio"/>	Fish
13.		<input type="radio"/>	<input type="radio"/>	Pen
14.		<input type="radio"/>	<input type="radio"/>	Cup
15.		<input type="radio"/>	<input type="radio"/>	Ladle
16.		<input type="radio"/>	<input type="radio"/>	Fork
17.		<input type="radio"/>	<input type="radio"/>	Chair
18.				T-Shirt
19.				Blouse

20		○	○ Mongkey
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C. Arrange the letter below ! (NUMEBR 21-25)

- 21. R-L-U-E-R ()
- 22. O-G-D ()
- 23. L-O-W-B ()
- 24. T-H-A ()
- 25. J-N-S-E-A ()



Appendix 1

INSTRUMENT OF THE POST-TEST

Name :

Class :

A. Choose the correct answer from the option a, b, c, or d. (number 1-10)

1.



How to say "Nenek" in English ...

- a. Uncle
- b. Son
- c. Grandmother
- d. Mother

2.



What is this ...

- a. Circle
- b. Cube
- c. Rectangle
- d. Triangle

3.



How to say in English ...

- a. Pink rectangle
- b. Blue Star
- c. Purple Circle
- d. Red Pentagon

4. I will use to cut the banana.

- a. Plate
- b. Spatula
- c. Knife
- d. Cup

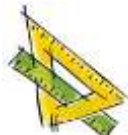
5.



How to say in English ...

- a. Pencil
- b. Eraser
- c. Bag
- d. Table

6.



What is this

- a. Ruler
- b. Books
- c. Scissors
- d. White Board

7.



What is this ...

- a. Pants
- b. Socks
- c. Boots
- d. Shorts

8.



How to say in English ...

- a. Jacket
- c. Suit

b. Dress

d. T-Shirt

9. Fish.

a.



b.



c.



d.



10. Rabbit

a.



b.










c.



d.



B. Match the pictures with the words! (Number 11-20)

11.		T-shirt
12.		Duck
13.		Bowl
14.		Dress
15.		Tiger
16.		Pan
17.		Tray
18.		Ladle
19.		Clock
20.		Frog

C. Arrange the letter below ! (NUMEBR 21-25)

- 21. R-T-S-K-I ()
- 22. E-A-K-S-N ()
- 23. E-L-A-P-T ()
- 24. E-T-B-L-A ()
- 25. O-O-D-R ()



Appendix 2

INSTRUMENT OF THE QUESTIONNAIRE

Name :

Class :

Angket ini merupakan kumpulan pertanyaan-pertanyaan yang tertulis yang digunakan untuk memperoleh informasi dari responden tentang “Kefektifan menggunakan permainan Bertepuk tangan unryk meningkatkan penguasaan kosakata bahasa inggris”. Hasil angkat ini diharapkan dapat menjadi bahan kelengkapan peneliti, kepada siswa diharapkan menjawab pernyataan sesuai dengan yang disarakan dan sejujur-jujurnya. Hasil angket ini tidak berpengaruh terhadap nilai siswa. Terimakasih.

Petunjuk pengisian :

- A. Berilah tanda silang (X) pada pilihan keterangan jawaban yang telah disediakan dibawah ini.
- B. Berilah jawaban sesuai dengan pendapat anda dan hati nurani anda dengan sejujur-jujurnya tanpa dipengaruhi oleh pihak lain.

Keterangan :

1. Sangat Setuju : (SS)
2. Setuju : (S)
3. Ragu-ragu (R)
4. Tidak Setuju : (TS)
5. Sangat Tidak Setuju : (STS)

QUESTIONNAIRE

NO	Questionnaire	Answer				
		SS	S	R	TS	STS
1	Belajar penguasaan vocabulary melalui "Word Clap Game" atau permainan tepuk tangan memudahkan saya untuk memahami kosakata dalam bahasa inggris.					
2	Belajar penguasaan vocabulary melalui "word clap game" membuat saya lebih aktif dalam proses belajar.					
3	Belajar penguasaan vocabulary melalui "word clap game" sangat menarik dan menyenangkan.					
4	Belajar pengusaan vocabulary melalui "word clap game" membuat saya lebih mudah mengasai metari pembelajaran.					
5	Belajar pengusaan vocabulary melalui "word clap game" membuat saya lebih termotivasi untuk belajar.					

6	Belajar penguasaan vocabulary melalui “word clap game” meningkatkan kemampuan saya dalam penguasaan vocabulary.					
7	Belajar penguasaan vocabulary melalui “word clap game” menambah kosakata bahasa inggris saya.					
8	Belajar penguasaan vocabulary melalui “word clap game” membuat saya mampu memahami pelajaran dengan cepat.					
9	Belajar penguasaan vocabulary melalui “word clap game” membuat pelajaran lebih menyenangkan.					
10	Belajar penguasaan vocabulary melalui “word clap game” member pengaruh positif bagi saya.					
11	Belajar penguasaan vocabulary melalui “word clap game” tidak bermanfaat bagi saya.					

12	Belajar penguasaan vocabulary melalui “word clap game” membuat saya sulit brinteraksi dengan siswa lain.					
13	Belajar penguasaan vocabulary melalui “word clap game” membuat saya acuh tak acuh bertanya pada guru.					
14	Belajar penguasaan vocabulary melalui “word clap game” mebuat saya malas bertanya tentang materi pembelajaran.					
15	Belajar penguasaan vocabulary melalui “word clap game” tidak memberi pengaruh positif bagi saya.					
16	Belajar penguasaan vocabulary melalui “word clap game” membosankan bagi saya.					
17	Belajar penguasaan vocabulary melalui “word clap game” tidak bermanfaat bagi saya.					

18	Belajar penguasaan vocabulary melalui “word clap game” mengantuk saat menerima materi pembelajaran.					
19	Belajar penguasaan vocabulary melalui “word clap game” membuat materi pembelajaran tidak mudah saya paham .					
20	Belajar penguasaan vocabulary melalui “word clap game” sangat mengganggu konsentrasi saya.					



Appendix 3**LESSON PLAN****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SDN 173 TIROANG KABUPATEN PINRANG
 Mata Pelajaran : Bahasa Inggris
 Kelas/ semester : VIII / 1
 Alokasi Waktu : 2 x 45 menit
 Standar Kompetensi : 1. Things in the kitchen
 Kompetensi Dasar : 1.1 Menghafalkan, menyebutkan dan menuliskan nama benda-benda yang ada di kelas.

A. Tujuan Pembelajaran

1. Peserta didik mampu mengetahui dan menyebutkan apa itu things in the class.
2. Peserta didik mampu menuliskan benda-benda yang ada didalam kelas

B. Materi Pembelajaran

- | | |
|------------------------|--------------------------|
| 1. Plate : Piring | 12. Knife : Pisau |
| 2. Glass : Gelas | 13. Ladle : Sendok Sayur |
| 3. Spoon : sendok | 14. Tray : Baki |
| 4. Pan : panci | 15. Napkin : Serbet |
| 5. Prying pan : wajan. | 16. Grater : Parutan |
| 6. Fork : Garpu | 17. Bottle : Botol |
| 7. Jug : Cerek | 18. Teaspoon: Sendok teh |
| 8. Bowl : mangkuk | 19. Tea Pot : Teko Teh |
| 9. Spatula: Spatula | 20. Stove: Kompor |
| 10. Fridge : Kulkas | |
| 11. Cup : Cangkir | |

12. Metode Pembelajaran

Ceramah

Students sentris

13. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit)
 - a. Guru memberikan salam kepada siswa.
 - b. Guru memeriksa kehadiran siswa.
 - c. Guru menyampaikan materi yang akan dibahas dan tujuan pembelajaran.
2. Kegiatan Inti (30 menit)
 - a. Guru menjelaskan tentang things in the kitchen.
 - b. Guru memperatekkan cara menyebutkan nama-nama benda di dapur dalam bahasa inggris.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang things in the kitchen. Seperti :
 - d. Guru memberikan waktu guru memberikan waktu 5 menit kepada siswa untuk membaca materi things in the class.
 - e. Guru membagi siswa menjadi beberapa kelompok.
 - f. Guru menyuruh siswa melakukan permainan sesuai dengan rule yang telah dijelaskan sebelumnya.
 - g. Guru menyuruh siswa untuk menyebutkan dan menuliskan nama-nama benda yang ada dikelas dalam bahasa inggris.
3. Kegiatan Akhir (5 menit)

Guru menutup/mengakhiri pelajaran tersebut dengan mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.

14. Alat dan Media

1. Alat

Flashcard

2. Media

Flashcard, Game

15. Penilaian

1. Prosedur penilaian: pada akhir pembelajaran (post-test)

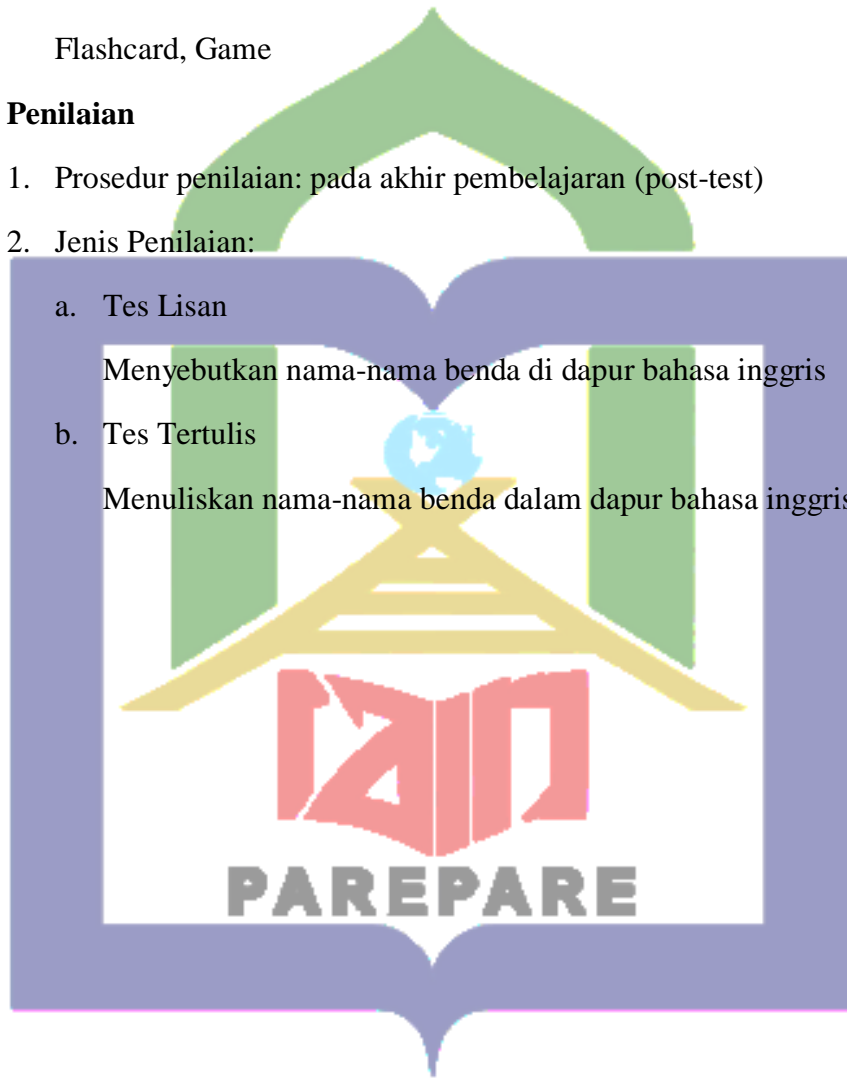
2. Jenis Penilaian:

a. Tes Lisan

Menyebutkan nama-nama benda di dapur bahasa inggris

b. Tes Tertulis

Menuliskan nama-nama benda dalam dapur bahasa inggris.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SDN 173 TIROANG KABUPATEN PINRANG
 Mata Pelajaran : Bahasa Inggris
 Kelas/ semester : IV / GANJIL
 Alokasi Waktu : 2 x 45 menit
 Standar Kompetensi : 1. Things in the class
 Kompetensi Dasar : 1.1 menghafalkan, menyebutkan dan menuliskan nama benda-benda yang ada di kelas.

A. Tujuan Pembelajaran

1. Peserta didik mampu Mengetahui dan menyebutkan things in the class.
2. Peserta didik mampu menuliskan benda-benda yang ada didalam kelas

B. Materi Pembelajaran

- | | |
|------------------------------|------------------------------|
| 1. Table : meja | 14. Eraser : penghapus |
| 2. Chair : Kursi | 15. Crayon : krayon |
| 3. Window : Jendela | 16. Globe : bola dunia |
| 4. White board : papan Tulis | 17. Note book : Buku catatan |
| 5. Door : Pintu | 18. Curtain : Gorden |
| 6. Bag : Tas | 19. Sharpener : Peruncing |
| 7. Pencil : Pensil | 20. Clock : jam |
| 8. Pen : Pulpen | 21. Desk : Meja tulis |
| 9. Book: Buku | 22. Chalk : Kapur |
| 10. Ruler : penggaris | 23. Paper : kertas |
| 11. Marker : spidol | 24. Map : Peta |
| 12. Calendar: kalender | 25. Bin : Tempat sampah. |
| 13. Pencil Case : Tas pensil | |

14. Metode Pembelajaran

Ceramah

Students sentris

15. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit)
 - a. Guru memberikan salam kepada siswa.
 - b. Guru memeriksa kehadiran siswa.
 - c. Guru menyampaikan materi yang akan dibahas dan tujuan pembelajaran.
2. Kegiatan Inti (30 menit)
 - a. Guru menjelaskan tentang things in the class.
 - b. Guru memperatekkan cara menyebutkan nama-nama benda di kelas dalam bahasa inggris.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang things in the class.
 - d. Guru memberikan waktu guru memberikan waktu 5 menit kepada siswa untuk membaca materi things in the class.
 - e. Guru membagi siswa menjadi beberapa kelompok.
 - f. Guru menyuruh siswa melakukan permainan sesuai dengan rule yang telah dijelaskan sebelumnya.
 - g. Guru menyuruh siswa untuk menyebutkan dan menuliskan nama-nama benda yang ada dikelas dalam bahasa inggris.
3. Kegiatan Akhir (5 menit)

Guru menutup/mengakhiri pelajaran tersebut dengan mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.

16. Alat dan Media

1. Alat

Flashcard

2. Media

Flashcard

17. Penilaian

1. Prosedur penilaian: pada akhir pembelajaran (post-test)

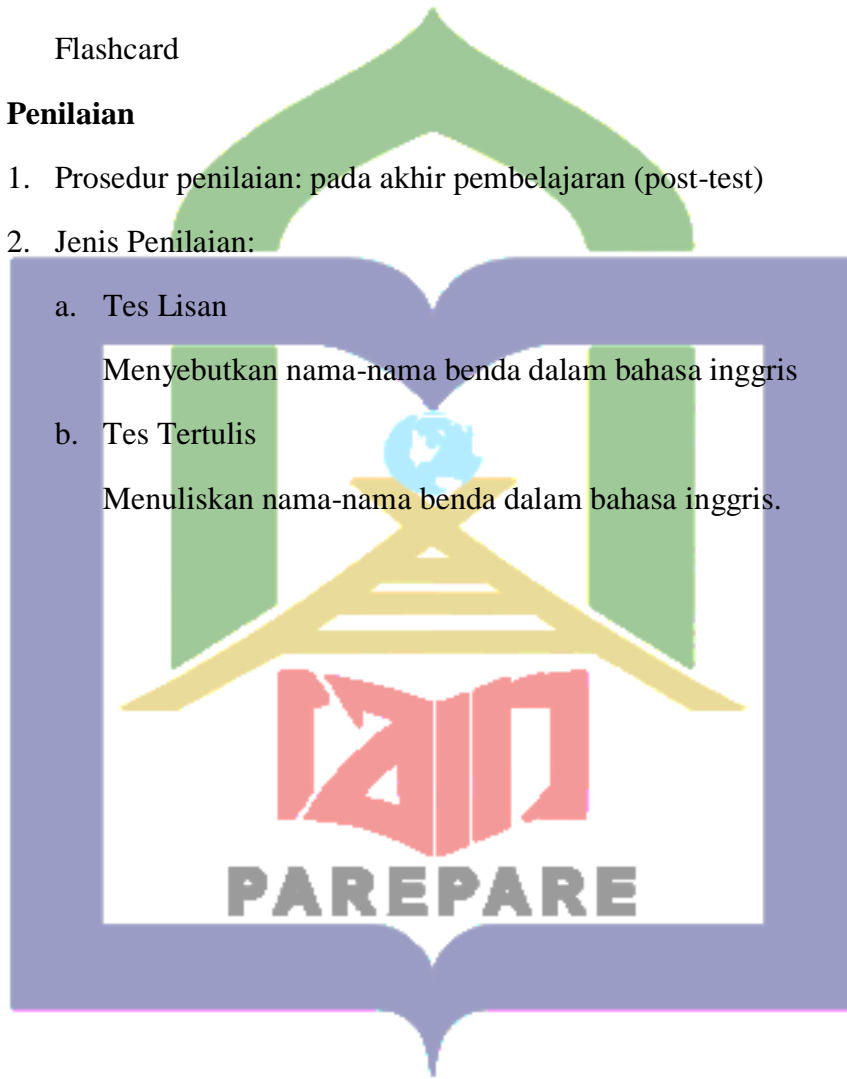
2. Jenis Penilaian:

a. Tes Lisan

Menyebutkan nama-nama benda dalam bahasa inggris

b. Tes Tertulis

Menuliskan nama-nama benda dalam bahasa inggris.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SDN 173 TIROANG KABUPATEN PINRANG
 Mata Pelajaran : Bahasa Inggris
 Kelas/ semester : IV / GANJIL
 Alokasi Waktu : 2 x 45 menit
 Standar Kompetensi : 1. Clothes
 Kompetensi Dasar : 1.1 menghafalkan, menyebutkan, dan menuliskan nama pakaian dalam bahasa inggris.

A. Tujuan Pembelajaran

1. Peserta didik mampu Mengetahui dan menyebutkan nama-nama clothes.
2. Mampu menuliskan nama-nama clothes.

B. Materi Pembelajaran

- | | |
|------------------------------|-------------------------------------|
| 1. Hat : Topi | 14. Cardigan : Rompi lengan panjang |
| 2. Jacket : jaket | 15. Jewelry : Perhiasan |
| 3. Golves : Sarung tangan | 16. Skirt : Rok |
| 4. Shoes : Sepatu | 17. Pants : Celana Panjang. |
| 5. Suit : Baju setelan | 18. Pajamas : Piyama |
| 6. T-shir : Baju Kaos | 19. Sandals : Sandal |
| 7. Shirt : kemeja | 20. Tiara : mahkota |
| 8. Dress : gaun | 21. Umbrella : payung |
| 9. Ring : Cincin | 22. Tie : Dasi |
| 10. Belt : Ikat pinggang | 23. Wrap : Selendang |
| 11. Blouse : blus | 24. Vest : Rompi |
| 12. Short : Celana Pendek | 25. Veil : Jilbab. |
| 13. Earrings : Anting-anting | |

C. Metode Pembelajaran

Ceramah

Students sentris

D. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit)
 - a. Guru memberikan salam kepada siswa.
 - b. Guru memeriksa kehadiran siswa.
 - c. Guru menyampaikan materi yang akan dibahas dan tujuan pembelajaran.
2. Kegiatan Inti (30 menit)
 - a. Guru menjelaskan tentang Clothes.
 - b. Guru memperatekkan cara menyebutkan nama-nama pakaian dalam bahasa inggris.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang clothes.
 - d. Guru memberikan waktu guru memberikan waktu 5 menit kepada siswa untuk membaca materi clothes.
 - e. Guru membagi siswa menjadi beberapa kelompok.
 - f. Guru menyuruh siswa melakukan permainan sesuai dengan rule yang telah dijelaskan sebelumnya.
 - g. Guru menyuruh siswa untuk menyebutkan dan menuliskan nama-nama pakaian dalam bahasa inggris.
3. Kegiatan Akhir (5 menit)

Guru menutup/mengakhiri pelajaran tersebut dengan mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.

E. Alat dan Media

1. Alat

Flashcard

2. Media

Flashcard, Game

F. Penilaian

1. Prosedur penilaian: pada akhir pembelajaran (post-test)

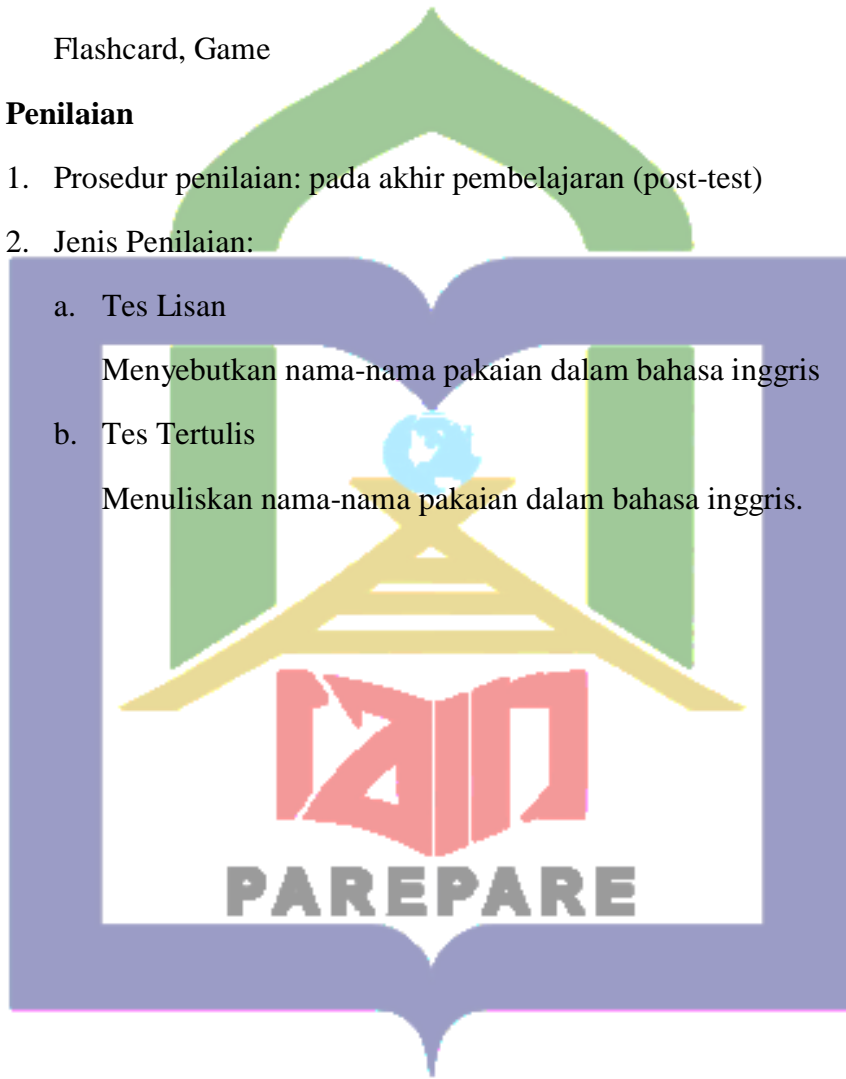
2. Jenis Penilaian:

a. Tes Lisan

Menyebutkan nama-nama pakaian dalam bahasa inggris

b. Tes Tertulis

Menuliskan nama-nama pakaian dalam bahasa inggris.





RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SDN 173 TIROANG KABUPATEN PINRANG
 Mata Pelajaran : Bahasa Inggris
 Kelas/ semester : IV/ Ganjil
 Alokasi Waktu : 2 x 45 menit
 Standar Kompetensi : 1. Animals
 Kompetensi Dasar : 1.1 menghafalkan, menyebutkan dan menuliskan nama-nama hewan dalam bahasa inggris.

A. Tujuan Pembelajaran

1. Peserta didik mampu mengetahui dan menyebutkan nama-nama animals dalam bahasa inggris.
2. Peserta didik mampu menuliskan nama-nama animals.

B. Materi Pembelajaran

- | | |
|-------------------------|---------------------------|
| 1. Cat : Kucing | 11. Cow : sapi |
| 2. Fish : Ikan | 12. Sheep : domba |
| 3. Dog : anjing | 13. Bird : burung |
| 4. Turtle : Kura-kura | 14. Frog : katak |
| 5. Lion : singa | 15. Butterfly : Kupu-kupu |
| 6. Crocodile : Buaya | 16. Kangaroo : kangguru |
| 7. Shark : hiu | 17. Horse : kuda |
| 8. Dolpin : lumba-lumba | 18. Hen : ayam betina |
| 9. Tiger : harimau | 19. Rooster : ayam jantan |
| 10. Snake : Ular | 20. Duck : bebek |

C. Metode Pembelajaran

Ceramah

Students sentris

D. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit)
 - a. Guru memberikan salam kepada siswa.
 - b. Guru memeriksa kehadiran siswa.
 - c. Guru menyampaikan materi yang akan dibahas dan tujuan pembelajaran.
2. Kegiatan Inti (30 menit)
 - a. Guru menjelaskan tentang animals.
 - b. Guru memperatekkan cara menyebutkan nama-nama hewan dalam bahasa inggris.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang animals.
 - d. Guru memberikan waktu guru memberikan waktu 5 menit kepada siswa untuk membaca materi animals.
 - e. Guru membagi siswa menjadi beberapa kelompok.
 - f. Guru menyuruh siswa melakukan permainan sesuai dengan rule yang telah dijelaskan sebelumnya.
 - g. Guru menyuruh siswa untuk menyebutkan dan menuliskan nama-nama hewan dalam bahasa inggris.

3. Kegiatan Akhir (5 menit)

Sebelum mengakhiri pelajaran, guru menyampaikan materi pembelajaran untuk pertemuan selanjutnya, kemudian guru mengakhiri pertemuan tersebut dengan mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.

E. Alat dan Media

1. Alat

Flashcard

2. Media

Flashcard, Game

F. Penilaian

1. Prosedur penilaian: pada akhir pembelajaran (post-test)

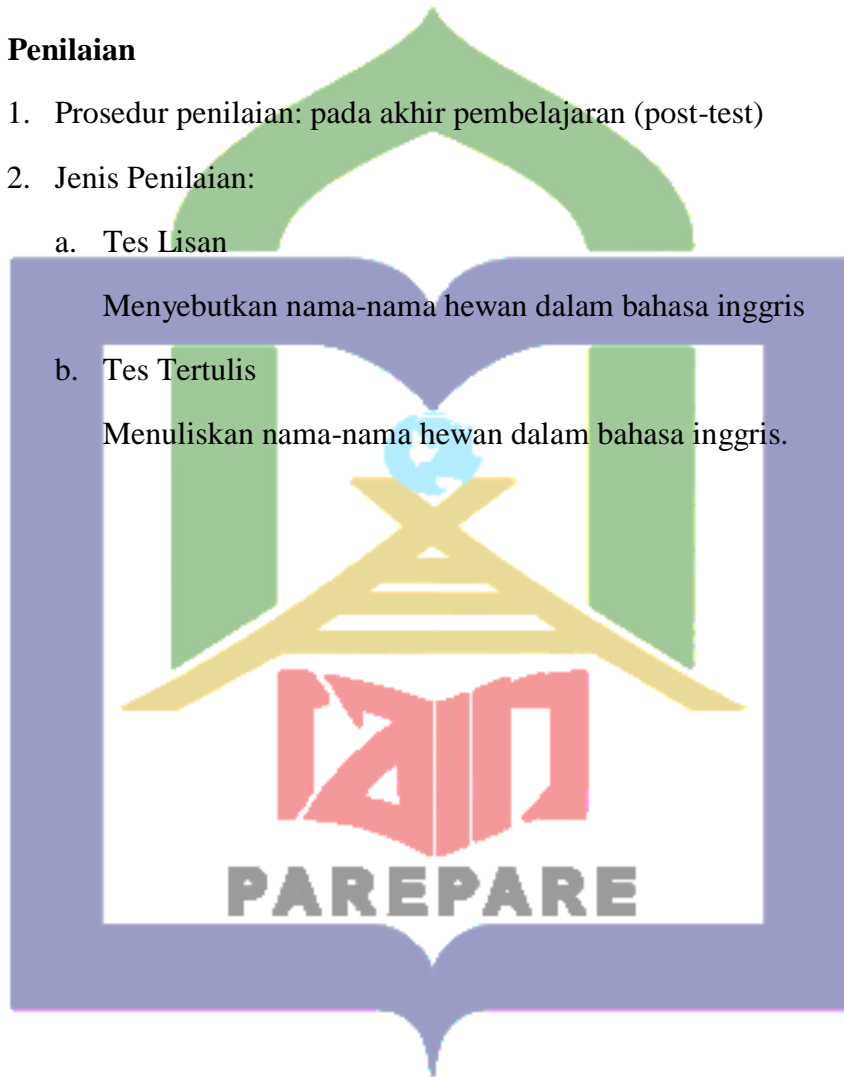
2. Jenis Penilaian:

a. Tes Lisan

Menyebutkan nama-nama hewan dalam bahasa inggris

b. Tes Tertulis

Menuliskan nama-nama hewan dalam bahasa inggris.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SDN 173 TIROANG KABUPATEN PINRANG
 Mata Pelajaran : Bahasa Inggris
 Kelas/ semester : IV/ Ganjil
 Alokasi Waktu : 2 x 45 menit
 Standar Kompetensi : 1. Family
 Kompetensi Dasar : 1.1 menghafalkan, menyebutkan dan menuliskan nama-nama anggota keluarga (Family) dalam bahasa inggris.

A. Tujuan Pembelajaran

1. Peserta didik mampu mengetahui dan menyebutkan nama-nama anggota keluarga/family dalam bahasa inggris.
2. Peserta didik mampu menuliskan nama-nama anggota keluarga/family dalam bahasa inggris.

B. Materi Pembelajaran

- | | |
|------------------------------|-----------------------------------|
| 1. Family : keluarga | 11. Cousin : sepupu |
| 2. Parent : orang tua | 12. Wife : Istri |
| 3. Father : ayah | 13. Husband : suami |
| 4. Mother : ibu | 14. Grandson : cucu laki-laki |
| 5. Grandfather : kakek | 15. Grandaugther : cucu perempuan |
| 6. Grandmother : nenek | 16. Nephew : keponakan laki-laki |
| 7. Son : anak laki-laki | 17. Niece : Keponakan perempuan |
| 8. Daugther : anak perempuan | 18. Orphan : Anak yatim |
| 9. Uncle : paman | 19. Widow : Janda |
| 10. Aunty : Tante | 20. Widower : Duda |

C. Metode Pembelajaran

Ceramah

Students sentris

D. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit)
 - a. Guru memberikan salam kepada siswa.
 - b. Guru memeriksa kehadiran siswa.
 - c. Guru menyampaikan materi yang akan dibahas dan tujuan pembelajaran.
2. Kegiatan Inti (30 menit)
 - a. Guru menjelaskan tentang animals.
 - b. Guru memperatekkan cara menyebutkan nama-nama hewan dalam bahasa inggris.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang animals.
 - d. Guru memberikan waktu guru memberikan waktu 5 menit kepada siswa untuk membaca materi animals.
 - e. Guru membagi siswa menjadi beberapa kelompok.
 - f. Guru menyuruh siswa melakukan permainan sesuai dengan rule yang telah dijelaskan sebelumnya.
 - g. Guru menyuruh siswa untuk menyebutkan dan menuliskan nama-nama hewan dalam bahasa inggris.

3. Kegiatan Akhir (5 menit)

Sebelum mengakhiri pelajaran, guru menyampaikan meteri pembelajaran untuk peretemuan selanjutnya, kemudian guru mwngakhiri pertemuan tersebut dengan mengucapkan salam

kepada para siswa sebelum keluar kelas dan siswa menjawab salam.

E. Alat dan Media

1. Alat

Flashcard

2. Media

Flashcard, Game

F. Penilaian

1. Prosedur penilaian: pada akhir pembelajaran (post-test)

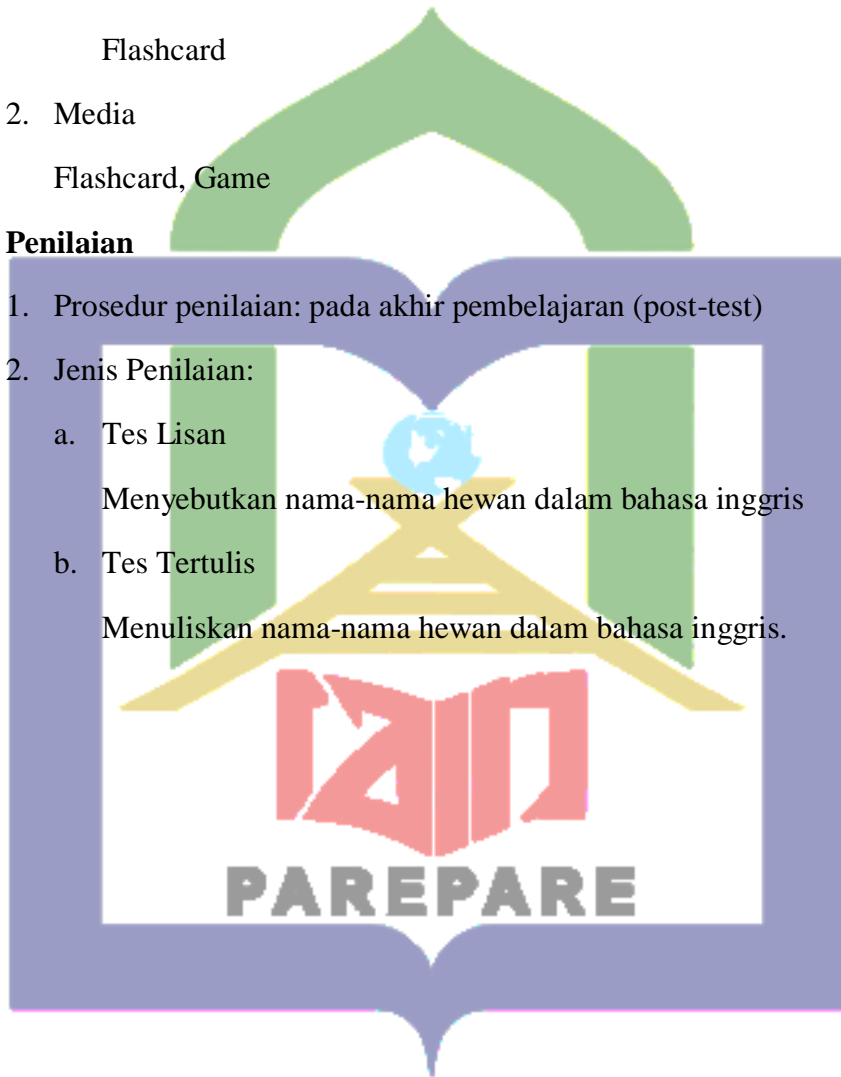
2. Jenis Penilaian:

a. Tes Lisan

Menyebutkan nama-nama hewan dalam bahasa inggris

b. Tes Tertulis

Menuliskan nama-nama hewan dalam bahasa inggris.





RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SDN 173 TIROANG KABUPATEN PINRANG

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : IV/ Ganjil Alokasi

Waktu : 2 x 45 menit Standar

Kompetensi : 1. Shape and color

Kompetensi Dasar : 1.1 menghafalkan, menyebutkan dan menuliskan nama-nama shape and color dalam bahasa inggris.

A. Tujuan Pembelajaran

1. Peserta didik mampu mengetahui dan menyebutkan nama-nama shape and color dalam bahasa inggris.
2. Peserta didik mampu menuliskan nama-nama shape and color.

B. Materi Pembelajaran

- | | |
|-----------------------------|---------------------|
| 1. Square : segiempat | 11. Black : hitam |
| 2. Rectangle : segi panjang | 12. Purple : ungu |
| 3. Triangle : segitiga | 13. Orange : orange |
| 4. Pentagon : segilima | 14. Green : hijau |
| 5. Star : bintang | 15. Yellow : Kuning |
| 6. Circle : lingkaran | 16. Blue : Biru |
| 7. Trapezoid : trapesium | 17. Gray : abuabu |
| 8. Pink : merah muda | 18. Brown : coklat |
| 9. Red : merah | |
| 10. White : putih | |

C. Metode Pembelajaran

Ceramah

Students sentris

D. Langkah-langkah Pembelajaran

1. Kegiatan Awal (5 menit)
 - a. Guru memberikan salam kepada siswa.
 - b. Guru memeriksa kehadiran siswa.
 - c. Guru menyampaikan materi yang akan dibahas dan tujuan pembelajaran.
2. Kegiatan Inti (30 menit)
 - a. Guru menjelaskan tentang animals.
 - b. Guru memperatekkan cara menyebutkan nama-nama hewan dalam bahasa inggris.
 - c. Guru memberikan kesempatan kepada siswa untuk bertanya tentang animals.
 - d. Guru memberikan waktu guru memberikan waktu 5 menit kepada siswa untuk membaca materi animals.
 - e. Guru membagi siswa menjadi beberapa kelompok.
 - f. Guru menyuruh siswa melakukan permainan sesuai dengan rule yang telah dijelaskan sebelumnya.
 - g. Guru menyuruh siswa untuk menyebutkan dan menuliskan nama-nama hewan dalam bahasa inggris.
3. Kegiatan Akhir (5 menit)

Guru mengakhiri pertemuan tersebut dengan mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.

E. Alat dan Media

1. Alat
Flashcard

2. Media

Flashcard, Game

F. Penilaian

1. Prosedur penilaian: pada akhir pembelajaran (post-test)

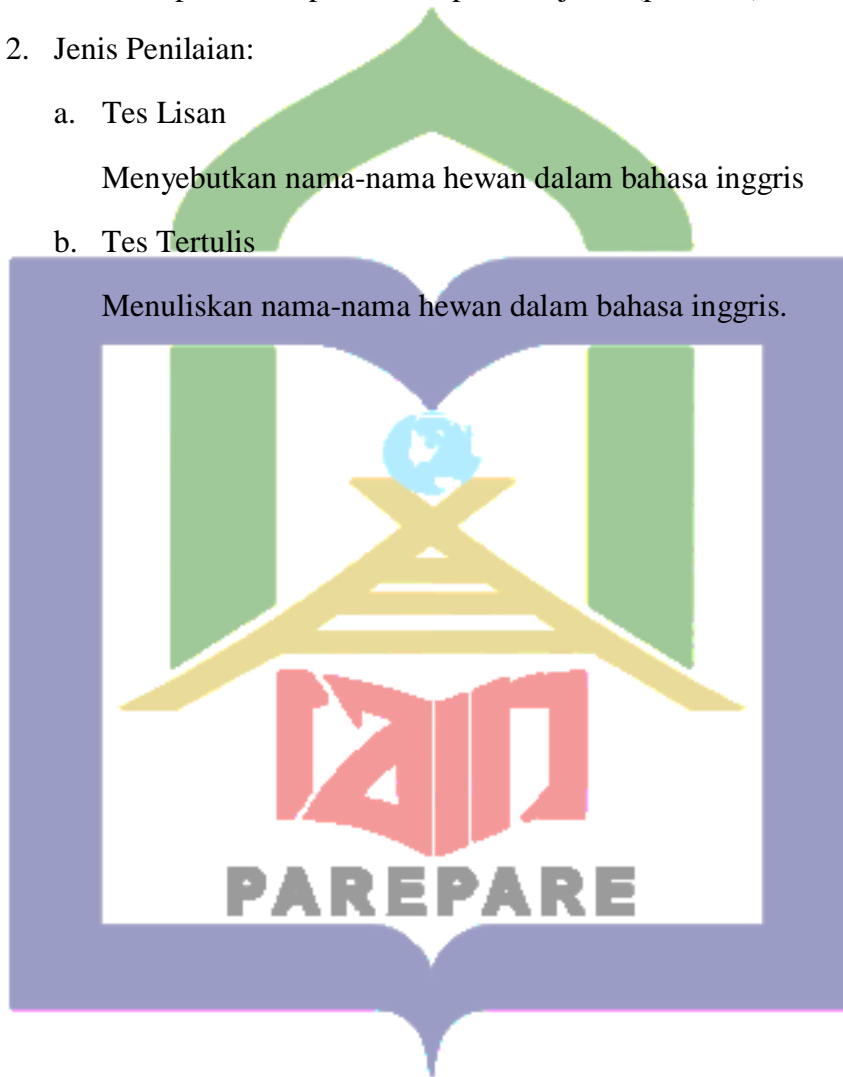
2. Jenis Penilaian:

a. Tes Lisan

Menyebutkan nama-nama hewan dalam bahasa inggris

b. Tes Tertulis

Menuliskan nama-nama hewan dalam bahasa inggris.





Appendix 4 : Respondent score in pre-test, post-test and questionnaire.

Table of The Respondent Score

No	Respondent	Pre-Test	
		Correct Answer	Score
1	Fathir	6	24
2	Akib Burhan	12	48
3	Amirah	8	32
4	Nurul Ilma	13	56
5	Saki	7	28
6	Al Gazali	12	48
7	Muh. As'ad	10	40
8	Afgan	6	28
9	Indri Aprilia	6	28
10	Alif.C	15	60
11	Ferdi	8	32
12	Faiq	10	40
13	A.Apriliani	15	60
14	Sri Mulyani	6	28
15	Rafia	12	48
16	Muh.Awal	7	28
17	Ridwan	10	40
18	Muh. Alif	12	48
19	Al Faizun	8	32

20	Nurfadillah	11	44
21	Ariny	10	40
22	Fakhriyyah	20	60
23	Ramadhani	18	76
24	Muh. Nisam	19	60
25	Muh. Arsal	17	68
Total			1096

(Data Score: The Respondent Score in Pre-Test)

After knowing the students' score in Pre-Test researcher following table are students' score to find out the mean score:

Table 4.2 The Score in Pre-test

No	Respondent	Pre test of the Respondent		$\sum X_i$	Classification
		Max Score	Score (X_i)		
1	Fathir	100	24	576	Very Poor
2	Akib Burhan	100	48	2304	Poor
3	Amirah	100	32	1024	Very Poor
4	Nurul Ilma	100	56	3136	Fair
5	Saki	100	28	784	Very Poor
6	Al Gazali	100	48	2304	Poor
7	Muh. As'ad	100	40	1600	Poor
8	Afgan	100	28	784	Very Poor
9	Indri Aprilia	100	28	784	Very Poor

10	Alif.C	100	60	3600	Fair
11	Ferdi	100	32	1024	Very Poor
12	Faiq	100	40	1600	Poor
13	A.Apriliani	100	60	3600	Fair
14	Sri Mulyani	100	28	784	Very Poor
15	Rafia	100	48	2304	Poor
16	Muh.Awal	100	28	784	very Poor
17	Ridwan	100	40	1600	Poor
18	Muh. Alif	100	48	2304	Poor
19	Al Faizun	100	32	1024	Very Poor
20	Nurfadillah	100	44	1936	Poor
21	Ariny	100	40	1600	Poor
22	Fakhriyyah	100	60	3600	Fair
23	Ramadhani	100	76	5776	Good
24	Muh. Nisam	100	60	3600	Fair
25	Muh.Arsal	100	68	4624	Good
Total			1096	53056	

(Data Score: The Respondent Score in pre-test)

The table above showed that the result of vocabulary mastery score before giving treatment through word clap game. There were 9 students got very poor score and 9 students got poor score and 5 students got fair score and 2 students got good score. The total score in pre-test was 1096. It had shown that, the students ability in vocabulary pre-test was low, because most of students got very poor, poor, and fair

score. Only 2 students got good score. The following are the process calculating of students' score in pre-test of table 4.2.

Mean score of the pre-test:

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

$$\bar{X} = \frac{1096}{25} = 43,84$$

Thus, the mean score (\bar{X}) of pre-test is 43,84

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 43,86. From that analyzing. It could be seen that almost of the 25 students' ability in vocabulary was still low because most of the students got fair, poor and very poor score.

The standard deviation of the pre-test;

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{53056 - \frac{(1096)^2}{25}}{25 - 1}}$$

$$SD = \sqrt{\frac{53056 - 48048,64}{24}}$$

$$SD = \sqrt{208,64}$$

$$SD = 14,444$$

Thus, the standard deviation of the pre-test is 14,444 after determining the mean score (\bar{X}) of the pre-test was 43,84 and standard deviation of the pre-test was 14,444 it could be seen that students' vocabulary mastery in low category.

4.1.1.2 The Respondent Score in Post-test

Meanwhile, the respondent score in post test would be presented in the following table :

Table 4.3 The Respondent Score in Post-test

No	Respondent	Post-Test	
		Correct Answer	Score
1	Fathir	18	72
2	Akib Burhan	22	88
3	Amirah	23	92
4	Nurul Ilma	25	100
5	Saki	16	60
6	Al Gazali	25	100
7	Muh. As'ad	19	76
8	Afgan	17	68
9	Indri Aprilia	14	56
10	Alif.C	25	100
11	Ferdi	23	92
12	Faiq	18	72
13	A.Apriliani	23	92
14	Sri Mulyani	13	52
15	Rafia	17	68
16	Muh.Awal	13	52
17	Ridwan	18	72
18	Muh. Alif	21	84
19	Al Faizun	18	72

20	Nurfadillah	20	80
21	Ariny	21	84
22	Fakhriyyah	25	100
23	Ramadhani	18	72
24	Muh. Nisam	25	100
25	Muh.Arsal	21	84
Total			1988

(Data' score : The Respondent in Post-test)

After knowing the students' score in post test based on scoring rubric of writing. The following tables are students score to find out the mean score:

Table 4.4 The Respondent Score in Post-Test

No	Respondent	Post-test of the Respondent		Σ	Classification
		($\frac{\text{Score}}{\text{Max Score}}$)	Score ($\frac{\text{Score}}{\text{Max Score}}$)		
1	Fathir	100	72	5184	Good
2	Akib Burhan	100	88	7744	Very Good
3	Amirah	100	92	8464	Very Good
4	Nurul Ilma	100	100	10000	Very Good
5	Saki	100	60	3600	Fair
6	Al Gazali	100	100	10000	Very Good
7	Muh. As'ad	100	76	5776	Good
8	Afgan	100	68	4624	Good
9	Indri Aprilia	100	56	3136	Fair

10	Alif.C	100	100	10000	Very Good
11	Ferdi	100	92	8464	Very Good
12	Faiq	100	72	5184	Good
13	A.Apriliani	100	92	8464	Very Good
14	Sri Mulyani	100	52	2704	Poor
15	Rafia	100	68	4624	Good
16	Muh.Awal	100	52	2704	Very Good
17	Ridwan	100	72	5184	Good
18	Muh. Alif	100	84	7056	Very Good
19	Al Faizun	100	72	5184	Very Good
20	Nurfadillah	100	80	6400	Very Good
21	Ariny	100	84	7056	Very Good
22	Fakhriyyah	100	100	10000	Very Good
23	Ramadhani	100	72	5184	Good
24	Muh. Nisam	100	100	10000	Very Good
25	Muh.Arsal	100	84	7056	Very Good
Total			1988	163792	

(Data' Score: The Respondent Score in Post-Test)

The table above showed that there were an increasing of students' score after giving treatment through Word Clap Game. There were 15 Students got Very good score, 7 students got good score, 1 student got poor score and 2 students got fair score. It means that the students' vocabulary mastery had increased through word clap game. The total score in post test was 1988 it proved that there were increasing of students' score in post-test.

The researcher analyzed the data of students' score in post-test to know whether there is no a significant difference of students' achievement before and after learning process in using word clap game in vocabulary ability.

Mean score of post-test:

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

$$\bar{X} = \frac{1988}{25}$$

$$\bar{X} = 79,52$$

Thus, the mean score (\bar{X}) of post-test is 79,52

Based on the result of post-test, the data showed that the mean score of the post-test is 79,52 from that analyzing. It could be seen that almost of 18 students' ability in vocabulary was very good and a good score.

The standard deviation of post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{163792 - \frac{(1988)^2}{25}}{25 - 1}}$$

$$SD = \sqrt{\frac{163792 - 158085,76}{24}}$$

$$SD = \sqrt{237,76}$$

$$SD = 15,419$$

Thus, the standard deviation of the post test is 15,419

After determining the mean score (\bar{x}) of post test was 79,52 and standard deviation of the post-test was 15,419. It could be seen that students' vocabulary mastery were in a very good category.

Table The Score of Questionnaire

Respondent	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	5	4	3	5	2	4	4	4	1	5	4	3	4	5	5	4	3	4	4	76
2	5	3	4	5	5	5	5	5	5	4	3	4	3	5	3	5	4	4	3	4	84
3	4	5	3	5	5	4	3	5	5	3	4	3	5	4	3	5	5	4	3	3	81
4	5	4	5	5	4	5	5	5	4	4	5	3	5	3	3	5	5	4	3	3	85
5	4	4	5	5	3	2	5	5	5	4	5	1	1	5	3	4	5	5	5	1	77
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
7	4	3	5	5	4	5	5	5	2	4	4	4	4	4	4	4	4	4	4	4	82
8	5	5	5	5	5	5	5	5	5	4	3	3	1	5	4	4	4	4	5	3	85
9	4	3	5	5	5	4	3	4	5	3	4	4	5	4	4	5	5	4	5	5	86
10	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	99
11	4	5	3	5	5	3	5	3	4	5	2	1	2	5	5	5	5	5	3	4	79
12	4	5	5	5	5	5	5	5	5	5	1	2	2	5	5	5	5	5	5	1	85
13	5	5	5	5	4	5	5	5	5	5	4	3	4	5	3	4	3	4	4	5	88
14	4	5	5	4	5	4	5	4	5	4	5	4	3	4	5	4	4	3	5	5	87
15	5	4	5	3	4	5	5	5	5	3	4	3	2	5	3	5	5	4	5	3	83

16	5	5	5	5	5	5	5	5	5	4	3	3	1	5	4	4	4	4	5	4	86
17	5	3	4	5	5	5	3	4	4	4	2	1	5	5	5	5	3	4	1	78	
18	4	4	5	4	4	5	5	4	4	3	5	4	4	4	4	5	5	4	4	5	86
19	5	5	5	4	5	5	5	5	5	4	4	5	5	4	5	5	4	5	5	5	95
20	4	4	5	4	4	5	5	5	4	3	4	5	4	4	4	5	5	4	5	5	88
21	4	4	5	4	4	4	4	4	5	4	3	4	3	3	4	4	5	4	5	5	82
22	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	89
23	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	89
24	5	3	4	5	5	5	5	5	5	1	5	5	5	5	4	4	4	4	4	4	87
25	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	97
Total																				2154	

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

$$\bar{X} = \frac{2154}{25}$$

$$\bar{X} = 86,16$$

The students' response learning English language by using word clap game is $2154/25 = 86,16$ the table 3.4 rating score of questionnaire page thirty five shows it categorized very strong.

The table above 4.9 shows that from 10 positive and 10 negative questionnaires. All the students' answered very positive and most of the got 81-100 according to liker's scale. Based on the liker's scale that students is very interest in learning word clap game.

Appendix 6

DISTRIBUTION OF T-TABLE

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37

38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76

77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
79	1,292	1,664	1,990	2,374	2,640	79
80	1,292	1,664	1,990	2,374	2,639	80
81	1,292	1,664	1,990	2,373	2,638	81
82	1,292	1,664	1,989	2,373	2,637	82
83	1,292	1,663	1,989	2,372	2,636	83
84	1,292	1,663	1,989	2,372	2,636	84
85	1,292	1,663	1,988	2,371	2,635	85
86	1,291	1,663	1,988	2,370	2,634	86
87	1,291	1,663	1,988	2,370	2,634	87
88	1,291	1,662	1,987	2,369	2,633	88
89	1,291	1,662	1,987	2,369	2,632	89
90	1,291	1,662	1,987	2,368	2,632	90
91	1,291	1,662	1,986	2,368	2,631	91
92	1,291	1,662	1,986	2,368	2,630	92
93	1,291	1,661	1,986	2,367	2,630	93
94	1,291	1,661	1,986	2,367	2,629	94
95	1,291	1,661	1,985	2,366	2,629	95
96	1,290	1,661	1,985	2,366	2,628	96
97	1,290	1,661	1,985	2,365	2,627	97
98	1,290	1,661	1,984	2,365	2,627	98
99	1,290	1,660	1,984	2,365	2,626	99
Inf.	1,290	1,660	1,984	2,364	2,626	Inf.

Sumber: Aplikasi Analisis Multivariate Dengan Program SPSS (Dr. Imam Ghozali)

PAREPARE

CURRICULUM VITAE



The Researcher was born on December 26th, 1996 in Ujung Kec. Tiroang Kabupaten Pinrang. She is the First child of two siblings. She has one brother. Her Father's name is Sattuang and her mother's name is Cambe. Her Graduated began in SDN 94 Tiroang Kec.Tiroang Kab.Pinrang and graduated on 2009. She continued her study at SMPN 9 PINRANG and Graduated on 2012. At the same year, she registered in Senior High School (SMA) Negeri 6 Pinrang and graduated on 2015. She continued her study at state Islamic institute (IAIN) Parepare and took English Department of tarbiyah faculty as her major and finished her study with skripsi entitled "The Implimentation of Word Clap Game to Enhance Studens' Vocabulary Mastery (An Experimental Research at fourth Grade Students of UPT SDN 173 Tiroang Kabupaten Pinrang.

During her study in state Islamic institute (IAIN) Parepare, she was a member of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare and one of English teacher Volunteer in Rumah Bambu Pintar (RBP) Kec.Suppa.





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