"THE EFFECTIVENES OF STUDENTS ENGLISH VOCABULARY THROUGH THE WORD CLAP GAME FOR JUNIOR HIGH SCHOOL AT SMPN 1 SIBULUE"

(A Pre Experimental Research at the Seventh Grade of SMPN 1 Sibulue)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of the Requirements for the Degree of Education in English Education Department

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2025

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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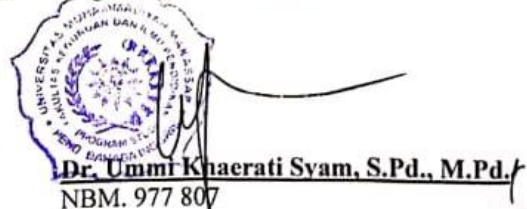
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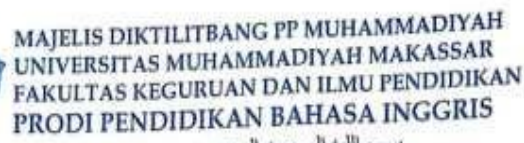
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Yang membuat perjanjian,

Nur Fadilah

MOTTO AND DEDICATION

"The most important thing is not how big your dream is but how big you make that dream come true."

DEDICATION

Bismillah, I dedicate this thesis to my beloved parents.
Although my parents weren't born with college degrees, my parents were successfully guided me to achieve a bachelor's degree.

ABSTRACT

Nur Fadilah 2024. Effectiveness of Students' English Vocabulary Through the Word Clap Game for Junior High School Students at SMPN 1 Sibulue (Pre-Experimental Research in Grade Seven of SMPN 1 Sibulue). Thesis. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Ratu Yulianti Natsir and Hijrah

The main problem in this research is how to use the Word Clap Game in vocabulary learning for students in seventh grade at SMPN 1 Sibulue. This research aims to find out whether the use of the Word Clap Game has an influence or not in vocabulary learning.

This research applies a pre-experimental method with a pre-test and post-test group design consisting of eight meetings including treatment. The population of this research is the seventh grade of SMPN 1 Sibulue which consists of 4 classes, the sample size is 20 students in class 7A and the sample was taken with purposive technique. Data obtained from the word matching test.

The researchers' findings showed that seventh grade students at SMPN 1 Sibulu had poor scores in the pre-test. After being given treatment, their vocabulary mastery increased significantly. The students' average score was 66.5 on the pre-test and 77 on the post-test. The results of testing the hypothesis of this research are (Sig (2-tailed) is 0.000), it can be concluded that the pre-test and post-test have sig <a, and H1 is accepted and Ho is rejected.

It can be concluded that using the Word Clap Game is effective for increase students' vocabulary. Thus Word Clap Game can used by teachers as a technique for students learning English at school to improve their vocabulary. This game is simple and easy applied in learning and the uniqueness of this game does not require any equipment or preparation.

Keywords: word Clap Game, Vocabulary, Effectivenes

ABSTRAK

Nur Fadilah 2024. Efektivitas Kosakata Bahasa Inggris Siswa Melalui Word Clap Game pada Siswa SMP di SMPN 1 Sibulue (Penelitian Pra Eksperimental di Kelas Tujuh SMPN 1 Sibulue). Tesis. Jurusan Pendidikan Bahasa Inggris, Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ratu Yulianti Natsir dan Hijrah.

Masalah utama dalam penelitian ini adalah bagaimana menggunakan Word Clap Game dalam pembelajaran kosakata untuk siswa kelas tujuh di SMPN 1 Sibulue. Penelitian ini bertujuan untuk mengetahui apakah penggunaan Word Clap Game mempunyai pengaruh atau tidak dalam pembelajaran kosakata.

Penelitian ini menggunakan metode pra-eksperimental dengan desain kelompok pre-test dan post-test yang terdiri dari delapan pertemuan termasuk perlakuan. Populasi penelitian ini adalah siswa kelas VII SMPN 1 Sibulue yang terdiri dari 4 kelas, besar sampelnya adalah 20 siswa kelas 7A dan sampel diambil dengan teknik purposive. Data diperoleh dari tes pencocokan kata.

Temuan peneliti menunjukkan bahwa siswa kelas VII SMPN 1 Sibulue mempunyai nilai yang buruk pada pre-test. Setelah diberikan treatment, penguasaan kosakata mereka meningkat secara signifikan. Nilai rata-rata siswa pada pre-test adalah 66,5 dan pada post-test adalah 77. Hasil pengujian hipotesis penelitian ini adalah (Sig (2-tailed) sebesar 0,000), maka dapat disimpulkan bahwa pre-test dan post-test mempunyai sig <a, dan H1 diterima dan Ho ditolak.

Dapat disimpulkan bahwa penggunaan Game Word Clap efektif untuk meningkatkan kosa kata siswa. Demikianlah Game Word Clap bisa digunakan oleh guru sebagai teknik siswa belajar bahasa Inggris di sekolah untuk meningkatkan kosa kata mereka. Permainan ini sederhana dan mudah diterapkan dalam pembelajaran dan keunikan permainan ini tidak diperlukan peralatan atau persiapan apa pun.

Kata Kunci : Word Clap Game, Kosa Kata, Efektivitas

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Hopefully, this thesis will be useful for everyone, especially for the researcher. However, the researcher also realize that this thesis still far from being perfect. Therefore all criticism and suggestion will be appreciated. Finally, by reciting Alhamdulillah Robbi Alamin, the researcher could finish this thesis well and can be useful, Aamiin

Researcher

Nur Fadilah

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CHAPTER I

INTRODUCTION

A. Background

English has some components to learn. One of them is vocabulary. One of the components of English that students must learn and acquire when learning a new language is vocabulary. (Alqahtani 2015) One could argue that vocabulary is a communication tool that should always be taught in context and that people should have plenty of opportunities to utilize it. (Paul Nation 2014) The parts of speech that make up vocabulary are nouns, verbs, adjectives, and adverbs. The first term from those categories that students should be familiar with is a noun.

One of the most important linguistic skills when learning English is vocabulary. Anyone who lacks a sufficient vocabulary will struggle with speaking, reading, writing, and listening. Put another way, vocabulary is the first thing that kids learning English should be aware of, especially those in junior high school. To communicate with others, they need to be familiar with the vocabulary and grammatical rules of the English language.

The researcher is aware that educating junior high school students differs from teaching university students due to their distinct personalities and goals. Since they differ from adults, teaching methods also need to change. They enjoy playing and like to pretend that the play they are engaged in is productive work. If educators are unable to instruct pupils.

Properly, they may not enjoy their learning. So students sometimes think about learning English is difficult. Consequently, the teaching-learning process may fail. Therefore, the students need more motivation to build up the students' interest in learning English, especially in learning vocabulary.

Motivation is positive energy that keeps students reaching better achievement in the learning process. This statement is supported by Paul that motivation is the process whereby goal-directed activity is instigated and sustained. (Paul Nation 2014) Motivation is what stimulates students to acquire, transform and use knowledge. Students' motivation in learning isnaturally students' desire to participate in the learning process. Although students may be equally motivated to perform a task, the sources of their motivation may different. Motivation is influential to the learning process. By the high motivation in learning, the student will achieve the best results in the learning process. Motivation is something which comes from our self and social life to do things to achieve a purpose.

There are two kinds of motivation, extrinsic motivation, and intrinsic motivation. Extrinsic motivation arises from external factors. Intrinsic motivation arises from internal factors. Thus the student will be motivation by the enjoyment of the learning process it self or by a desire to make them selves feel better. Whereas intrinsic motivation is a crucial element of the learning process. Eventually, it is necessary for the teacher to be truly effective to help their students feel motivation to learn and to achieve.

One of the ways teaching techniques can make students motivation to learn English is using a suitable technique, such as games. The use of games not only will change the dynamic of class but also helps students study easily and help the brain to learn more effectively. It means that games could help students to give positive feedback between students and the teacher in the learning process.

(Klimova 2015) Games are considered an effective way of teaching vocabulary. The game will make the learners fun and enjoy studying. Games also help the students to improve their motivation in learning English, so students will be more serious to learn. Not just games but the class atmosphere also can help the student's interest so that they will not be bored. (Gersten et al. 2010) The teacher can encourage the learner and provide an occasion for acquisition. Classroom and schools become effective when quality people are required to teach, the workplace is organized to energize teachers, and reward accomplished by using the suitable teachnique. There are many technologies and methods of language teaching that can be selected for teaching vocabulary, some of the teachers are using kinds of games, such as stick figures, puzzles, card games, wall cards, and word clap games.

That is why in SMPN 1 Sibulue the researcher chooses the words to clap game as a medium for teaching English since there are several benefits such as students can know their vocabulary and try to remember the vocabularies as soon as possible by clapping their hands. The students also can learn vocabularies enjoy without any boredom. This game also can build students' self-confidence because

this game is played in groups. The researcher expects that by using the words clap game, students can momerize new vocabularies easily,whithout any boredom.

As far as researchers have been able to determine, vocabulary is very important when learning English. If your vocabulary is low, you will not only be unable to understand proverbs, but you will also be unable to compose sentences to express your opinions to others. If you have enough vocabulary, you will be able to understand English expressions.

Based on the pre observation in the seventh grade at SMPN 1 Sibulue, the researcher notices that that student's interest in learning English is still not enough especially in learning vocabulary. Most of the students still do not know about the part of speech. The students are still difficult to determine the word class. The students always memorize the vocabulary but the students do not understand it. For example, the students memorize about a noun, most of them are still silent, they forgot and they still do not know. To make the students can understand learning vocabulary the teacher needs to update the technique or method.

As the result of the issues in preliminary observation, the researcher is interested to make research related to learning vocabulary by applying the word clap game as a technique at the seventh-grade students of SMPN 1 Sibulue.

B. Problem Statement

The probleme in this research is formulate in research question as follows :

How is the effectivenes of students' vocabulary by using word clap game?

C. Objective of The Research

In relation to the problem statement above, the objective of the research is :

To find out the effectivenes of students' vocabulary by using word clap game

D. Significance of the Research

The researcher hopes that this research useful for the readers, especially for some aspects below:

1. **Teachers**

   English teachers receive information about the word crap game as a technique that can be used in the classroom and can have a positive effect on students.

2. **Students**

   After being taught using games, especially Word Clap Game, students can learn English without getting bored.

3. **Other**

   Researchers Doing this research not only supports other researchers who need to conduct research, but also positively impacts the quality of research by increasing students' vocabulary through the use of word crap games.

E. Scope of the Research

In this research, the researcher focus on the effect of the use Word Clap Game for the students in learning vocabularies focus in noun

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Vocabulary as tool of communication, learning and thinking must be make many research explore the implementation of various techniques in teaching language, there some research studies that support this research.

The first by Andina (2020) Based on the results of the data analysis, the researchers found that the vocabulary of second grade students in SMPN 1 Mattirosompe could be improved by using word clap games during lessons. The researchers analyzed the data consisting of pre-test and post-test results. The data consists of pretest and posttest results. The results proved that this method is effective in improving students' vocabulary skills.

The second by Fitrah (2021) The use of crossword games and lecture methods were effective in improving the vocabulary skills of SMP Negeri 2 Campalagian seventh grade students. The results of T-test statistical analysis also showed that the use of crossword clap game and lecture method to teach vocabulary to seventh grade students of SMP Negeri 2 Campalagian was effective.

The third by Musdalipa (2021)Students love when the cards were scrambled and they should find out the letter , students easier to remember the name of animals with card games, students very enthusiastic learn by card games, students not bered of learning animals' name with shuffle card and students vocabulary increased after learning by arranging shuffled card. It means that when the teacher

uses the jumbles letter games strategy in english vocabulary learning, the students like and enjoy it.

The fourth by jusri (2021) Based on the results of the study, most chose to agree with the use of active learning model as a learning medium used by english teachers which can improve students' English standards in vocabulary mastery and make the students more active in interacing in class with their friends and teacher, Help them exercise the courage to speak up in front of the class.

The fifth by Wulandari (2021) Based on the research results and discussion, the researchers concluded that the use of word clapping games can effectively improve students' vocabulary skills.Toon, a word knocking game, can be used by teachers as a technique for students who want to learn English at school and improve their vocabulary.

Based on the related studies above, researchers found similarities and differences. The similarities are that researchers discuss several topics related to improving students' vocabulary mastery and also have in common that is using games to increase vocabulary.And then, the difference between this research and previous research lies in the instruments and research location. The instrument in this research was the test carried out consisting of a pre-test and post-test. This research conducted the Word Clap Game as a strategy to increase vocabulary and the location of this research was SMPN 1 SIBULUE.

B. **Some Partinent Ideas**

1. **Concept of Vocabulary**

   a. **Definition of Vocabulary?**

   Vocabulary is important when learning a language. Bintz (2011) states, Vocabulary is very important because words are tools for thinking about the meanings they express. Furthermore, Al-ababneh (2013)states that vocabulary is integrated into all content areas and This means that the use of vocabulary is part of reading and writing and forms the basis of effective communication. Learning vocabulary is not only important for communication. It is also very important to achieve academic success.

   The Longman Dictionary of Contemporary English describes vocabulary as words known or used by someone in the target language. According to Oxford Dictionaries, vocabulary is the total number of words you know in a particular language. There are many terms that you need to study in English textbooks. Without it, no one can understand or speak the language. This means that a person who lacks this ability will not be able to form sentences and words that use words carefully.

   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 Nahid Ahmadi (2014) 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. Vocabulary is study about words in generally,so we hope that the students can know the meaning of word and useitin their live.

Problems with speaking, reading, listening, and writing can arise when learning English, and these issues are frequently brought on by the learner's poor vocabulary knowledge and command. When it comes to terminology, there are several definitions provided by professionals.

According to A S Hornby (2006) a person's vocabulary consists of all the words they are familiar with or commonly use in a specific language. According to Linse, a person's vocabulary is their collection of words (2005:121).

In contrast, Saleh (2000: 29) defines vocabulary as a word or set of words with a defined meaning and a complete word that someone uses in a communicative activity.

According to Allens (2002), developing one's vocabulary is a crucial component of learning any language, including Suwarni (2003). Students most typically pick up new words when they are studying sentence structure and perfecting their pronunciation. Vocabulary, in Richards' opinion, is a crucial part of language proficiency and has a big impact on how well kids speak, listen, read, and write.

Some of the definitions listed above assert that vocabulary also comprises a word list in addition to details on a word's definition and appropriate applications in a language. Human engagement becomes

impossible without communication since thoughts cannot be represented through words alone.

Based on the definition above, the researcher concluded that vocabulary is very important to students for communication and used to make the learning of foreign language may easily translate from one language to another language.

b. The Types and Kinds of Vocabulary

There are certain vocabulary types, Nation (2001) distinguished between two categories of vocabulary. They have insightful and useful vocabulary. Receptive vocabulary refers to the terms that both native speakers and non-native speakers understand but rarely use when reading or listening. Active use of a productive vocabulary is made in both speech and writing. Reading vocabulary is typically greater than writing vocabulary, and speaking vocabulary is typically larger than listening vocabulary. Consequently, it may be stated that vocabulary can be introduced through four units. They are vocabulary for reading, vocabulary for hearing, vocabulary for speaking, and vocabulary for writing.

Based on Judy K (2007) 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 singing 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 term we recognize when reading literature. Many terms that are not part of our spoken language are still easy for us to read and comprehend.

4) Writing vocabulary

The word we can use to express ourselves when we write. In general, we find it simpler to express ourselves verbally while using body language and intonation to convey our ideas than it is to find the precise words to do it in writing. The terms we can spell have a significant impact on the vocabulary we use when writing. Thus, writing vocabulary refers to the words we use when writing and occasionally when using other skills.

According to Harmer (19991)divides into two types vocabulary :

1) Active vocabulary, the words that learners understand and use when speaking and writing.

2) Passive vocabulary is words that you understand but have not yet used.

According to Haycraft cited by Hatch, E. (1995), there are two types of vocabulary: receptive vocabulary and productive vocabulary.

a) **Receptive Vocabulary**

Receptive vocabulary refers to words that students can recognize and understand when used in context. Learners can identify language when they see or encounter it while reading a text.Therefore, avoid using it in speech or writing (Stuart Webb, 2009).

b) **Productive Vocabulary**

Words that pupils can comprehend, pronounce correctly, and use successfully in speaking and writing make up a student's productive vocabulary. Receptive vocabulary requirements as well as the capacity to speak or write at the proper time are included. Since students may use words to share their opinions with others, developing productive vocabulary can be viewed as an activity (Stuart Webb, 2005).

2. **Aspects in Teacing Vocabulary**

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati(2012) there are some vocabulary aspects as follows:

1) Meaning

When teaching the class about meaning, the instructor should make sure to explain to the students that a word can have more than one meaning depending on the context in which it is used. For children to acquire the meaning, the teacher can use strategies like guided discovery and using dictionaries.

2) **Spelling**

Spelling is very important in learning vocabulary because it makes reading easier and helps connect letters and sounds. As is the case with many British or American English terms, they originate from different varieties of English, so the acceptable spelling forms of the same word may differ in those varieties (Nations, 1990: –51, cited in Kareem, 2000:6).

3) **Pronunciation**

A person's pronunciation is how they utter things in a particular language (Hornby, 2006: 1164). Many words only have one pronunciation, however there are a few that have two or more. Examples of this include the words "present" and "read" (pronounced both "preznt" and "prIzent") (pronounced both as "ri:d" and "red").

Because English pronunciation has nothing to do with word spelling, it is challenging to learn. The students want to be able to communicate effectively in English with acceptable pronunciation in order to avoid

offending their listeners and to make it simpler for them to understand them.

4) **Word Classes**

Word categories are also known as word classes. According to Hatch and Brown, the division of words into parts of speech is based on their functional categories (1995: 218).

5) **Word Use**

The use of a word, phrase, or idea in a language is referred to as word use.Word use might entail grammar as well, making it a complex topic for examination (Mardianawati, 2012)

3. **Concept of Word Clap Game**

a. **Definition of Word Clap Game**

Word Clap is a game where you clap in groups. Following the teacher's example, the students stand or sit in a circle, and by clapping their thighs three times ("1, 2, 3") and with their hands together (four!), he Maintain a 4-beat rhythm (Thornberry, Ayunintias, 2016).

According to Andrew in Ayuningtyas (2016) A game is a fun, interesting, and frequently difficult activity that students participate in while typically interacting with others. According to Aydan in Sulastri (2018), games are very motivating since they are entertaining and fascinating. They can be used to practice various forms of communication and all linguistic skills.

According to Dwiaryanti (2014), games are essentially activities where you do something fun while competing against another group to win. From this definition, we can conclude that games are a type of entertainment that is often used to express thoughts.

Based on the research related above, games are fun activities where players compete with other teams to achieve victory. From this description we can conclude that the applause game is a form of entertainment and to attract students to enjoy learning English which is often used as a means of conveying ideas.

According to Thornburg (2002), there are several steps in the game and they are:

1. Teacher prepared the topic.

2. The teacher leads the game.

3. The teacher explain the rules of this game.

4. Students stand or sit in a circle and clap their hands on their thighs three times (1, 2, 3.), then clap their hands together in a 4-beat rhythm as instructed by the teacher. Tap (4 times!).

5. Students are required to mention one word from a pre-selected vocabulary set (e.g. fruits and vegetables) or every fourth beat.

6. Students who repeat words already mentioned, break the rhythm, or say nothing are excluded.

7. The game ends when there is only one winner.

4.   The Importance of Game in Teaching Vocabulary to Young Learners

Games are a powerful teaching technique that can be used to introduce vocabulary to young students. Because they are having fun and performing better both during and after the game, children participate and pay more attention. Lewis argued that kids enjoy playing games, which is why they are so popular with them. Young learners could connect, learn about, and experiment with their surroundings through games. By using games, instructors can increase students' enthusiasm while also encouraging them to use the language.

According to Allen (1999), 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

5.   Advantages and disadvantages of using Word Clap Game in Teaching English

1) Advantages of Word Clap Game

a) This game is easy because all students have to do is clap their hands.

b) This game gives us joy and joy

c) This game will motivate you to learn English

d) This game will keep the students bored.

e) This game can be applied for any learning purpose

2) Disadvantages of Word Clap Game

    a) If you apply this game, the applause will be quite loud and the class will be crowded.

    b) The game will not be successful if the teacher and students do not understand the rhythm.

6.   Principles of Game Selection

If the main goal is to make learning English vocabulary successful and effective, then the instructor must have a clear understanding of this goal when determining the role that games play in helping students increase their vocabulary. To lessen the problems in running the games, Wright says it's critical to ensure that the kids are familiar with the game they wish to play. This means that when utilizing games in the classroom, the English instructor is accountable for both choosing the games to employ and setting up the environment so that the students and the content are conditioned.

According to Houston, there are some principles of using games in the class:

    a) Specify the purpose

The teacher should know what the purpose of the games that he or she plays in the class.

    b) Explain the rules clearly before begin

It is important to make sure the students understand how to play the games. The purpose of the game cannot be reached if the students do not understand how to play the game. It is fine if the teacher explains the rule in native's language.

c)   Be prepared for the "extra student"

The teacher has to make sure all of the students join to the game.

d)   Avoid drifting off during the game

When the game is playing, watch for potential problems that can be remained. If there is a student who is not understands the rules, stop the game and go for the rules again.

e)   Look for signs that students are getting tired

If the students look tired, the teacher should stop the game before the students lost their attention.

f)   Choose games carefully to save money and time.

Try to use a game that can be prepared easily.

g)   Find new sources

Try to use a new game that never be used before.

h)   Recycle.

If there is an old game that success applied in the class before. It is fine to use it again in another class.

i)   Make a file

Make a file that consists of games. It can make the teacher easy if she/he wants to use games in another time.

j)   Don't do overdo it

Game is joyful and interesting play in the class, but if it is too much, it can waste the time and make another important thing do not have time to teach in the class.

C. Conceptual Framework

```
┌─────────────────────────────┐
│          Input              │
│     vocabulary material     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────────────┐
│            Process                    │
│ Teaching vocabulary using  word clap  │
│               game                    │
└─────────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────────┐
│            Output                     │
│ The effectivenes of students vocabulary│
└─────────────────────────────────────┘
```
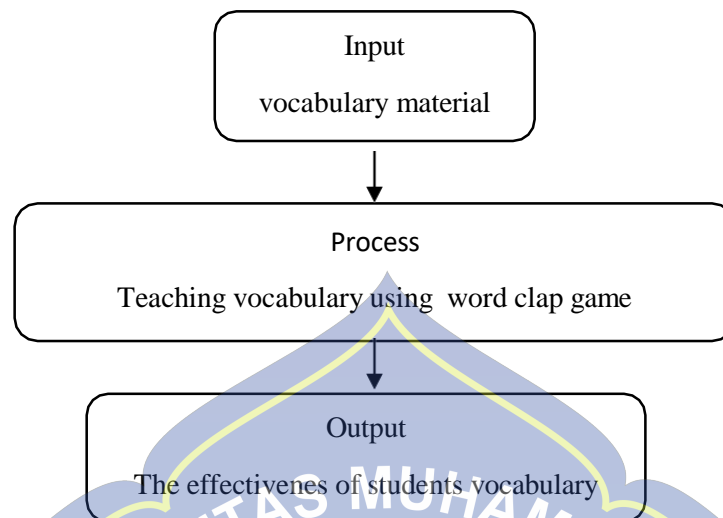
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, input refers to the learning process, researchers will provide an overview of the use of Word Clap Games in vocabulary learning to support students in learning. Next, the process involves Word Clap Games as a teaching method that makes it easier for students to learn, especially vocabulary. Even though the topics presented in learning materials are not always appropriate, students can still use them. and in the output section, the researcher demonstrated how to increase students' vocabulary using the word clap game.

D. Hypothesis

In this study, the researcher proposed an alternative hypothesis :

1. **Null hypothesis (H0):**

   The Word Clap Game does not affect students' vocabulary learning.

2. **Alternative hypothesis (H1):**

   Here are the effects of the Word Clap game on students' vocabulary learning

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used quantitative methods in the form of an pre-experimental design. Quantitative research aims to reveal relationships between variables. Experimental research is a systematic and scientific research approach in which a researcher manipulates one or more of her variables while controlling and measuring changes in other variables.

O1		X		O2
Pretest	→	Treatment	→	Post-test

Figure 3.1 Research design

Explanation:

O_1 : Pretest (the pretest was the test gave to the students before they treatment).

X   : Treatment (for the treatment, the students would teach vocabulary by using Word Clap Game).

O_2 : Posttest (the posttest was the test after gave a treatment for the students).

B. Research Variables and Indicators

The variables in this research were teaching strategy (X) as an independent variable and students' vocabulary skills (Y) as a dependent variable. Moreover, the indicator of this research is to explore the effectiveness of improving the students' vocabulary skills in SMPN 1 Sibulue.

C. Population and sample

1. Population

This research conducted at SMPN 1 SIBULUE which is located in Sibulue district, Bone. The population of this research is class VII students of SMPN 1 Sibulue with total population is 60.

2. Sample

The researcher used purposive sampling, namely the researcher took a sample of class 7A. The number of students in the class is 20 students, consisting of 9 male students and 11 female students.

D. Research Instrument

This research instrument uses a test to assess and test students' vocabulary mastery. This test consists of four meetings, and the first meeting, namely the Pretest, provides students with initial knowledge. The pretest consists of multiple-choice questions about the present tense, examples of vocabulary are verbs, and there is a pretest before playing the word clap game. The second and third meetings, namely the treatment in our eyes, demonstrate how to use the word clap game. For the last meeting, namely the posttest, consisting of multiple-choice questions for the final stage to determine the increase in students' vocabulary.

After conducting a pretest, the researchers had students play a word tapping game. The treatment consisted of how the researcher began the material and how the word clap game was introduced to the students. After completing the game, the researcher conducted a post-test to examine the results of students' vocabulary acquisition using the procedures in the learning materials. Then, in the post-test on

vocabulary, refer to the verbs or refer to the words to be translated and create sentences from them using the simple present tense. The researchers then awarded points for each aspect based on students' ability to answer questions before and after the test.

E. Data Collection

The writer collects data using the test in this study. The test is use to determine the efficiency of English songs in improving students' vocabulary knowledge at SMP N 1 Sibulue Senior High School's eleventh grade students. The test approach is the primary method of data collection. Both the exprimental and control classes will be given a pre-test and a post-test to determine their level of

1. **Pre-test**

    A pre-test is given to establish the students' scores. The students are given a vocabulary multiple-choice test. This test measures a student's ability to master a language.

2. **Treatment**

    After the researcher gave the pre-test, the researcher did the treatment in class, where there were four meetings. Each meeting run last for two hours and thirty minutes. In this treatment process, several steps would be carried out by the researcher, as follows:

    1) In the first meeting, the researcher greeted the students and checked their attendance. After that, in this meeting, the researcher only explained and introduced the word clap game, as a medium for learning English and how important the media is in learning English.

The researcher also conducted a Q&A with the students to find out the students' initial knowledge about the topic discussed.

2) In the second meeting, the researcher asked students to stand in the classroom and demonstrate how to play the word clap game while learning English.

3) At the third meeting, the researcher asked students to demonstrate the word clap game again using vocabulary about animals.

4) At the fourth meeting, the researcher asked students to demonstrate the word clap game again using vocabulary about vegetables. Researchers will also pay attention to students, and in the end researchers together with students will draw conclusions about what was obtained in learning using the clap word game.

3. **Post-test**

There are additional multiple choice alternatives on the post-test. This test is designed to see if a student's ability to master language has improved after they've been treated by the writer.

F. Data Analysis

The test used by the author to gather data. By using World Clap Game in the clasroom action research and then not using not using World Clap Game in the control class, the test results are used to determine the results of students' vocabulary mastery. It accomplish in an seven-grade clasroom action research . To determine the difference between students' pre- an post-test outcomes in the clasroom action research and control classrooms in this study, the authors uses a

T-test. Before computing the T-test, the author measured its normality and homogeneity. The author also uses the SPSS 25 application for Windows to analyze the normality and homogeneity tests. In addition, the author uses simple random sampling when conducting interviews with participants.

G. Technique of Data Analysis

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

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

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

Scoring the students' correct answer pretest and posttest (Gay, 2012):

$$\text{Students' score} = \frac{\text{The number of students' correct answer} \times 100}{\text{Total number of items}}$$

Classifying the score of the students into the following score classificotion

Table 3.1 (Depdikbud, 2006)

Score 80 – 100	Very good
Score 70 – 79	Good
Score 60 – 69	Enough
Score 50 – 59	Less
Score 0 – 49	Failed

3. Computing the frequency and the rule percentage of the students' score (Gay, 2012):

$$P = \frac{F}{N} \, x \, 100\%$$

Where:

 P= Percentage

F= Frequency

N= The total number of students

4. After the procedure of collecting data, the next step was data analysis. For data analysis, the researcher used statistical analysis and then used SPSS 25 version software program to find out the significant differences between the students' pretest and posttest.

CHAPTER IV

FINDINGS AND DISCUSSION

In this research, the researcher descibes the data that have been obtained during the reseaech. The findings describe the mean scores of the students' vocabularis, the score frequency, and hypothesis testing. The discussion explains the analysis of the data found.

A. Findings

The findings describes found from the result of pretest the described the students previous vocabulary and of posttest that describes the students' vocabularies after doing a treatment using Word Clap Game.

1. Frequency and percentage of the students scores in pretest and posttest

Frequency score of students' meaning of the words in learing through Word Clap Game shows the spread of the Students score and their prcentage in each category. The data description can be seen in Table 4.1

Tabel 4.1 frequency and percentage of the students vocabulary

No	Categories	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Very Good	81 – 100	2	10	4	20
2	Good	61 – 80	15	75	13	65
3	Enough	41 – 60	1	5	3	15
4	Less	21 – 40	2	10	0	0
5	Failed	0 – 20	0	0	0	0
Total			20	100	20	100

Table 4.1 shows that the frequency of student vocabulary in the pretest was 2 students or 10% belonging to the very good category, 15 students or 75% belonging to the good category, 1 student or 5% belonging to the sufficient category, and 2 students or 10% belonging to the less category. Table 4.2 students showed an increase in the posttest compared to the pretest, namely 0 students were in the less category, and 3 students or 15% were in the fair category, 13 students or 65% were in the good category, and 4 students or 20% were in the very good category.

2. Mean score of the students' vocabularies in pretest and posttest.

The mean score of the students' vocabularies are shown determined through the result of pretest and posttest. It can be seen clearly in the table 4.2

Table 4.2 The mean of students' vocabulary

Mean score		improvement (%)
Pretest	Posttest	
66,5%	77%	10,5 %

Table 4.2 shows that 20 students in pretest and posttest, then shows that the students' mean score in trms of students' vocabulary has an effectivenes in posttest than pretest. It is proved by seeing the table which the students' mean score is 66,5 in pretest to be 77 in posttest.

The improvement percentage of students' score in terms of students' vocabulary after giving the treatment by using Word Clap Game is 10,5%

The students vocabulary is described as:

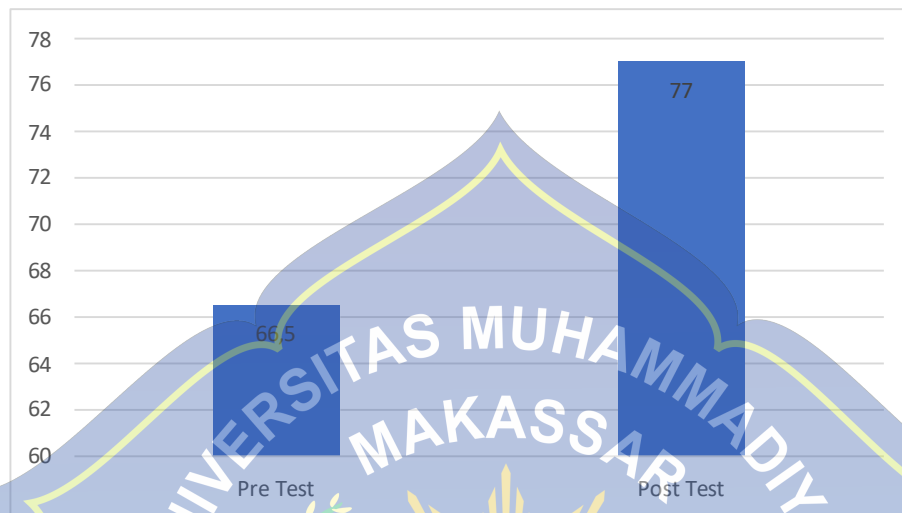*Figure 4.2 The* Effectivenes of the pretest and posttest

Figure 4.2 The shows that there is an increase of the students vocabulary from pretest with the mean score is 66,5 to posttest with the mean score is 77.

3. **Hypothesis testing**

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was test to know the significant difference between the result of students mean scores in pretest and posttest the researcher used t-test analysis on the level of significant (a) =0.05 with the degree of freedom (df) = N -1, where N = Number of subject (20 students)

The hypotheses are as follows.

H_1 is accepted if sig < α = 0.05

H_0 is accepted if sig > α = 0.05

The result of the data calculation was calculated using SPSS 25. The
students result of score in terms of text structur is presented as follows.

Tabel 4.3 Paired Differences

			Paired Differences						
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre Test - Post Test	-10.5000	12.9325	2.8221	-16.3868	-4.6132	-3.721	20	.001

Based on the Table 4.3, it can be seen that the sig (2-tailed) of pretest and posttest
is 0.00. This sig (2-tailed) is (0.00<0.05). It can be concluded that pretest and
posttest has sig < α, and H1 is accepted and H0 is rejected. So, it could be
assumed that there is a significant differenc on the students score before and after
the use of Word Clap Game in learning but the drawback of the Word Clap Game
itself was that when the game was being played it will make a slightly noisy
sound.

B. Discussion

Research findings regarding the use of the English word clap game as a
medium to improve vocabulary mastery of class VII A students at SMP Negeri 1
Sibulue are presented in this section, with reference to the research objective,
namely to find out how effective this use is. word clap game in English as a
learning medium to improve vocabulary mastery of class VII students.

Researchers took several steps to achieve research objectives. Tests are used as research instruments by researchers to collect data. The data collection steps are as follows: pre-test, treatment for 4 meetings, and post-test at the final class meeting.

The use of pre-test activities in this research as an activity to test participants' level of knowledge of the material to be presented, pre-test activities were carried out before teaching activities were given. The advantage of holding a pretest is that it determines participants' initial knowledge of the learning that will be delivered. Researchers will be able to determine how learning will be delivered later by knowing the participants' initial abilities.

In this research, the post-test is the final evaluation after the material taught that day is given, where the researcher gives a post-test to see whether the participants understand the material given that day when using the treatment given

The result found in this research is in line with the research which had been done by Lestari (2013), Setyaningsih (2015) and Ayuningtyas (2016) who aho found that the use of Word Clap Game could improve the students vocabularies. This game is simple and easy to apply in learning and the uniqueness of this game does not require any equipment or preparation. So, the students can study anywhere and anytime with fun

According to Andrew Wrigh (2006), a teacher can use the word clap game at any point in the lesson once the target language has been introduced and explained. This means that teachers can use it in both formal and non-formal

learning environments. Therefore, the researcher believes that the word clap game is ideal for elementary or junior high school settings because it is simple to play and makes learning English more engaging for the students. When learning materials are dull and lack strategy or media in the classroom, it might make students lazy learners. The word-clap game combines vocabulary development with language practice for students. Thus, this game is excellent for teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions for this research. This chapter covers what was discussed in the previous chapter.

A. Conclusion

Based on the results of the study and discussion, the researcher concluded that the use of the word clapping game at SMP N 1 Sibulue was very effective in improving students' vocabulary. This is supported by the results of the study which showed that the average value of students' word meaning was 41.75 (pretest) and 76.10 (posttest). Therefore, the word clapping game is very effective for teachers as one of the techniques for students learning English to improve students' vocabulary.

B. Suggestions

Researcher found that game can become solution for help student Study language English. Teacher can see success his students and use game clap say This as technique which effective for teach English. Teachers can use game by the way empty say to teach vocabulary say thing as well as material other. Teachers can plan game clap say for stimulate interest study student. This game is simple and easy for entered the in learning, so that you can having fun study when just and of where just.

The student can use the Word Clap Game (WCG) to improve language vocabulary English them. The reason is, according to researcher previously, game

by the way empty help students easily remember and understand words, although them only gossip about self them alone. This research can become reference for other researchers to develop method innovative to increase performance student, especially processes learning language English.

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APPENDICES

APPENDIC A

Rencana Pelaksanaan Pembelajaran

Sekolah :SMP N 1 Sibulue

Mata Pelajaran : Bahasa Inggris

Topik/Tema : Noun

Kelas/Semester : VIII/Ganjil

Waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

- Melafalkan, memahami dan menghafal kosa kata benda (animals and vegetable) dalam bahasa Inggris melalui permainan word clap game with a song

B. INDIKATOR

- Melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable
- Memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan animals and vegetable
- Menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable melalui permainan word clap game

C. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan kosa kata benda dalam bahasa inggris yang

  berkaitan dengan animals dan vegetable

  with a song

- Siswa dapat memahami makna kosa kata benda dalam bahasa inggris

  yang berkaitan dengan animals dan vegetable

- Siswa dapat menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan animals and vegetable melalui permainan word clap game with a song

D. METODE PEMBELAJARAN : Word Clap Game with a Song

E. MEDIA PEMBELAJARAN

    Media   : White Board, and Board Marker, list of vocabulary

    Sumber Belajar   : Buku Bahasa Inggris/when English rings a bell,

Kamus bahasa Inggris dan Internet

F. MATERI PEMBELAJARAN

a) Pertemuan 1

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

The steps of using word clap game with a song :

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

G. LANGKAH-LANGKAH PEMBELAJARAN

a) Pertemuan 1

Kegiatan Pendahuluan (10 Menit)
- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran   - Guru memperkenalkan dirinya sebagai guru bahasa inggris sementara dikelas   - Memeriksa kehadiran siswa   - Menyampaikan tujuan pembelajaran yang akan berlangsung   - Menyampaikan materi pelajaran yang akan dibahas
Kegiatan Inti (40 menit)

- Menanyakan kepada siswa apakah telah menghapal kosakata yangtelah diberikan sebelumnya
- Meminta siswa melihat daftar kosakata yang telah dibagikan
- Mengajarkan cara penyebutan dengan baik dan benar
- Meminta siswa untuk menutup daftar kosa kata yang telah dibagikan serta memberi tanya jawab tentang kosa kata tersebut
- Guru menanyakan kepada siswa apakah pernah bermain word clap game with a song
- Guru menjelaskan aturan serta cara permainan word clap game with a song
- Meminta siswa menghapal lagu permainan tersebut
- Meminta beberapa siswa menjadi model permainan word clap game with a song dengan tema animals
- Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata animals
- Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema animals
- Siswa yang mengulangi kosa kata animals yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu pemenang

Kegiatan penutup

- Guru memberikan penghargaan kepada siswa yang memenangkan permainan tersebut
- Memberikan motivasi kepada siswa yang belum bisa berpartisipasi aktif dikelas
- Menanyakan perasaan siswa setelah mengaplikasikan game tersebut
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Membagikan daftar kosakata yang akan di hapal pada pertemuan berikutnya
- The teacher close the class.

Rencana Pelaksanaan Pembelajaran

Sekolah :SMP N 1 Sibulue

Mata Pelajaran : Bahasa Inggris

Topik/Tema : Noun

Kelas/Semester : VIII/Ganjil

Waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

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

B. INDIKATOR

- Melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable
- Memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable
- Menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable melalui permainan word clap game

C. TUJUAN PEMBELAJARAN

- Siswa dapat melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable with a song

- Siswa dapat memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable

- Siswa dapat menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan animals dan vegetable melalui permainan word clap game with a song

D. METODE PEMBELAJARAN : Word Clap Game with a Song

E. MEDIA PEMBELAJARAN

Media   : White Board, and Board Marker, list of vocabulary

Sumber Belajar   : Buku Bahasa Inggris/when English rings a bell,

                     Kamus bahasa Inggris dan Internet

F. MATERI PEMBELAJARAN

d) Pertemuan 4

No	vegetable (sayur)	Terjemahan	No	Vegetable (sayur)	Terjemahan
1	Bell pepper	Paprika	9	Tamarind	Asam jawa
2	Chili	Cabai	10	Tomato	Tomat
3	Corn	Jagung	11	*Carrot*	Wortel
4	Cucumber	Timun	12	*Chick peas*	Buncis
5	Eggplant	Terong	13	*Collard*	Sawi
6	Jicama	Bengkuang	14	*Beans*	Kacang
7	Squash	Labu Siam	15	*Celery*	Seledri
8	Star fruit	Belimbing			

The steps of using word clap game with a song :

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

G. LANGKAH-LANGKAH PEMBELAJARAN

d) Pertemuan

Kegiatan Pendahuluan (10 Menit)
- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran   - Memeriksa kehadiran siswa   - Menyampaikan tujuan pembelajaran yang akan berlangsung   - Menyampaikan materi pelajaran yang akan dibahas
Kegiatan Inti (40 menit)
- Menanyakan kepada siswa apakah telah menghapal kosakata yang telah diberikan sebelumnya   - Meminta siswa melihat daftar kosakata yang telah dibagikan   - Mengajarkan cara penyebutan dengan baik dan benar   - Meminta siswa untuk menutup daftar kosa kata yang telah dibagikan serta

memberi tanya jawab tentang kosa kata tersebut
- Membagi siswa menjadi dua kelompok serta menunjuk siswa pertama yang akan menyebutkan pertama dari kosa kata vegetable
- Guru menunjuk kelompok pertama untuk maju membentuk lingkaran dan bermain word clap game with a song dengan tema vegetable
- Siswa yang mengulangi kosa kata buildings yang telah disebutkan temannya dia akan keluar dari lingkaran tersebut, hingga tersisa satu pemenang.
- Siswa mengerjakan soal yang telah disiapkan

Kegiatan Penutup

- Peneliti dan siswa menyimpulkan materi pembelajaran bersama-sama
- Guru meminta siswa untuk tetap belajar dirumah tentang cara penyebutan serta memahami makna kosa kata yang telah dibagikan
- Menyarankan kepada siswa untuk tetap melakukan permainan tersebut kapan dan dimana saja sesuai dengan kondisi yang memungkinkan untuk melakukan permainan tersebut
- Melakukan refleksi
- The leader close the class.
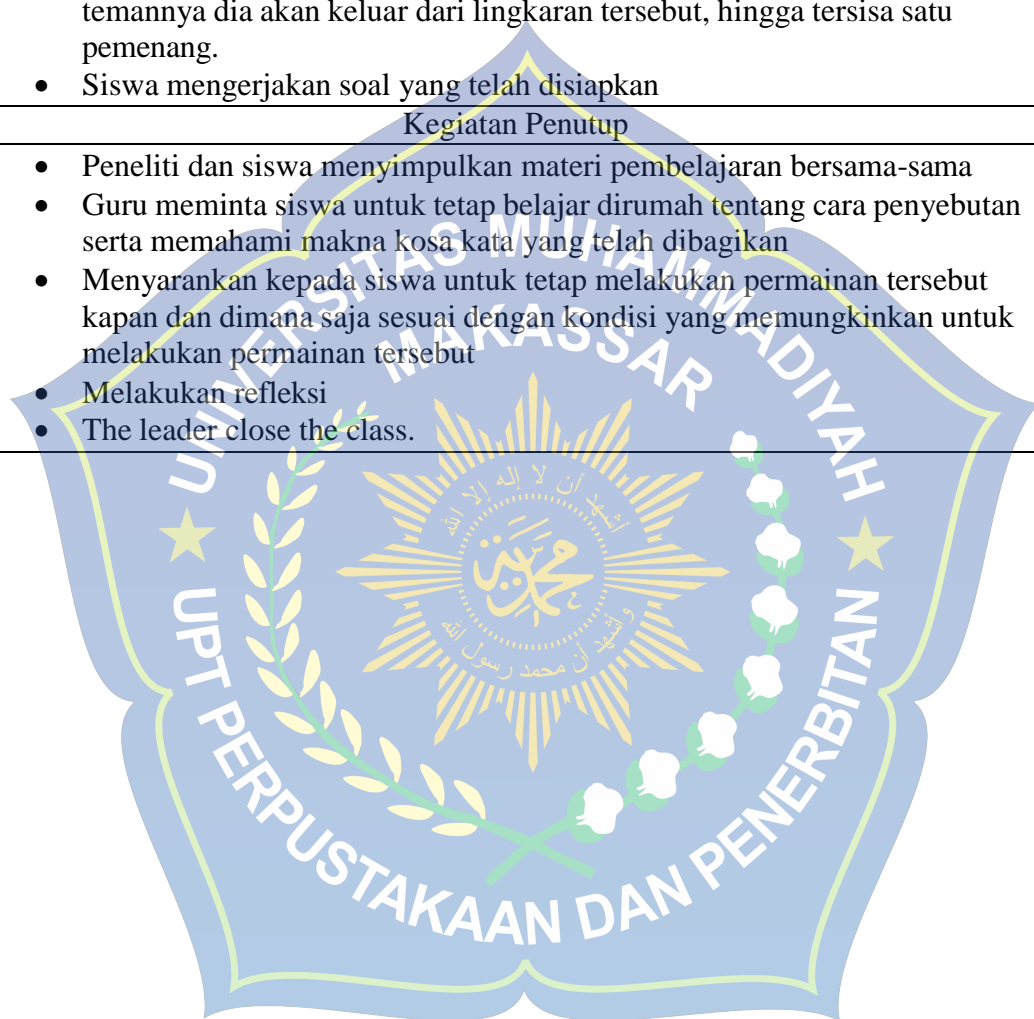
APPENDIX B

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   c. Pencil

b. Book   d. Crayon

2. what is this….

a. Hospital   c. Library

b. market   d. School

3. What is this…

a. Dress   c. Coat

b. Skirt   d. Pans

4. What is this…

a. Bird   c. Duck

b. Eagle   d. Lion

5. How to say in English …

a. Scissors   c. Note book

b. Ruler   d. Trash

6. What is this …

A. Pig   C. mouse

B. Turtle   D. Sheep

7. How to say in English …

a. Hospital   c. Library

b. market   d. School

8. what is this….

a. Cat   c. Bird

b. Lion   d. Eagle

9. what is this….

a. Cafe   c. Airport

b. Office   d. Hotel

10. What is this…

a. Bird   c. Dog

b. Cat   d. Goat

B. Match the pictures with the words!

NO	PICTURE			WORD
1		O	O	Spinach
2		O	O	Hospital
3		O	O	Car
4		O	O	Ball
5		O	O	Cabbage
6		O	O	Park
7		O	O	Chayote
8		O	O	Chilli
9		O	O	Eggplant
10		O	O	Rhinoceros

Appendix 2

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 "kol" in English ...
a. Eggplant
b. Spinach
c. Chilli
d. Cabbage

2.

What is this.......
a. Chayote
b. Cabbage
c. Spinach
d. Chilli

3.

How to say in English ...
a. Car
b. Crayon
c. Ball
d. Basketball

4. I will use ….. to cut the banana
   a. Plate
   b. Knife
   c. Spatula
   d. Cup

5. How to say in English……

    a. Rhinoceros
    b. Cat
    c. Lion
    d. Pig

6. What is this …

    a. Bird
    b. Dog
    c. Butterfly
    d. Goat

7. How to say in English……

    a. Clock
    b. Book
    c. Crayon
    d. Pans

8. How to say in English …

    a. Scissors
    b. Note book
    c. Ruler
    d. Trash

9. Hospital

    a.   b.   c.   d.

10. Spinach

    a.   b.   c.   d.

B. Match the pictures with the words! (Number 1-10)

NO	PICTURE			WORD
1		O	O	Shoe
2		O	O	Collard
3		O	O	Cat
4		O	O	Library
5		O	O	Cucumber
6		O	O	School
7		O	O	Goose
8		O	O	Cow
9		O	O	Mosque
10		O	O	Table

APPENDIX C

Tabel of Students Vocabulary Achievement

Pre Test				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.0	1	4.8	4.8	4.8
	35.0	1	4.8	4.8	9.5
	60.0	1	4.8	4.8	14.3
	65.0	5	23.8	23.8	38.1
	66.5	1	4.8	4.8	42.9
	70.0	8	38.1	38.1	81.0
	75.0	2	9.5	9.5	90.5
	85.0	1	4.8	4.8	95.2
	90.0	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Post Test				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4.8	4.8	4.8
	60	2	9.5	9.5	14.3
	65	3	14.3	14.3	28.6
	75	2	9.5	9.5	38.1
	77	1	4.8	4.8	42.9
	80	8	38.1	38.1	81.0
	90	1	4.8	4.8	85.7
	100	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

APPENDIX D

Statistics		Pre Test	Post Test
N	Valid	21	21
	Missing	0	0
Mean		66.500	77.00
Std. Error of Mean		3.0492	3.036
Median		70.000	80.00
Mode		70.0	80
Std. Deviation		13.9732	13.910
Variance		195.250	193.500
Range		65.0	55
Minimum		25.0	45
Maximum		90.0	100
Sum		1396.5	1617

One-Sample Kolmogorov-Smirnov Test

		Pre Test	Post Test
N		21	21
Normal Parameters[a,b]	Mean	66.500	77.00
	Std. Deviation	13.9732	13.910
Most Extreme Differences	Absolute	.314	.224
	Positive	.211	.224
	Negative	-.314	-.157
Test Statistic		.314	.224
Asymp. Sig. (2-tailed)		.000[c]	.007[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX E

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre Test - Post Test	-10.5000	12.9325	2.8221	-16.3868	-4.6132	-3.721	20	.001

APPENDIX F

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre Test	21	65.0	25.0	90.0	66.500	3.0492	13.9732	195.250
Post Test	21	55	45	100	77.00	3.036	13.910	193.500
Valid N (listwise)	21							

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Nur Fadilah

Nim   : 105351110718

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

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5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

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

Makassar, 10 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Bab I Nur Fadilah 105351110718

by Tahap Tutup

Bab I Nur Fadilah 105351110718

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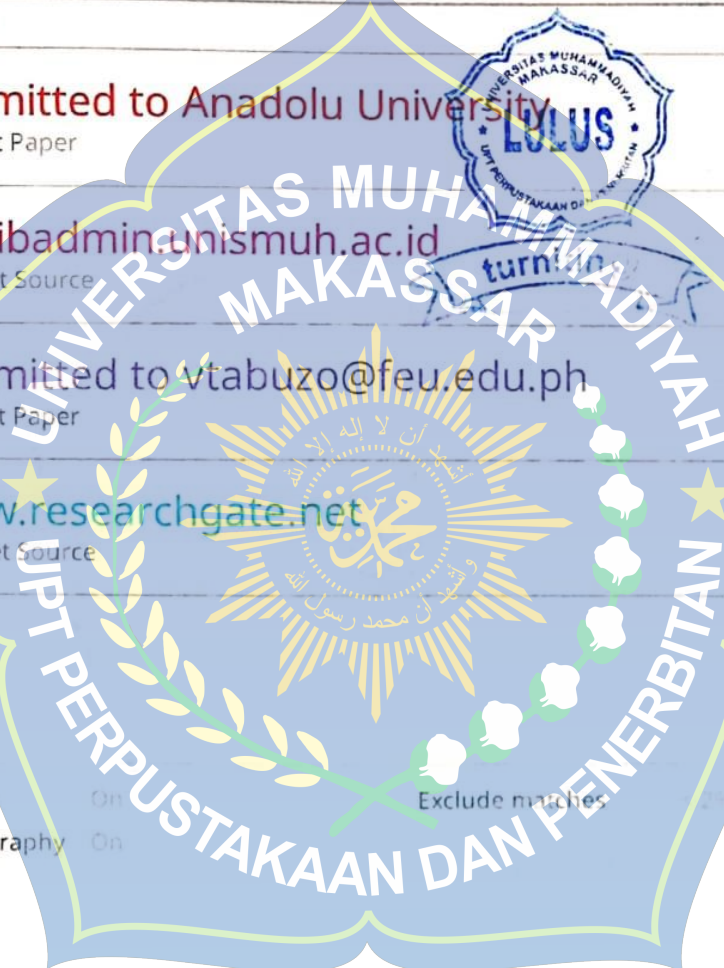| 1	Submitted to Anadolu University Student Paper	2%
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APPENDIX H
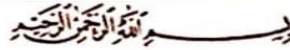
Nomor : 15978/FKIP/A.4-II/II/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Nur Fadilah
Stambuk : 105351110718
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Pattiro bajo / 28-09-1999
Alamat : BTN anugerah Pettalasang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The effectivenes students english vocabulary through the word clap game for junior high School at smpn 1 sibulue

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H
29 Februari 2024 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX I

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor	: 3805/05/C.4-VIII/III/1445/2024	<u>01 March 2024 M</u>
Lamp	: 1 (satu) Rangkap Proposal	20 Sya'ban 1445
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
      Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15978/FKIP/A.4-II/II/1445/2024 tanggal 29 Februari 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**NUR FADILAH**
No. Stambuk	:	**10535 1110718**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVENES STUDENTS ENGLISH VOCABULARY THROUGH THE WORD CLAP GAME FOR JUNIOR HIGH SCHOOL AT SMPN 1 SIBULUE"

Yang akan dilaksanakan dari tanggal 5 Maret 2024 s/d 5 Mei 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

APPENDIX J

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**5013/S.01/PTSP/2024**	**Kepada Yth.**
Lampiran	:	-	**Bupati Bone**
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 3805/05/C.4-VIII/III/1445/2024 tanggal 01 Maret 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**NUR FADILAH**
Nomor Pokok	:	105351110718
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Slt Alauddin No 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENES STUDENTS ENGLISH VOCABULARY THROUGH THE WORD CLAP GAME FOR JUNIOR HIGH SCHOOL AT SMPN 1 SIBULUE "

Yang akan dilaksanakan dari : Tgl. *05 Maret s/d 05 Mei 2024*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 01 Maret 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

APPENDIX K

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1732101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰه الرحمن الرحيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Nur Fadilah**
NIM	:	**105351110718**
Judul Penelitian	:	**The Effectivenes Of Students English Vocabulary Through The Word Clap Game For Junior High School At Smp N 1 Sibulue**
Tanggal Ujian Proposal	:	**12 Februari 2024**
Tempat/Lokasi Penelitian	:	**SMPN 1 SIBULUE**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	22 April 2024	Pre-test	Ernagawati,S.Pd	
2	29 April 2024	Treatmen	Ernagawati,S.Pd	
3	6 Mei 2024	Treatmen	Ernagawati,S.Pd	
4	13 Mei 2024	post-test	Ernagawati,S.Pd	
5				
6				
7				
8				
9				
10				

Mei 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Supriadi Idrus,S.Pd
NIP.197612720090210001

APPENDIX L

PEMERINTAH KABUPATEN BONE
DINAS PENDIDIKAN
SMP NEGERI 1 SIBULUE
Alamat : Jl. PorosPattiroBajo-WatamponeKec. Sibulue Kab. Bone Kode Pos 92781

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 070 /198/ SMP/ V/ DP / 2024

Yang bertanda tangan di bawah ini Kepala SMP NEGERI 1 SIBULUE, Kabupaten Bone Menerangkan :

Nama : NUR FADILAH

NIM : 105351110718

Jenis Kelamin : Perempuan

Alamat : Kel. Maroanging, Kec.Sibulue

Pekerjaan : UNIVERSITAS MUHAMMADIYAH MAKASSAR

Benar telah melakukan penelitian di SMP Negeri 1 Sibulue Kabupaten Bone, Pada Tanggal 22 April 2024 – 13 Mei 2024.

"THE EFFECTIVENES OF STUDENTS ENGLISH VOCABULARY THROUGH THE WORD CLAP GAME FOR JUNIOR HIGH SCHOOL AT SMP NEGERI 1 SIBULUE KABUPATEN BONE"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Sibulue, 28 Mei 2024
Kepala Sekolah,

SUPRIADI IDRUS, S.Pd
NIP 197611127200902 1 001

APPENDIX M

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LETTER OF ACCEPTANCE
0918/BG-FKIP/LOA/B/VIII/1446/2024

Dear NUR FADILAH

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECTIVENES OF STUDENTS ENGLISH VOCABULARY THROUGH
THE WORD CLAP GAME FOR JUNIOR HIGH SCHOOL
The manuscript ID: 1568
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
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NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
BAN-PT LAMDIK

DOCUMENTATION

Situations when opening classes & introductions

Situation when checking student attendance

The Situation Describes The Learning Objectives

The Situation For Giving A Pretest

Situation When The Pretest Is Being Done

Situation Explanation Of The Treatment To Be Performed

Situation Teach Vocabulary

Situation Explained To Students Game Rules (Treatment)

Situation When Applying The Game (Noun Animals)

Situation When Explanation of Material

Situation When Applying The Game (Vegetable)

Situation When Distributing Posttest

Situation When Supervising Students Do The Posttest

Situation Submission Of The Letter Has Completed The Research

CURRICULUM VITAE

Nur Fadilah was born in Pattiro Bajo on September 28 1999. I am the youngest of five children of Muh Amir and Almh. Hj. Sumarni. I started school at Pertiwi Pattiro Bajo Kindergarten and graduated in 2005. Then I continued studied at SMP Negeri 1 Sibulue and graduated in 2014. After So, I continued my studies at the Makassar Applied Techno Vocational School and graduated in 2017. In 2018 I registered as an English student at English Education Department, Faculty of Teacher Training and Education at the Universitas Muhammadiyah Makassar. At the end of the study, I made research thesis title "The Effectiveness Of Students English Vocabulary Through The Word Clap Game For Junior High School At SMP Negri 1 Sibulue"