

**THE INFLUENCE OF USING “WORD CLAP” GAME
TOWARDS STUDENTS’ VOCABULARY MASTERY
AT THE EIGHT GRADE ON SMP ISLAM
MIFTAHUL JANNAH SEKAMPUNG
IN THE ACADEMIC
YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1 Degree

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**TARBIYAH AND TEACHER TRAINING FACULTY STATE
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2020**

ABSTRACT

THE INFLUENCE OF USING WORD CLAP GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE ON SMP ISLAM MIFTAHUL JANNAHSEKAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

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The students' vocabulary mastery in SMP Islam Miftahul Jannah Sekampung is still limited. The objective of this research was to know whether there was an influence of using Word Clap Game towards students' vocabulary mastery at the Eighth grade of SMP Islam Miftahul Jannah Sekampung in the Academic year of 2020/2021.

The research methodology was pre-experimental design. The population in this study were the eight grade students of SMP Islam Miftahul Jannah Sekampung. The sample of this research is only one class consisting of 35 students for the experimental class. In the experimental class, the author uses the Word Clap game. The treatment was carried out in 3 meetings with a duration of 2 x 45 minutes for each class. In data collection, the writer used an instrument in the form of multiple choices questions that had been tested before the treatment. The instruments were given in the form of pre-test and post-test. Before being given the treatment, the writer gave a pre-test. Then after the treatment, the instrument was given in the form of a post-test. After giving the pre-test and post-test, the authors analyzed the data using SPSS to calculate the independent sample t-test.

Based on the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.000 < 0.05$. Therefore, there is a significant influence of using Word Clap game towards students' vocabulary mastery in the first semester of the eighth grade at SMP Islam Miftahul Jannah Sekampung, Lampung Timur.

Keywords: *Word Clap Game, vocabulary mastery, pre-experimental research.*

DECLARATION

I hereby state that this thesis entitled “The Influence of Using Word Clap Game towards Students’ Vocabulary Mastery at the Eighth Grade at SMP Islam Miftahul Jannah Sekampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

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MOTTO

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اتَّقُوْا اللّٰهَ وَقُولُوْا قَوْلًا سَدِيْدًا ﴿٧٠﴾

“O you believe! Fear Allah, and (always) say a word directed to the right”

(QS. Al-Ahzab:70) ¹



¹(QS. Al-Ahzab: 70)

DEDICATION

From the deep of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Edy Yusuf and Mrs. Hodonia who always pray for my success. Thanks for all the best to me. I love them so much
3. My beloved brothers, Chelvin and Bio and all my big family who have given me support and spirit for my study.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self development.



CURRICULUM VITAE

The name of the researcher is Bella AyoeDhea Rosa. She is called Bella. She was born in Ogan Lima on January 20th, 1997. She is the first child of Mr. Edy Yusuf and Mrs. Hodonia. She has two brothers whose names are Chelvin and Bio.

The researcher began her study at Elementary School of SDN 01 Bukit Kemuning, Lampung Utara and graduated in 2009. Then she continued to Junior High School MtsN 2 Bandar Lampung and graduated in 2012. In 2015, she was graduated from at Senior High School of MAN 1 Bandar Lampung. She decided to continue her study in English Education Department, Tarbiyah and Teacher Training Faculty, UIN RadenIntan Lampung.



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First of all, praise be to Allah, the Almighty God, the most Merciful, the most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Then the best salutation be upon the great messenger Prophet Muhammad SAW. This thesis entitled “The Influence Of Word Clap Game Towards Students’ Vocabulary Mastery at the Eighth Grade on SMP Islam Miftahul Jannah Sekampung in Academic Year Of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) RadenIntan Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

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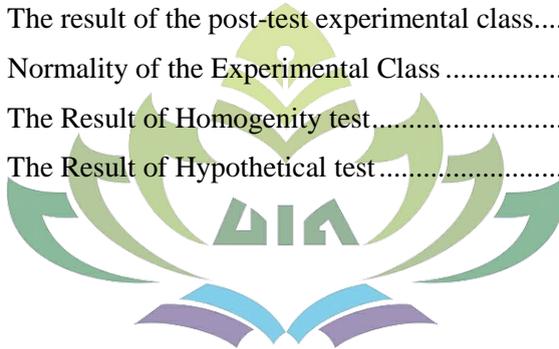
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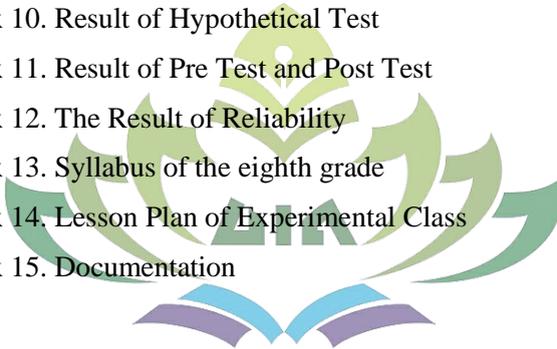
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Students have to learn in understanding some of the skills and elements in learning English, especially vocabulary. Vocabulary is an important part of communicating. Because without knowing the vocabulary we cannot start a conversation. It can be concluded that vocabulary plays an important role in communication.

Vocabulary is available in two oral and printed forms.¹ You can recognize the word or words spoken while reading. And know when to write or read words silently. It can be concluded that we can know the vocabulary through what we say and what we read.

As one aspect, vocabulary is knowledge of the meaning of words. Linse assert that vocabulary is the collection of words that an individual knows². Lehr, Osborn, and Hiebert define vocabulary as word knowledge and word meaning in the form of spoken and printed language and also in productive and receptive forms³. It can be concluded that vocabulary is a vital part of language, because language is formed by words. If we have a good enough vocabulary, we will be able to communicate with others and express our ideas clearly and easily in oral or print form. Thus, all words of knowledge are vocabulary.

Vocabulary is one of elements of English that must be taught to students because vocabulary has an important role

¹Elfrieda H. Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (Mahwah, New Jersey, London, 2005), p. 3

²Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (McGraw-Hill,2007) p. 121

³*Op.cit.*,

in all language skills. Thornbury says without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁴In other words, the first thing language learners must master in language learning is vocabulary. In listening, students' vocabulary influences their understanding of the teacher's speech, class discussion, and other speeches. The words they choose to speak affect how well they convey the message. In reading, students' vocabulary influences their ability to understand and comprehend texts. In addition, with regard to writing, students' vocabulary also influences how clearly they convey their thoughts to the reader. In conclusion, vocabulary plays an important role in equipping students to be able to communicate in English.

In studying vocabulary there were several things that students must be understood about sound, spelling, word class, singular and plural etc. Because by knowing that, students will find it easier to understand the meaning of a word or sentence.

In learning vocabulary the teacher must create situations to facilitate learning and then motivate students to have an interest in what is conveyed to them. There are many ways to make students excited and interested about learning, namely by using interesting techniques, media, or students who definitely like games. There are many games that can make students interested in playing in it including other Hangman games, Simons said games, Blindfold games, word clap games and many more. Using techniques, media, or games in the learning process can increase the spirit of the students and create a new atmosphere so that students feel a different atmosphere.

⁴Scott Thornbury, *How to Teach Vocabulary*, (Essex: Pearson Educational Limited, 2002),p.13

Therefore, based on the statement above, mastery of vocabulary was needed to master the language and use it as a communication tool. So as the researcher realized that vocabulary plays an important role in building students' desire to know more about English. When students already have a lot of vocabulary they will find it easier to understand the material delivered by the teacher. And will be more confident in responding to the teacher in the teaching and learning process.

The researcher sees that vocabulary has an important role in sentences or a text. When we talk about vocabulary, we also talk about particular meaning. Obviously, vocabulary is needed so we can communicate well. Students must learn vocabulary of the language is they want to be able to use the language in communication.

Based on the preliminary research at SMP Islam Miftahul Jannah Sekampung, Lampung Timur, the researcher found that some students get difficulties in English. This can be seen from the scores of students in table 1 below. Because students have little vocabulary, students also do not understand sounds because in English many words have the same sound but different meanings so that students have difficulty. As well as word classes that differentiate between nouns, verbs, adjectives etc. And students also feel that English lesson is very difficult and confusing. Therefore, they have less motivation to learn English. This problem arises because teaching and learning always happens the same way in every class. In the preliminary study in eight grade students at SMP Islam Miftahul Jannah, Sekampung Lampung Timur, the researcher interview Ms. Dewi Nur Ainun as an English teacher about students' ability to master English, especially about their vocabulary. She said that students' have lack of

vocabulary, because they felt that the vocabulary given was still difficult to remember.

In doing preliminary research, the researcher got data of vocabulary score which was taken from semester test at the eightgrade of SMP Islam Miftahul Jannah. The following table 1 is describing the result of students' score in vocabulary test.

Table 1
English Vocabulary Score of the Eight Grade Students at the Eight Grade of SMP Islam Miftahul Jannah in the Academic Year 2020/2021

No	Score	Class		Total	Percentage
		VIII A	VIII B		
1.	≥ 72	17	11	28	43,08%
2.	≤ 72	13	24	37	56,92%
Total		30	35	65	100%

(Source: The Score Data from English Teacher at SMP Islam Miftahul Jannah Sekampung, Lampung Timur in the Academic Years 2020/2021)

Based on the table above, it was known there were only 43.08% of the students who achieve the goal, while there are 56.92% students who had score under the criterion of minimum mastery. The criterion of minimum mastery are 72. The data showed that 37 students out of 65 students still got a score under Criterion of Minimum Mastery. Thus, the students had a problem in vocabulary mastery. It means that the students' vocabulary was still low because students were difficult to memorize new vocabulary.

Based on the above statement, the researcher discussed about the factors that make vocabulary learning process is look like difficult lesson. Based on the interview

with some students in the preliminary research, it was found most of them confused and the technique used by the teacher monotonous makes the students less active in learning. In the classroom, students simply behave as listeners and followers. Like listening to the teacher explain after that do the exercises. While the needs, interests, and activation of students are not too noticed by the teacher.

Therefore, students still find it difficult to achieve maximum vocabulary results in learning English. This means that there are factors that make the vocabulary learning process not effective by to monotonous techniques. This technique cannot make the learning process more interesting and students feel disturbed when the learning process in class. The researcher think that there must be an innovative technique that can attract the attention of students and teachers not just ask students to do exercises only. To achieve the best objectives, the researcher argue that teachers must change the way in teaching English. Like other languages, in learning English, students must be able to understand words. In fact, students want to express something in English but they do not know how to express the word correctly due to lack of vocabulary. Tankersley said that "vocabulary is the meaning and pronunciation of the words we use in communication. That is only the number of words that we understand or can be used actively to listen, speak, read or write".⁵ Students must be able to understand words both in written and audio form. Many types of language games can be apply in classrooms such as the bingo family and many others. The teacher must implement a variety of interesting teaching strategies for vocabulary instruction by using

⁵ Karen Tankersley, *Threads of Reading*, (Alexandria, Virginia: Ascd Publications, 2003), p.52

various kinds of games in teaching vocabulary. That way students can enjoy learning English.

In facing the above problems, the researcher suggested creating and applying techniques that are appropriate and interesting so that the teaching and learning process can run effectively and achieve teaching objectives. From this condition and situation, the use of teaching technique is necessary, that is why the researcher use game to find out whether game can improve the students's vocabulary achievement or not. In this study, the researcher apply Word Clap game in learning vocabulary.

Word Clap game is a game that is played by a group of students and uses claps that collaborate with words. Thus, it can be said that this game is play in groups by remembering and then saying the vocabulary as soon as possible while clapping.⁶It means that the Word Clap Game is a kind of language game that is played in groups that emphasizes saying a variety of vocabulary together with clapping as much as possible in a certain period of time. This game helps students remember vocabulary easily and also builds student confidence. In addition, it can improve student vocabulary also makes students enjoy the learning process without boredom. The facts found in this study support the statement above where students who are taught using word clap games show that they enjoy the learning process and are motivated to learn English, especially vocabulary. And the effectiveness of the clap word play can also be seen from the activeness of students who are enthusiastic in participating in class activities such as answering questions or giving

⁶Susanti, Putu Tressya, *Journal of Psychology and Instruction, 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*, ISSN: 2549-4589, (UniversitasGanesha, 2017), p.167

opinions during the learning process.⁷ It means that the game can be influential in making students more active and enthusiastic in following the teaching and learning process. Therefore, an increase in memorizing vocabulary will further develop. Using game techniques especially word clap in the teaching and learning process was an interesting topic for many researchers. Related to this research, the researcher chose several references about previous studies that were close to the influence of Word Clap on the topic of students' vocabulary mastery.

There were several studies related to Word Clap game. One of them was conducted by Nurina, she conducted the research entitled "Improving Student Vocabulary Mastery through Word Clap Game (A Classroom Action Research at the Eighth Grade Students of SMPN 1 Purwasari)."⁸ The second study was conducted by Indy Lutfiatun Nashihah. She was conducted a research entitled "The use of Word Clap game and Relia to Improve Students' Speaking Mastery".⁹ The third study was conducted by Febriana Eka Setyaningsih. She did research entitled "The use of Word Clap Game to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic year of 2014/2015)."¹⁰ All of previous studies have been conducted by some researchers and all of them used Word Clap game. This game used as a strategy in teaching and learning, and it was effective. It

⁷*Ibid.*

⁸Nurina Ayuningtyas, *Improving Students' Vocabulary Mastery through Word Clap game*, (Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta), p.iii

⁹ Indy Luthfiatun Nashihah, "*The use of Word Clap game and Relia to Improve Students' Speaking Mastery*", (English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies IAIN Salatiga), p.iv

¹⁰Febriana Eka Setyaningsih "The use of Word Clap Game to Improve Students' Vocabulary Mastery", (English department of languages and arts Semarang university), p.iii

means that wholesome scattering game is useful and has good effect on teaching-learning.

Based on those three research, there are some differences between previous studies and this research. The differences on first study can be identified on the aim of research. It was aimed on improvement by using cycles and there will be 2 classes with no cycles. The second study was also similiar to the first, it was aimed on implementation of Word Clap game to become success. The last study used classroom action research in the research design. It has differences because in this research, the researcher will teach the students in only one class: experimental class. This research aims to prove the hypothesis, while previous studies aimed to solve the students' problem in teaching learning.

Reffering to the explanation above, the researcher wanted to find out the result whether or not the wholesome scattering game could influenced the students' vocabulary mastery. Therefore, the researcher conducted a research entitled "The Influence of using Word Clap Game Towards Students' Vocabulary Mastery at the Eighth Grade on SMP Islam Miftahul Jannah Sekampung Lampung Timur in Academic Year of 2020/2021"

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems as follows:

1. The students have lack of vocabulary, so they were less interest and less understood in learn.
2. The students got problem in remembering new vocabulary.
3. Most students have problem understanding the meaning of words in communication and make them confused.

C. Limitation of the Problem

Based on the identification problems, the researcher limited the problem about the influence of using Word Clap game towards students' vocabulary mastery of noun in material singular and plural.

D. Formulation of the Problem

The researcher formulated the problem as follows: "is there any significant influence of using Word Clap game towards students' vocabulary mastery?"

E. Objective of the Research

The objectives of the research is to find out whether there is an influence of using Word Clap game towards students' vocabulary mastery.

F. The use of the Research

The result of the study is expected to give some benefits to the researcher and the reader as general. The benefits are as follows:

1. Theoretical Benefits

Theoretically, this research provides vocabulary and game knowledge. In other words it is function to give an information about the new way in teaching English especially in vocabulary. By this research, the researcher or even the further research will read and learn how to improve students vocabulary mastery by using Word Clap game. And then, this research can use as a reference for the next researcher who want to conduct the same game in teaching vocabulary.

2. Practical Benefit

a. For teacher

For the teacher, the result of this research is expected that the teacher can use Word Clap game in teaching vocabulary, this game is expanded to contribute ideas to determine the curriculum, provided feedback to an English teacher.

b. For the students

For the students, it is hopefully that this game can be used by students to learn vocabulary. So they are easy to remember vocabulary.

c. For other researchers

Other researcher are expected to do a similar research with a similar topic by using a wider scope and larger population. Therefore, the result will more applicable in a tertiary level.

G. Scope of the Research

1. Place of Research

The research was conducted at SMP Islam Miftahul Jannah Sekampung. It is located on Desa Sumbergede 56 Apur Kecamatan Sekampung Lampung Timur.

2. Subject of Research

The subject of this research was the students of the eighth grade at SMP Islam Miftahul Jannah Sekampung.

3. Object of Research

The object of research was students' vocabulary mastery.

4. Time of Research

This research was conducted in the first semester of the eighth grade in 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Vocabulary

a. Definition Vocabulary

Vocabulary is one of a component that plays important a role in English. Students will be introduced to divide the language into four skills when learning about English: listening, speaking, reading and writing. Added with grammar, vocabulary and phonology as components of language.¹¹ Vocabulary is knowledge of the meaning of words. It means that each word have meaning and function depending on their word form. Linsementionedall words that someone knows are called vocabulary.¹² So whatever words are found can be called vocabulary.

Richards and Schmidt state all of Lexeme, including single words, compound words, and idioms is vocabulary. Besides thatHornbry said all words in a language are vocabulary. All words that know or used by someone in a book, subject, and list of certain words with their meanings.¹³ Those definitions indicate that vocabulary is the first element that must be learned by English learners in order to be able to master English well in addition to the components and other English language skills.

¹¹ Lynne Cameron, *Teaching Language to Young Learners*, (New York: University Press, 2001), p.17

¹²Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (McGraw-Hill, 2007) p. 121.

¹³ A.S Hornby. *Oxford Advanced Learner's Dictionary*. (Oxford University Press, 1995) p.1331

As a reader or writer, vocabulary is also needed as a basis for knowledge to make their activities take place. As much as possible, as a writer, the function of vocabulary is to find out what ideas will be written on their blank pages. Then, as a reader, the main function of vocabulary is to find out what the writer tells in the written text. Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading, and writing). As mentioned by Cameron, in teaching language, there is an important resource between language development and the nature and relationships that are associated with the word.¹⁴

Hiebert and Kamil said, vocabulary to be the source of many of the words we see when writing or reading or speaking.¹⁵ These statements are supported by Richards and Renanda, argued that language should be supported and that it should be used appropriately for students to listen, read, and write.¹⁶ In addition, Lauren, Osborne and Hibert refer to vocabulary as the knowledge of words and the meaning of words in the form of words spoken and printed.¹⁷ Therefore, we can assume that the four skills said before cannot function if students do not master vocabulary. The more students have sufficient vocabulary; the better sentences they

¹⁴ Lynne Cameron, op. cit., p. 94.

¹⁵Elfrieda H. Hiebert and Michael L.Kamil, *Teaching Learning Vocabulary*, (London, Roulledge Press, 2005), p.3

¹⁶ Richards and Renandya, *Methodology in Language and Teaching*, (New York: Cambridge University Press, 2005), p.255

¹⁷Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (Mahwah, New Jersey, London, 2005), p.

could create. One should be able to master adequate vocabulary to convey their message. And Thornbury said without grammar knowledge little that could be spoken, without vocabulary nothing could be spoken¹⁸. From the above definition, in language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. The writer concludes that vocabulary is one of the most important language components used to communicate between one person and another. If we have limit vocabulary so that we will have difficulty conveying something. That is why vocabulary is said to be an important part of language, no language exists without vocabulary.

b. Types of Vocabulary

There are some types in vocabulary or what we usually call as word classes. There are preposition, conjunction, determiners, pronoun, adverbs, verbs, noun, and adjectives.¹⁹ The students have to know the differences among these types, in order to provide appropriate vocabulary in oral or written communication. In this research, the study was focused on noun, and adjective. The reason of choosing them is the words or vocabulary that usually students get difficulties in noun, and adjective. The writer means

¹⁸Thornbury, *How to Teach Vocabulary*, (Essex: Pearson Educational Limited, 2002), p.13

¹⁹ John Easwood, *Oxford Guide to English Grammar*, (New York: Oxford University Press, 1994), pp. 2-3

that they are more frequently used than the other word classes.

1) Verb

The verb is part of the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence. The verb lives in what grammarians call the predicate, which contains the verb plus all the words that relate specifically to it. Verb is action word which refers to the actions, events, or states.²⁰ Sentences are complete only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verbs tell what people or thing are doing. It means the verb is an absolute word that must be present in a sentence.

There are three important types of verb that be considered the first is auxiliary verb. In one sentence we can translate two or more words into one phrase. The first part of auxiliary verbs and the second part of the lexical verbs. So we can translate two or more words in a sentence into one phrase.²¹ The second is main verbs and finally phrasal verbs. Main verbs is a verb that can stand alone. However, if there are more than one verb is used, they express the main idea. While phrasal verbs are formed by adding particles to verbs to create new meanings.²² It means that each type of verb has its own function in a sentence.

²⁰PhylisDutwin, English Grammar Demysfied, (New York: McGraw Hill, 2010), p. 30

²¹ Marcela Frank, Modern English, (New Jersey: Prentice Hall, Inc, 1972), p. 80

²²*Ibid.*, p. 7

2) Noun

Noun is a word used to name abstract people, things, animals, places and concepts. Frank states noun is one of the most important parts of the word. Arranging them with the verb helps create the phrase needed for each complete sentence. In addition, it can function as keyword or keyword in many of the editing structures.²³

Based on Sargeant there are some main types of nouns, namely common nouns (words for people, places and things are called common nouns), proper nouns (the names of particular people, places and things), singular noun, and plural noun. The example common nouns for things: ruler, pen, crayons etc. for animals: *cat, mouse, duck etc.* for places: *school, library, hospital etc.* next one of example proper nouns he names of famous places, buildings and monuments is *Monas*. And the last the example singular plural when you talking about two or more people, places or things. For the example *chairs, pens, books, tables etc.*²⁴

3) Adjectives

Adjectives are verbs to explain nouns or pronouns. Frank said the adjective is a modifier that has the grammatical property of comparison.²⁵ It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but will it fills other positions as well. Frank said there are some types of adjective. The first determiners are

²³ Marcella Frank, *Op.Cit.*, p. 7

²⁴ Howard Sargeant, *Basic English Grammar*, (Victoria: Acer Press, 200),

²⁵ *Ibid.*, p. 7-11

special adjectives used before nouns. There are different kinds of determiners consist of a small group of structure words without characteristic form. Articles –*the, a, –an*, Demonstrative adjectives –*this*, plural *these*, Possessive adjectives, *my, your, one's, John's, the girl's* etc. Numeral adjectives, cardinal: *four, one hundred* etc. Ordinal: *fourth, third*, etc. Adjectives or indefinite quality –*some, few, all, more*, etc. Relative and interrogative adjective –*whose, what, which*.

All of these determiners except the articles and the possessive adjectives of the personal pronouns may functions as pronouns when not followed by nouns. Personal pronouns have separate forms for the possessive used without a noun –*my* (adjective) book vs the book is *mine* (pronoun)²⁶. The last descriptive Adjective usually indicate inherent quality or a physical condition such as age, size, and color. The reflexive and derived ends can only be added to this type or characteristic²⁷. In this research the researcher only focus in noun.

c. Concept Vocabulary Mastery

Students need vocabulary mastery in learning English. Students can be said to have mastered vocabulary when they can use it in daily communication or in making sentences. When they have mastered it, they will have no trouble learning and understanding because vocabulary is the foundation of learning English.

Vocabulary is one of the language aspects which should be learn. Learning it is important because in

²⁶ Marcella Frank, *Op. Cit.*, pp. 109-110

²⁷ *Ibid.*,

order to be able to speak, write, and listen learners have to know vocabulary first. Someone said to 'know' a word if they can recognize its meaning when they see it, Cameron said in book *Teaching Languages for Young Learners*.²⁸ It means that in learning vocabulary learners must to know the meaning of it and also understand and can use it in sentence context.

In language we need to know a lot about words in order to make good sentences. Mastery means natural institutions or acquired in certain activities, Opportunities, arts, leadership, mastery, competence, technology skills. It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity. It can be concluded that vocabulary mastery mean that students can use all the words spoken in a relationship.²⁹ It means that mastery is regarded as the ability of a students to implant the essence of the lesson given in a whole .Kamil and Hiebert said vocabulary were knowledge of the meaning of words.³⁰ Thus, all word knowledge is vocabulary. This means that vocabulary is a vital part of language, because language is formed by words. If we have a good enough vocabulary, we will be able to communicate with others and express our ideas clearly and easily.

Mastery means understanding well or only reaching a certain level of understanding of a particular content, while competence represents the ability to apply what has been mastered. Based on Guskey "Mastery is a term used by all teachers and they

²⁸ Lynne Cameron, *Teaching Languages for Young Learners*(Cambridge University Press: 2001), p.75

²⁹ <http://www.answer.com/topic/mastery>

³⁰Elfrieda H. Hiebert and Michael L. Kamil, Op.Cit., p. 3

understand correctly. But when pressed to describe exactly what it means to master a concept, skill or topic, each person has a different definition.³¹ It can be concluded that mastering vocabulary is a skill complete students to understand well and communicate using the words they have learn.

From the theories above, the researcher concluded that vocabulary mastery was the foundation of sentences. Because without mastering vocabulary students cannot understand the meaning of a word so they cannot communicate well and will not be able to make a sentence. Due to the importance of learning vocabulary, the students should enrich their vocabulary knowledge, including meaning and how use it in real communication.

d. Aspects of Vocabulary

There are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are word meaning, word use, word grammar and word combination.³²

1) Word meaning

A word meaning can also be defined by its relationship to other words. One must also know the word denotation and connotation to find out the negative or positive meaning that occurs in the word. The conclusion is that the same collection of sounds and letters can have many different meanings, we can understand it when we look at words in context. Cameron added that the meaning of words in

³¹ Thomas R Guskey, Educational Leadership. (Cambridge: Cambridge University Press, 1994), p. 1

³² Jeremy Harmer, The Practice of English Language Teaching, (London: Cambridge 1988), p.16

language can relate to one another in various ways, called reason relations, also called semantic relations or lexical relations.³³

From the explanation, it can be concluded that the meaning of a word is often relate to other words. For example, we explain the meaning of “full” by saying that it is the opposite of “empty”; we understand that “clean” is the opposite of “dirty”.

2) Extending Word Use

Words not only has a different meaning but can also be changed and rotated according to its context and usage. Like when we say that someone's heart is blue or someone's red. That does not mean we are talking about color but we do stretch or metamorphosis of the use of idioms. For example: “you are an apple in my eyes” this idiom expression show that it began to praise someone. From the explanation the researcher conclude that extending word use is an aspect of vocabulary mastery that determines how the words can be viewed based on different context and different use. For the example is the word “close” in “close the door, please!”, in this sentence, the word close have two meaning. The first meaning is to be near with something and the other meaning is to cover the opening of (something).³⁴

3) Word Combinations

Word combinations (also known as collocations) is the way in which words co-occur — combinations which, through custom and practice, have come to be seen as normal and acceptable. It is

³³ Lynne Cameron, *Op.Cit.*, p. 83

³⁴ *Ibid.*,

immediately apparent that while some words can live together, others cannot. We can say clenched fist and even clenched teeth, yet we cannot talk about clenched ears.³⁵ This statement also supported by Charty, she says that collocation is a few or a group of words that are often used together..³⁶ It means that, the word combination can be call as collocations which have means as a combination or a pair of words that are often used together to make they be seen as normal and acceptable.

4) Word Grammar

The last is about word grammar, which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.³⁷ It means that the word grammar can be called as the use of word based on grammatical pattern such as noun, adjective, adverb, etc. We should know the distinction of some words based on the grammatical pattern allow.

Based on the explanations, there are four aspects that should be mastered in vocabulary. There are word meaning, word use, word grammar, and word combination aspects.

³⁵ Jeremy Harmer, Op.Cit., p. 20

³⁶ Michael McCarthy and Felicity O'Dell, Collocations in Use, (Cambridge: Cambridge University Press, 1994), p. 3.

³⁷ Jeremy Harmer, Op.Cit., pp. 18-21

e. Teaching Vocabulary

In teaching vocabulary, it does not only the explanation about meaning, but also illustrating it, and presents the vocabulary. Teaching shows or helps someone learn to do something that gives knowledge, to know or understand it.³⁸ Relating to vocabulary teaching, teacher has to be careful in selecting the vocabulary that she/he will teach. Cameron said learning vocabulary is the focus in creating students to create knowledge of words so that they can use other languages successfully.³⁹ More vocabularies the learners have, more chances they master the language.

Based on the explanations, it can be concludes that the teaching vocabulary should be emphasized on how the teacher can help and provide the learners with knowledge of words so that the learners use the words differently and successfully.

2. Concept Game

When we talk about game, there is available the situation that called conflict. Conflict represents feel participating between the player and the game situation and rule. Salen and Zimmerman called the game a conflict system. Conflict, a game as a race for power, is an important part of our game definition. While conflicts outside the game can sometimes be devastating, in the game we find a beautiful paradox of step-by-step conflict that leads to meaningful play..⁴⁰ Crawford in Salen and Zimmerman also says that conflict originates from the game. Players actively pursue goals. Difficulty preventing him from achieving this goal easily. Conflict is an internal

³⁸ H. Douglas Brown, Op.Cit., p. 8

³⁹ Lynne Cameron, Op.Cit., p. 75

⁴⁰ Katie Salen, Eric and Zimmerman, Rules of Play: Game Design Fundamentals. (MIT Press.2003), p. 1

part of every game.⁴¹ It means that when we talk about game, actually, we also talk about conflict – conflict in a game. Hence, the players will feel engaged in an artificial conflict and some rules showed during the game process. This statement also supported by Wright, he said the game is a fun and interesting activity, often challenging and involving students who play and usually communicate with others.⁴²

In addition, games also have benefits for teaching and learning activities as follows: Games help and encourage many students to build their interest and work, games help the teacher to create contexts in which the language is useful and meaningful, games provide one way of helping the learners to experience language rather than merely study it.⁴³

Based on the definitions, the researcher can conclude that a game is structure playing, usually undertaken for enjoyment and it can make the learners do the interaction with the other learners in a class.

3. Word Clap Games

a. Concept 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 skill.⁴⁴ Whereas Brown said, word clap game is a game that uses applause in collaboration with other students most

⁴¹*Loc. Cit,*

⁴² Andrew Wright et al, *Game for Language Learning*, New Edition, (Cambridge: Cambridge University Press, 1984), p. 1

⁴³*Op.cit., p.2*

⁴⁴ David Paul, *Teaching English to Children in Asia* (Hong Kong: Person Longman Asia ELT,2003) p. 52-55

students study with their classmates.⁴⁵ 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!)⁴⁶ They have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat. The student who can mention words more than the other, he or she is the winner. It can be concluded that the word clap game is a game about saying words by clapping your hands when saying words within a predetermined time.

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

b. 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. Thornburry said there are several steps of the game, there are:⁴⁷

⁴⁵ H. Douglas Brown. *Strategies for Success: A Practical Guide to Learning English*. (Longman, 2002), p. 129.

⁴⁶ Scott Thornburry, *How to Teach Vocabulary*. (Pearson Education Limited, 2002), p. 102.

⁴⁷ *Op.cit.*, p.2.

- 1) Teacher prepares the theme, there are three themes: things in class room, things in house, and things in the environment.
- 2) Teacher lead the game, the teacher instructs what to do in the game.
- 3) Teacher explains the rule of playing this game, students should not repeat the words that have been spoken, students who do not answer in rhythm or do not say anything will come out.
- 4) Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!).
- 5) Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.
- 6) Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
- 7) The game ends when there is only one student left as the winner.

Concerning the procedure above, it can be concluded that the general task of this game is to mention and collect lots of words. The words mentioned must be in accordance with the topic given by the teacher. Each word has a score of one point and the remaining player is the winner.

c. Advantages and Disadvantages of Word Clap Game

1. Advantages

- a) The game is very interesting for the students to increase their vocabulary, because they can recall the vocabulary easily with clapping their hands.

- b) This game is easy to be apply in the classroom.
- c) This game is simple and cheap, because there is no fee for the teacher to buy some utilities to apply in a class. Just claps the hands say the words and write the topic in white board.
- d) This game can be applied not only for Junior High School students, but also for Elementary students, and Senior High Students.
- e) This game can be apply not only for formal education, but also for non-formal education. Anywhere and anytime.⁴⁸

2. Disadvantages

- 1. The class will be rather crowd when this game apply, because the sound of the claps is rather hard.
- 2. The game cannot be apply successfully when the teacher did not comprehend the rhythm.⁴⁹

B. Relevance Studies

There were some studies about the use of word clap game. All of these studies have been successful. The researchers were applied this game effectively. That is why in this research, the researcher also wants to conduct the same game even it will have differences among them.

The first study did by NurinaAyuningtyas. She was the student's of English Departement Education Faculty Of Tarbiyah and Teachers' Training SyarifHidayatullah State Islamic University Jakarta. She did research entitled "Improving Students Vocabulary Mastery through Word

⁴⁸FebrianaEkaSetyaningsih, The Use of Word Clap Game to Improve Student' Vocabulary Mastery, thesis(Semarang:UNNES, 2015) P.11.

⁴⁹FebrianaEkaSetyaningsih, The Use of Word Clap Game to Improve Student' Vocabulary Mastery, thesis(Semarang:UNNES, 2015) P.11.

Clap Game at The Eighth Grade Students of SMPN 1 Purwasari". This research is research Classroom Action Research (CAR) procedure used in this research was Kurt Lewin's Design. By using cycle 1 and cycle 2 there are four phases in each cycle; planning, acting, observing, and reflecting.

The objectives of this research is to find out whether word clap game is effective to improve the ability at the Eighth Grade Students of SMPN 1 Purwasari in vocabulary mastery. The population of this research was 39 of the all classes eighth at SMPN 1 Purwasari and the class was chosen based on the English teacher selection, among others classes, VIII F students had the lowest score in English and the writer agreed to applying the strategy.

The data of this research were collected by giving observation, test, and interview to students. Data were analyzed by using t-test formula. The results of data analysis showed The mean score in the post-test of cycle 1 was 66,3. It means that the improvement result of the implementation between pre-test and post-test 1 was 25,8%. Meanwhile, the class percentage which passed the KKM in post-test 1 was 41.60%.

Afterwards, the mean score in the post-test 2 was 75. It showed that the improvement result of the implementation between post-test 1 and post-test 2 was 13,1%. So, there was a significant improvement where 33 students above the KKM, and there were still 6 students who were not able to pass. The class percentage showed a significant improvement 84.6% from pre-test (7.6%). It proved that the post-test 2 has fulfilled the success target of CAR in which above 70% students could pass the KKM. It means that the writer was successful in doing the research and make an improvement

about the students' vocabulary mastery at the eighth grade students of SMPN 1 Purwasari.⁵⁰

This study is similar to the research in this paper, but there are differences between them. It is about the aim of research. This study aimed to improve the students' vocabulary mastery through the use of word clap game, but the research on this paper aims to find the influence of word clap game towards students' vocabulary mastery.

The second study did by Nuridayalahming. She was student in English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palapo. She did research entitled "Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palapo)".

This research is a pre-experimental research conducted by using a pre-test – treatment – post-test design which used one group pretest-posttest design. The objectives of this research is to find out whether Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palapo) in vocabulary. The population was all of the students on the third grade SDIT Darussalam Palapo that consisted of 120 students, there were four classes each class consisted of 30 students and purposive sampling method was used to select one class of students to become the sample. As a result, class D of SDIT Darussalam Palapo which is total number of the students of class is 30 students were chosen as the sample.

The data of this research were collected by giving the writing test about descriptive text (pretest-posttest) to the students. Data were analyzed by using t-test formula. The

⁵⁰NurinaAyuningtyas, *Improving Students' Vocabulary Mastery through Word Clap game*, (Department of English Education Faculty of Tarbiyah and Teachers' Training SyarifHidayatullah State Islamic University Jakarta), p.iii

results of data analysis showed the mean score of pretest was 64.07 and the mean score of posttest was 97.73. From the results of data analysis, it can be concluded that there is significant difference between pre-test and post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted and zero hypothesis was rejected. It also meant that, word clap game is a game for teaching that gave a good effect on the ability at the SDIT Darussalam Palopo in vocabulary.⁵¹

There are differences between second study to this research. First, about the aim of research. It was aimed to make the word clap game effective in teaching vocabulary, but this research aims to find whether there is an influence of word clap game towards students' vocabulary mastery. Then, the difference about specific grade, it was on higher grade than this research.

The third study did by Indy LutfiatunNashihah. She was the student of English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga. She did a research entitled "The Use of Word Clap Game and Relia to Improve Students' Speaking the Eighth Grade Student of SMPN 3 Salatiga in the Academic Years of 2017/2018)".

This study aimed to find out the data how about the use of Word Clap game and Reliato Improve students' Speaking of eighth grade student of SMP N 1Salatiga. It is related to the result of baseline data from the teacher showed that the students still lack in vocabulary. In this study conducted a classroom action research as the methodology of this research. There were to cycles, each cycle conducted six

⁵¹NuridayaLahming, *Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo)*", (Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palapo) p.iii

meetings. The subject of this study were students of class VIII E of SMPN 1Salatiga. To collect the data the researcher use written test and observation checklist. The score of Minimum Mastery Criterition – Kriteria Ketuntasan Minimal (KKM) of English Lesson was 70. The student' mean score in the baseline data was 60.95.

Then, then the students' mean score in the cycle I test was 44.00 and in the cycle II test was 53.30. The achievement of the test showed that the treatment was successful because the result of cycle II was better. The result of the research shows that the students improve their ability in writing descriptive text using wholesome scattering game that covers parts, qualities, and characteristics of the objects. They are better in writing and arranging the words than in pre test. Finally, the advantages of using this game are that the students could arrange the words and develop their paragraph in describing objects easily and accurately.⁵²

There are differences between the third study with this research. It used CAR (classroom action research) while this research will use quasi experimental design. There was one class as the sample of research, while this research will use 2 classes. There were some cycles in conducting the study, but this research will only teach 1 class after that identify whether there is an influence of word clap game towards students' vocabulary mastery.

There are many more studies about the use of Word Clap game. The researcher presents 3 of them. It can be used as reference to conduct further research and to clarify each theory stated by experts. The procedure of game might be the same because the variable of research are the same. It just has

⁵²Indy LuthfiatunNashihah, "*The use of Word Clap game and Relia to Improve Students' Speaking Mastery*", (English Eduvation Department Teacher Training and Education Faculty State Institute for Islamic Studies IAIN Salatiga), p.iv

differences on aim, grade, or method. This research was hoped can be succeed as previous studies. Referring to previous studies, therefore the researcher conducted a research entitled “The Influence of using Word Clap Game Towards Students’ Vocabulary Mastery at the Eighth Grade on SMP Islam Miftahul Jannah Sekampung in Academic Year 2020/2021”

C. Frame of Thinking

English is foreign language in Indonesia. In learning English, students are expects to be able to use English vocabulary. In teaching vocabulary, an English teacher should be able to help students to memorize the word. Therefore, the teacher should have kinds of technique to make the students interest and they motivate in learning English. The teacher must prepare the material as well, using suitable technique or media in teaching and learning vocabulary. In this case, the teacher can help the students by using Word Clap game as a technique in teaching vocabulary.

The researcher hopes that the students can learn more and more interesting in the progress by using Word Clap game in teaching vocabulary. The teacher can use this technique as alternative teaching in learning English.

D. Hypothesis

Hypothesis on the frame of theories and frame of thinking mention above, the researcher formulate the hypothesis as follows:

Ho : There is no influence of using Word Clup game towards students’ vocabulary mastery at the eighth grade at SMP Islam Miftahul Jannah Sekampung in the academic year of 2020/2021.

Ha : There is influence of using Word Clap game towards students' vocabulary mastery at the eightgrade at SMP Islam Miftahul Jannah Sekampung in the academic year of 2020/2021.





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