

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
WORD CLAP GAME TO THE SEVENTH GRADE STUDENTS
AT MTS NEGERI 3 BUOL**



A THESIS

Submitted to fulfill one of the Requirements to obtain a degree of Sarjana Pendidikan (S.Pd) in English Tadrís Study Program Faculty of Tarbiyah and Teacher Training Datokarama State Islamic University Palu.

By

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2023**

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled *“Improving Students’ Vocabulary Mastery through Word Clap Game to the Seventh Grade Students at MTs Negeri 3 Buol”* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

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APPROVAL SHEET

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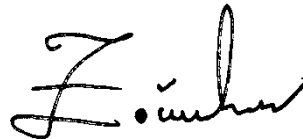
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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Bismillahirrahmanirrahim alhamdulillahirobbil'amin. In the name of Allah, the beneficent and merciful. All praises are to Allah, lord of the entire world, because it's thanks to his grace so the researcher can finish this research. May sholawat and salam always be with our great prophet Muhammad SAW, who has directed us from darkness to the lightness.

From the sincere of the deepest heart of the research, realized and admitted that she could never be able to finish this research without that help of many people. Therefore, she would gratitude and give a great appreciation to:

1. The researcher's parents, Kamarudin R. Muja and Jaemar, for their support, prayers, understanding and everything that they have given to the researcher.
2. Prof. Dr. H. Sagaf S. Pettalongi, M.Pd., as the rector of institute of Islamic Studies Palu, along with the elements of leadership, who have encouraged and have given policies to the researcher in the various ways.
3. Dr. H. Askar, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty who has directed the researcher in the lecture process.

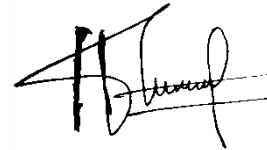
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. as the head of English Tadris Study programme at UIN Palu who has provided input for further thesis improvement.
5. Dr. Juliastuti, S.S., M.Hum and Zuhra, S.Pd., M.Pd for their time, guidance, valuable suggestion, and correction during finishing this research.
6. Drs. Muhammad Nur Korompot, M.Pd. as the person in charge of KBMB who has been willing to help researcher from the beginning of entering the lecture to the completion of the study.
7. The deepest thanks to all lecturers and staff of English Tadris Study Programme at State Islamic University of Datokarama Palu for their assistance.
8. Dra. Suriani as the headmaster of MTs Negeri 3 Buol who has allowed the researcher to conduct and observe the research at the school.
9. The researcher would like to say thanks to the seventh grade of MTs Negeri 3 Buol especially class VII B for their help and participation in her research.
10. All the researcher's friends namely Nur Azizah, S.Pd, Musfira, S.Pd, Riska, S.Pd, and Rizki A. Rasyid, S.Hut. Thank you providing support and sharing time and being a good friends.

11. All people who have given their help in writing this “Thesis” that the researcher could not mention it one by one.

At last, the researcher always wishes that all the assistance given in-depth will get unlimited rewards from Allah SWT.

Palu, 23 November 2022M
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A handwritten signature in black ink, appearing to read 'Meri Elpina K. Rasyid', with a stylized flourish at the end.

Meri Elpina K. Rasyid
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ABSTRACT

Name of Research : Meri Elpina K. Rasyid
NIM : 18.1.16.0075
Title of Thesis : **Improving Students' Vocabulary Mastery through Word Clap Game to the Seventh Grade Students at MTs Negeri 3 Buol.**

This research was aimed to see the improvement of vocabulary mastery of the seventh grade students before and after learning process by using word clap game at MTs Negeri 3 Buol. The results of the research were useful for the teacher and students. The teacher should aware that it was important to supplied the strategy before teaching, so the students could be easier to memories list of vocabulary and make the students more active in learning process.

The subjects of the research were seventh grade students of MTs Negeri 3 Buol which consisted of four classes. The sample taken was class VII-B by using the purposive sampling technique. The design in this research was quantitative using a pre-experimental method with pre-test and post-test to know the students' respond. Then the criterion of this research was the students were able to improve their vocabulary mastery that consist of three points that were memorize, pronounce and write the vocabulary focused on noun. It aimed to know whether the used of word clap game was able to improve students' vocabulary mastery.

The result in this research was indicated that there was improvement of the students' vocabulary mastery. It was indicated by the students' mean score of post-test (78,33) was greater than the pre-test (49, 67). Then the calculating the t-test value for vocabulary was 0, 19 and t-table was 1,761. It means that t-test was greater than t-table or $0,19 > 1,761$. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In conclusion, Word Clap Game was able to enhance student's vocabulary mastery.

The implication of this research was the teacher must always improve ability to use various learning strategies, teacher must always motivate students to be enthusiastic in participating the learning. In addition, the teacher must always gave appreciation in the form of applause when students dare to express their opinions in front of other students. For students, they should always pay attention to what was conveyed by the teacher during learning, and be kind to a teacher because a teachers were parent when they were in the school environment.

CHAPTER 1

INTRODUCTION

A. Background

Language is a tool of human communication, the people recognize that there are many languages in the world and the one of the most important language is English. People can communicate each other with a person who has different country, but the people could not speak without vocabulary. Language is system of communication in speaking and writing used by people a particular.¹ Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes; we continue to learn new words as long as we live.²

Vocabulary refers to words the people use to communicate in oral and print language. Receptive vocabulary refers to the words people understand through reading and listening. Productive vocabulary refers to the words people use to communicate through writing and speaking. In order communicate effectively by using oral and print language, the people must be able to flexibly use words that people recognize and understand.³

¹Victoria Bull, “*Oxford Learner’s Pocket Dictionary*”, (University Press, 2008) p.247

²Macmillan Company, “*The Key to English Vocabulary*”, (United States of America, 1965). P. 1

³Susan Hanso and Jennifer F.M. Paduan *Teaching Vocabulary Explicitly*, (U.S: Pacific Resources for Education and Learning), p. 5

Vocabulary is one of important factor in order to increase the mastery of English. It is a really an important aspect, especially for understanding the English text, without understanding vocabulary, the students had been finding some difficulties. One of cause is the students don't have enough words to arrange the sentence and use them in oral and written communication. The lack of vocabulary mastery makes it difficult for students to learn some English skills well.

Problems experienced by students in vocabulary mastery were highly varied, such as learning process that was not interesting so that students felt lazy to learn English. Based on preliminary study at MTS Negeri 3 Buol, the teacher explained for the meaning, spelling, and pronunciation, grammatical function was monotonous. In this case the students had nothing to do in vocabulary learning, students just to listen their teacher during the class. The students found it difficult to remember so many vocabularies and also they were lack of interest in learning and it was difficult for them to memorize the new vocabulary.

Vocabulary was one of the most important language components in learning English. Learning vocabulary could help students in studying English and support them in mastering the other language components.⁴

To make the students interested understanding in the material, teacher need variations in the learning process such as teaching variation by using

⁴Nation, *Learning vocabulary in another language*. Cambridge: Cambridge University Press. (2001)

strategy and interaction between teacher and the students. It is generally suggested by using aids in teaching English language, such as song, games, films, pictures, and so on. The researcher only focuses on using the game in language learning process, especially word clap game.⁵

The seventh-grade students at MTs Negeri 3 Buol were classified as for beginners because although they have passed elementary school, they didn't have knowledge in English. It means that they had many problems in learning vocabulary. In studying vocabulary, a lot of beginners found some difficulties. Generally, they were remembering the meaning of the word, memorizing the spelling of a word, and the problems also happen when they cannot pronounce the vocabulary correctly. It usually happened to the students who have no chance to practice it orally. So seems that they didn't get the vocabulary development anymore.

Based on the cases described above, the researcher intended using word clap game to improve students' vocabulary on the seventh grade of MTs Negeri 3 Buol. By using word clap game, the students would learn vocabulary easier and they can gain motivation in learning English, because the students practice it directly by using the vocabulary of the target language in real context.

Word clap game was one of the visual aids that would be used in the teaching and learning process. The researcher chose word clap game as a strategy for

⁵SfDjamarah, Zain Aswan, *Strategi Belajar Meengajar* (Jakarta; PT Rineka Cipta, 1996), 181.

teaching English vocabulary since there were several benefits such as: student could improve their vocabulary mastery and they could remember the vocabularies as soon as they clap their hands. The students also could enjoy learning vocabularies without any boredom. So they may study vocabulary not only in the class but also in their house. They could study vocabulary whenever and where ever they were.

There was no reason for students to not study vocabularies, because this game didn't need expensive equipment or complicated preparation to practice, just clap their hands and say the strategy had been easier for students to memorize the word and fun for students to study. This strategy will helpful in teaching vocabulary. The type of strategies students apply to specific learning task and the ways in which learning strategies could help students became more successful acquires and learners of a second language.⁶

In this research, the researcher tried to found: "Improving students' vocabulary through word clap game to the seventh grade students at MTs Negeri 3 Buol".

B. Problem statement

Based on the background above the research question was as follow: "Can the use of word clap game improve students' vocabulary mastery of the seventh grade of MTS Negeri 3 buol?"

⁶Janet, *Growing Up with English* (Washington DC: United States Department of State, 1999), 132.

C. Objective and Significant of the Research

The research intended to know whether word clap game can improve students' vocabulary mastery at the seventh grade student of MTS Negeri 3 Buol. The researcher hoped that her research would give advantages to anyone who reads her research. The research hopefully could give contribution to the groups of people, they were: for English teacher, students, and other researcher. They were describing was as follow:

1. It was useful for the teachers: to give further information about the word clap game to enhance students' vocabulary and teachers can change their method that was more interesting.
2. It was useful for the students: to be substantial point for the students to improve their vocabulary by using word clap game and also to make the students enjoy and fun in following teaching learning process.
3. It was also useful for the other researchers: it is expected to be useful information in leading them to further research on different aspect in the same field study.

D. Outline of the Research

This research had been divided into five chapters. Each of them can be explained was as follow:

Chapter I, was the introduction, this chapter consisted of background of the research, reasons for choosing the topic, statements of the problem,

objectives of the research, the significance of the research, and the outline of the research.

Chapter II consisted of two subchapters. That was review of the theoretical studies and hypothesis. Review of theoretical researcher discusses the theory about learning vocabulary. The following was the theory about vocabulary including teaching vocabulary, vocabulary teaching strategy and problem in learning vocabulary. The following was theories about *word clap game*. It explain the definition of *word clap game*, benefits of using *word clap game*, procedures teaching vocabulary by using *word clap game*.

Chapter III contained the description of the methods and the procedure of investigation.

Chapter IV dealt with the analysis of the data collected and the discussion of the result.

Chapter V contained the conclusion and implication.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In writing this research, the researcher discussed about learning by using games, the researcher found some related research who use game in their researcher those are as follow:

Setyaningsih on her thesis under the title the use of Word Clap Game to improve students' vocabulary mastery at the eighth grade students of SMP N 3 Ungaran.⁷ The objectives of this studied was to find out whether "Word Clap Game" can be used as strategy in teaching vocabulary at the eighth grade students of SMP N 3 Ungaran and to find out whether the use of "Word Clap Game" can improve the students vocabulary achievement in learning vocabulary. An action research was conducted in this research.

There were differences and similarities between this research and the research above. The differences between this research and the research above were the subject of this research and research method. The subject of this research was the seventh grade students of MTs Negeri 3 Buol. While the subject of the research above is the eighth grade students of SMP N 3 Ungaran. Besides that, the research used different types of research. This

⁷Febriana Eka Setyaningsih, *The Use Word Clap Game to Improve Students' Vocabulary Mastery*, (Semarang State University, 2015)

research used a pre-experimental design. Setyaningsi used type classroom action research (CAR) design. The similarity between this research and the research above was both of them use Word Clap Game and teaching vocabulary.

Ayuningsya on her thesis under the title improve students' vocabulary mastery through Word Clap Game at the eighth grade students of SMPN 1 Purwasari.⁸ The objectives of this studied were to see the empirical evidence about the improvement of the students' vocabulary mastery trough Word Clap Game at the eighth grade students of SMPN 1 Purwasari. The subject in this study was 8F students of SMPN 1 Purwasari. The research method was classroom action research that follows the design of Kurt Lewin developed by the researcher. Techniques of data collecting were interviews, observation, and test (pre-test and Post-test).

There were difference and similarities between the research above and this research. The subject of this research was the seventh grade of MTs Negeri 3 Buol. While Ayuningsyas' sample was the eighth grade SMPN 1 Purwasari. The types of the research above were classroom action research (CAR), but the type of this research was a pre-experimental design. The similarities between this research and the research above were both of them use Word Clap Game and teach vocabulary.

⁸Nurina Ayuningsyas. *Improving Students' Vocabulary Mastery trough Word Clap Game at the Eighth Grade Students of SMPN 1 Purwasari* (Syarif Hidayatullah State Islamic University Jakarta, 2016)

Nashihah on her thesis under the title the use of Word Clap Game and Realia to improve students' speaking skill at the eighth grade students of SMPN 3 Salatiga.⁹ The objectives of this research were to improve students' speaking mastery using Word Clap Game and Realia. The methodology of the research was classroom action research which consists of two cycles. The number of the students in this research was 26 students. In completing the research, the researcher used observation sheet, interview and documentation.

There were differences and similarity between this research and the research above. The difference between this research and the research above was the subject of this research was difference from the research above. The subject of this research was the seventh grade students of MTs Negeri 3 Buol. While the subject of the research above was the eighth grade students of SMPN 3 Salatiga. Besides that, the research was deference type of research. This research applies a pre-experimental design. While Nashihah used Classroom action research (CAR) design. The research used the game to improve students speaking skill, while this research used the game to teach vocabulary. The similarity between this research and the research above was both of the research use Word Clap Game.

⁹Indy Lutfiatun Nashihah (2018) .*The Use of Word Clap Game and Realia To Improve Students' Speaking Skill (A Classroom Action Research at the Eighth Grade Students of SMPN 3 Salatigain)*.

A. Theoretical of Research

1. Vocabulary

a. Teaching Vocabulary

In teaching vocabulary, the teachers expected to apply some techniques in order to make students understand new word and memorize it easily. According to Jeremy Harmer mentioned that the following aids can help in teaching vocabulary, is follow:¹⁰

1) Realia

Teaching vocabulary trough this strategy, the teacher brings the realities thing (object) used in the classroom and introduce it to the students such as pen, pencil, ruler, etc. The ways to increase their vocabulary using realia are by providing the real object as a media in teaching vocabulary and providing pictures which were related to the object. The advantages of using realia in teaching vocabulary for the students were: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.

2) Pictures

Teaching vocabulary using pictures familiarly focused on the objects of thing which cannot be taken into the classroom, such as car, plane,

¹⁰Jeremy Harmer, *The Practice of language teaching* (London: Longman, 1983), p.161&177. <http://b-ok.xyz/book/1124770/366de4> (March, 10 2018)

train, house, etc. Types of picture would be in broad drawing, wall pictures and charts, flash cards, magazine picture, etc.

3) Mimi and gesture

It was impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Action, in particular, was probably lettered explained by mime.

4) Contrasts

Teaching vocabulary by contrast was closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

5) Enumeration

Teaching vocabulary through enumeration, the teacher introduced word by enumeration them with their general meaning, for instance animals, the teacher introduce this word and asks the students to found out some specific words related to animals such as cat, dog, lion, snake, etc.

6) Explanation

The teacher introduce words by explaining or describing the object and tasks then the students guess what the object was.

7) Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tango. This strategy was very useful for the beginner learners.

b. Vocabulary Teaching Techniques

There were some strategies to teach vocabulary:¹¹

- 1) Visual strategies there were three visual strategies. It was realia, picture, and mime or gestures. Relia mean using a variety of real object brought by the student in the classroom. It can be also applied to remember written material. Students can act out what they read or associate physical sensation with specific words found in reading passages. Meme or gesture is useful if it emphasizes the importance of gestures and facial expression on communication essentially, it cannot only be used to indicate the meaning of a word found in a reading passage, but also in speaking activity as it stresses mostly on communication.
- 2) Verbal strategies:
 - Use of illustrative situations (oral or written), illustration situation was very helpful to ensure students understanding if they found the abstract items.
 - Use of synonym and definition, synonym would use for low level students for restricting the length and complexity of students' explanation. Sometimes definition cannot express the meaning of the word itself, so it need brief example to clarify the limits of the item.

¹¹Gairns, R. & Redman, S. *Working with Words: A guide to teaching and learning vocabulary*. (USA: Cambridge University Press, 1986).

- Contrasts and opposites, this was a teaching which teacher often use in intermediate level students for teaching the new words.
 - Scales can be used for arranging the words based on its level, or use.
 - Examples of the type, visual aids would use for showing the example of the type of the words. For example you may show the picture of sofa, chair and bed to describe the name of furniture.
- 3) Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.

c. Problems in Learning Vocabulary

In learning vocabulary, that students get some difficulties. Some factors that often cause this problem are.¹²

1) Pronunciation

Research shows that words that are difficult to pronounce were more difficult to learn. Potentially difficult words will typically be those that contain sounds that were unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

¹²Scott Thornbury, *How To Teach Vocabulary*, (Essex: Longman, Pearson education, 2002), p 27-28

2) Spelling

Words that contain silent letters were particularly problematic, such as *foreign, listen, climbing, honest, etc.*

3) Grammar

Also problematical is the grammar associated with the word, especially if this differs that of its first language equivalent.

4) Meaning

When two words overlap in meaning, learners were likely to confuse them. *Make* and *do* are an in point: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

2. Word Clap Game

a. Definition of Word Clap Game

Word clap game was a game that used claps and collaboration with other students. Students stand or sit in a circle and following the teacher's lead, maintain a four beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four). They had to mention a word from a pre-selected lexical set (for example, noun) or every fourth beat. Students who repeat a word already used or say nothing were in the circle and the game resumes until only one players left in the circle.¹³

¹³Scott Thornbury, *How to Teach Vocabulary* (Pearson Edition Limited , 2002), p.102

b. Benefits of using Word Clap Game

In teaching vocabulary by using word clap game; there were several benefits that students' can get, such as: the game would use at any stage of lesson once the target language has been introduced and explained.¹⁴ So, the teacher can apply it in each level of school, whether they are formal education or non-formal education.

This game can help and encourage many learners to sustain their interest and work.¹⁵ It means that it was interesting for the students to develop their vocabulary acquisition. Furthermore, this game was simple, easy to play and also cheap, because the teacher does not have to prepare anything or buy some equipment related to the game. Just clap the hands and mention the word.

c. 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 didn't need to prepare such thing, just prepare the students and the theme. There were several steps of the game there were:¹⁶

¹⁴Andrew Wright, et.al., *Games For Language Learning*,(New York: CambridgeUniversity Press, 1983),p 1

¹⁵*Ibid.*,

¹⁶Caroline, *practical English Language Teaching For young Learner* (Cambridge: Cambridge University Press, 2007), 34.

1. Teacher prepares the game; the game was word clap game.
2. Teacher led the game, where the teacher only assesses and pays attention to the students in the game.
3. Teacher explained the rule of playing this game, where the students stand or sit in a circle and follows teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three) and the both hand together (four).
4. Students would to mention a word from a pre-selected lexical set (for example noun) or every fourth beat.
5. Students who either repeat the word already mention, or break the rhythm or a say nothing are out.
6. The game ends when there is only one student left as the winner.

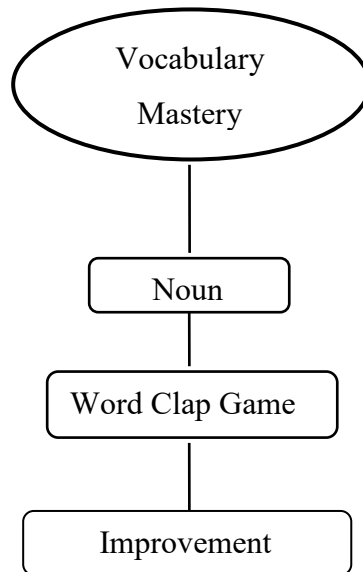
B. Hypothesis

A hypothesis needed to show the researchers thinking and expectation about what the outcome of the research had been. The hypothesis in this research is formulated as the following:

Ha: There was a significant effect applying Word Clap Game on students' vocabulary mastery.

Ho: There was no significant effect of applying Word Clap Game on students' vocabulary mastery.

C. Conceptual Framework



The conceptual framework showed that teaching learning process in English subject which was conducted by the teacher whether there was a game to improve student vocabulary mastery. And in the conceptual framework there was vocabulary mastery, where teaching vocabulary was one of the ways to develop English competence of a person who was learning process because it was one of the success keys in learning.

In vocabulary there was noun to help this research to improve vocabulary mastery. In this research, the researcher chosen word clap game as a strategy to know the vocabulary mastery the students. It also supported of improvement.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used quantitative research design. In this research, the research applied pre-experimental research method with one group pre-test and post-test. It aimed to found out the improve vocabulary trough word clap game in teaching vocabulary at the seventh grade of students at MTs Negeri 3 Buol. The formula of research design was illustrated below:

PRE-TEST	TREATMENT	PRO-TEST
O1	X	O2

O1 = Pre-test

X = Treatment

O2 = Post-test¹⁷

¹⁷Sugiono. *Metode Penelitian Pendidikan (Pendekatan Kuantitaif, Kualitatif and R&D)*, (Bandung: Alfabeta; 2008), p.112.

B. Population and Sample

1. Population

Population was overall research subject.¹⁸ The population of this research was the seventh grade of students of MTs Negeri 3 Buol. There were four classes in seventh grade, and each class consist 17 students of VII-A, 15 Students of VII-B, 17 Students of VII-C, 18 students of VII-D so the population of this research were 67 students.

2. Sample

The sample took by purposive sampling. The main goal of purposive sampling was to focus on particular characteristic of a population that was interest, which enable to answer the researcher question. The researcher took the class VII-B which consists of 15 students as the sample of this research.

C. Research Variable

A variable was a construct or a characteristic that can take on different values or scores.¹⁹ Variable of this research consisted of independent and dependent variables. An independent variable was an attribute or characteristic that influences or affects an outcome or dependent variable.²⁰

¹⁸Suharsimi Arikunto, *Prosedure Penelitian suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013). 108

¹⁹Ary, Jakobs, and Razavieh, *Introduction to Research in Esucation*, (CA: Wadwirth, 2002), 34

²⁰John W. Cress well, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Person Education, 2012), 116

The independent variable was Word Clap Game. A dependent variable was an attribute or characteristic that was dependent on or influenced by the independent variable.²¹ The dependent variable was Improving Vocabulary.

D. Operational Definition

The operational of definition were to be given, in order to avoid misunderstanding. The research gave the operational of definition based on the title of this thesis as follow:

1. Improve vocabulary was become or make better someone to learn vocabulary.
2. A word clap game was game that used claps and collaboration with other students. Brown stated that most students learn better by working with a classmate. Students stand or sit in a circle, and following the teacher's lead, maintain a four beat rhythm, clapping their hands on their things three times (one.. two.. three..) and then both hands together (four). They have to mention a word from a pre-selected lexical set (for example, noun).
3. A game was an activity with rules, goals and element of fun. It is basically a form of recreation; it should bring enjoyment to the players.
4. Vocabulary was a core component of language proficiency and provider much of the basis for how well learners speak, listens, read and write.

²¹*Ibid*, 155

E. Research Instruments

Arikunto said that “an instrument of research was tools or facilities used by researcher in collecting data so that the work was easier and more results well. In more accurate sense, complete and systematic, so it’s easy processed.”²²

The instrument used in this research was in the form test (pre-test and posttest) which contains question items. The test was applied in this research was fill in the blank, it consists of 20 questions. The test was intended to measure the improving vocabulary of the students’ trough Word Clap Game.

F. The Technique of Collecting Data

a. Test

Before giving the students treatment, the research will distribute a pre-test and post-test. The first was pre-test that had been administered to know preliminary data about student’s vocabulary. The second was post-test will be administered in order to know the vocabulary achievement. This test consisted 20 items of test is multiple choice.

G. Technique of Data Analysis

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

²²Arikunto, *Procedure Penelittian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002), 143.

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

b. Scoring the students' answer

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the total number of item.}} \times 100$$

c. Classifying the score of the students into the following score classification

1. The score 81-100 very good classification
2. The score 66-80 good classification
3. The score 56-65 fair classification
4. The score 41-55 poor classification
5. The score below < 40 very poor classification.²⁴

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

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

Where:

X : Mean

Σ : Total Score

N : The total number of students.²⁵

²³Dirjen Pendidikan Dasar dan Menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta: Depdiknas, 2005). p.2

²⁴Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan* . Edisi Revisi (Jakarta: Bumi Aksara), p.236

²⁵Suharsimi Arikunto. *Dasar-dasar Evaluasi pendidik*. Edisi revisi; (Jakarta: Bumi Aksara), p.298

e. Calculating standard deviation

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

Where:

SD : Standar Deviation

$\sum x$: The sum all square

N : The totalnumber of students

$(\sum x)^2$: The sum square of the sum of square²⁶

²⁶Gay.L.R. *Educational Research Compeences for Analisis and application. Second Edition* (Columbus: Charles E. Merill Publishing Company, 1981), p.298

- f. Finding the significance difference of the mean score between the pre-test and post-test by calculating the value of t-test, the formula is as follows:

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

Where:

\bar{D} : The mean score of different

$\sum D$: The difference score of the two test (pre-test and post-test)

$\sum D^2$: The sum of the differences score of the two tests

N : The total sample.²⁷

²⁷Ga.L.R. *Educational Research, Competencies for Analysis and Application second edition*, p. 331.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The result of this research deal with the students' pre-test, treatment and post- test to find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through word clap game and the result of the post-test of this research can answer the question of this research that aims to-find out through word clap game can be able to improve the students vocabulary mastery at MTs Negeri 3 Buol.

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

1. The students score in pre-test

The pre-test had done before treatment. It was conducted on Wednesday, July 27, 2022. The students did a pre-test. The researcher found out the result of the students pre-test based on the scoring of vocabulary before giving a treatment through word clap game which were analyzed and resulted in the information as show in the following table.

Table 4.1

The Score in Pre-test

No	Respondent	Pre-test		Classification
		Correct Answer	Score	
1.	PC	15	75	Good
2.	AR	13	65	Fair
3.	P	11	55	Poor
4	NA	8	40	Poor
5.	DS	9	45	Poor
6.	RJ	11	55	Poor
7.	A	6	30	Very poor
8.	ES	7	35	Very poor
9.	MF	13	65	Fair
10.	R	11	55	Poor
11.	MY	10	50	Poor
12.	A	6	30	Very poor
13.	M	11	55	Poor
14.	Y	10	50	Poor
15.	AP	8	40	Poor

Total	745	
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(Data Score: The Respondent Score in pre-test)

The table above showed that the result of vocabulary mastery score before giving treatment through word clap game. There were 3 students who got very poor scores because they only answered 6 to 7 questions out of 20 questions and 9 students got poor scores because they only answered 8 to 11 questions out of 20 questions and 2 students got fair score because they only answered 13 questions out of 20 questions and 1 students got good score because they answered 15 questions out of 20 questions. The total score in pre-test was 695. It had shown that, the student's ability in vocabulary pre-test was low, because most of students got very poor, poor, and fair score. Only 1 student got good score. The following are the process calculating of students' score in pre-test of table 4.1.

Mean score of the pre-test:

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

$$X = \frac{745}{15}$$

$$X = 49,67$$

Thus, the mean score (X) of pre-test was 49,67

Based on the result of the pre-test, the data showed that the mean score of the pre-test was 49,67. From that analyzing it could be seen that

almost of the 15 students' ability in vocabulary was still low because most of the students got fair, poor and very poor score.

2. The students score in post-test

The post-test had done after treatment. It was conducted on Wednesday, August 10, 2022. The students were a post-test. The researcher found out the result of the students post-test based on the scoring of vocabulary after giving a treatment through word clap game which were analyzed and resulted in the information as shown in the following table.

Table 4.2
The Score in the Post-Test

No	Respondent	Post-test		Classification
		Correct Answer	Score	
1.	PC	20	100	Very good
2.	AR	16	80	Very good
3.	P	18	90	Very good
4.	NA	15	75	Good
5.	DS	13	65	Fair
6.	RJ	14	70	Good
7.	A	15	75	Good

8.	ES	16	80	Good
9.	MF	19	95	Very good
10.	R	17	85	Very good
11.	MY	11	55	Poor
12.	A	12	60	Fair
13.	M	18	90	Very good
14.	Y	14	70	Good
15.	AP	17	85	Very good
Total			1,175	

(Data Score: The Respondent Score Post-test)

The table above showed that there were in increasing of students' score after giving treatment through Word Clap Game. There were 7 students got very good score because they answered 16 to 20 questions out of 20 questions and 5 students got good score because they answered 14 to 16 questions out of 20 questions and 1 students got poor score because only answered 11 questions out of 20 questions and 2 students got fair score because they only answered 12 to 13 questions out of 20 questions. It means that the students' vocabulary mastery had increased through word clap game. Total the score in post-test was 1,175 it proved that there was increasing of students' score in post-test.

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

Mean score of post-test:

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

$$X = \frac{1,175}{15}$$

$$X = 78,33$$

Thus, the mean score (X) of post-test is 78,33

Based on the result of post-test, the data showed that the mean score of the post-test is 78,33 from the analyzing. It could be seen that almost of 15 students' ability in vocabulary was very good and a good score.

3. Standard deviation of Pre-test and Post-test

The researcher continued to calculate standard deviation. For this reason, researcher at first presented detail of the students' mean score and standard deviation scores as shown in the following table 1 and 2:

Table 4.3

Deviation and square Deviation of experimental Class

No	Respondent	Pre-test		Post-test		D	D ²
		X ₁	X ₁ ²	X ₂	X ₂ ²	X ₂ -X ₁	X ₂ -X ₁
1.	PC	75	5625	100	10.000	25	4375
2.	AR	65	4225	80	6400	15	2175
3.	P	55	3025	90	8100	35	5075
4.	NA	40	1600	75	5625	35	4025
5.	DS	45	2025	65	4225	20	2200

6.	RJ	55	3025	70	4900	15	1875
7.	A	30	900	75	5625	45	4725
8.	ES	35	1225	80	6400	45	5175
9.	MF	65	4225	95	9025	30	4800
10.	R	55	3025	85	7225	30	4200
11.	MY	50	2500	55	3025	5	5255
12.	A	30	900	60	3600	30	2700
13.	M	55	3025	90	8100	35	5075
14.	Y	50	2500	70	4900	20	2400
15.	AP	40	1600	85	7225	45	5625
Total		745	39,425	1.175	94,375	430	59,680

After getting the scores deviation and square deviation of experimental class, the researcher computed the scores deviation of by using formula:

a. Pre-test

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x^2 - \frac{(\sum X)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{39425 - \frac{(745)^2}{15}}{15-1}} \\
 &= \sqrt{\frac{39425 - \frac{555.025}{15}}{14}}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{39425 - 37001}{14}} \\
&= \sqrt{\frac{2424}{14}} \\
&= \sqrt{17314} \\
&= 131,58
\end{aligned}$$

Thus, the standard deviation of pre-test was 131,58.

b. Post-test

$$\begin{aligned}
SD &= \sqrt{\frac{\sum x^2 - \frac{(\sum X)^2}{N}}{N-1}} \\
&= \sqrt{\frac{94375 - \frac{(1175)^2}{15}}{15-1}} \\
&= \sqrt{\frac{94375 - \frac{1380625}{15}}{14}} \\
&= \sqrt{\frac{94375 - 92041}{14}} \\
&= \sqrt{\frac{2334}{14}} \\
&= \sqrt{16671} = 129,11
\end{aligned}$$

Thus, the standard deviation of post-test was 129,11

Standard deviation both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of the students' post-test was higher than the mean score of the students' pre-test. The mean score of the students' pre-test was 745 and the mean score of the students' post-test was 1175. And the standard deviation of the students' pre-test was 131, 58 and the post-test was 129, 11.

Next the researcher computed the t-test to know the significance difference of experimental class. The researcher used the formula:

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

Notes $\sum D = 430$

$$\sum D^2 = 59,680$$

$$N = 15$$

$$D = \frac{\sum D}{N} = \frac{430}{15} = 28,66$$

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

$$= \frac{28,66}{\sqrt{\frac{59,680 - \frac{(430)^2}{15}}{15(15-1)}}$$

$$= \frac{28,66}{\sqrt{\frac{59,680 - \frac{184,900}{15}}{15(14)}}$$

$$= \frac{28,66}{\sqrt{\frac{59,680 - 12,326}{210}}}$$

$$= \frac{28,66}{\sqrt{\frac{47,354}{210}}}$$

$$= \frac{28,66}{\sqrt{22549}}$$

$$= \frac{28,66}{15016}$$

$$= 0,19$$

T-test was 0,19.

4. Hypothesis testing

In order to know whether or not the difference between pre-test was significant, the t-test analysis from students' score in vocabulary test was conducted. The result of t-test can be seen in after calculating of t-test value,

then it was compared with the value of t-table with the level of significance $(p) = 0,05$ with the degree of freedom $(DF) = 14$ because the simple 15 students $(N-1=14)$. The value of t-test was higher than t-table value $(0,19 > 1,761)$. It means that there was an improvement of the students' vocabulary before and after used word clap game to the students' vocabulary of the seventh grade of MTs N 3 Buol. It can conclude that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

B. Discussion

The way of implementation Word Clap Game to enhance students' vocabulary.

There were five meetings for doing the treatment of this research. The researcher gave 20 until 25 vocabularies for the students in every treatment. At the first, on July 27, 2022 before giving treatment, the researcher gave pre-test for the students. It purposed to know students' ability in vocabulary before getting the treatment. The step of this learning was the researcher started to introduce herself and gave information about the test. After that, the researcher gave work sheet of the pre-test which consist in vocabulary test with 20 questions. In this case the researcher checked the students' work sheet at home. The researcher gave some correction on the students. Paper and gave the value for students test.

On July 30, 2022 the researcher gave the first treatment for students. The researcher gave motivation for students about the important of English and gave information about word clap game. In the first treatment the researcher

gave material about the things in the kitchen, the researcher wrote the material on the whiteboard. After that the researcher taught them how to say the word and show the word that was mentioned. After that they practice it in a word clap game. They make a circle and say the words written on the white board. And who can say more words than others would be the winner and whoever breaks the rhythm. Must get out of the circle after the game ended the researcher gave information about the next meeting and the researcher close the class.

On august 3, 2022 the researcher gave the second treatment. At the first, before starting the material, the researcher have an evaluated by reviewing the vocabulary the vocabulary given from the previous meeting. In the second meeting the researcher gave vocabulary about the things in the classroom. The researcher provides material in the form of picture. After that, the researcher asked the students to mention the picture in English and write it on the white board. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After that the researcher gave information about the next meeting and the researcher close the class.

On august 6, 2022 the researcher gave the third treatment. In the third meeting, the researcher gave vocabulary about the things in the living room. At the first, before starting the material the researcher evaluated by asking the vocabulary given from the previous meeting. After that, the researcher asked

the students to make some nouns in their books about what nouns were in the living room. After that, the researcher asked the students to read it in front of the class one by one. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. After playing word clap game, the researcher chose some of them wrong to get a punishment by re-evaluating the material that had been given. After that the researcher gave information about the next meeting. The researchers close the class.

On august 8, 2022 the researcher gave the forth treatment as the last. Before starting the material, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The researcher gave subject about the clothes in this meeting. The researcher gave the material in the form of sentence an example: "Mother sewed my sister's torn pants. After that the researcher asked the students to look for the noun in the sentence, after they looked for it the teacher pointed the students to ask the noun. After that they were playing word clap game. They were make a circle with their group and who can mention the word more than the other would be the winner and who broke the rhythm, should go out from the circle. At the end of this meeting, the first students who got out from the circle is punished they have to singing in front of the class. The researcher evaluation all the vocabulary that had be given starting from the first meeting to the last meeting. The researcher appointed several students to mention some of the vocabularies.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got very low score, the mean score of the pre-test was 49, 67. After that the researcher gave treatment by using word clap game.

After doing fifth times of treatment, the researcher concluded a post-test. The post-test score showed that there significant different before giving treatment and after treatment. The mean score of post-test was 78, 33. By this result, it is concluded that there was an improvement between the students' vocabulary before and after giving treatment by using word clap game. It is show that the alternative hypothesis (H_a) was accepted in the null hypothesis (H_o) was rejected.

After playing word clap game in teaching vocabulary, there was some improvements to the students' vocabulary there were:

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

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

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

CHAPTER V

CONCLUSION AND IMPLICATION

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the result showed the positive impact in the ability of students' vocabulary. This research was categorized pre-experimental research design, the object of this research was to find whether word clap game was able or not to enhance the students' vocabulary mastery and after treatment. The following were the description of the conclusion based on the problem statement of this research, so the researcher concluded that: The use of word clap game can improve students' vocabulary mastery at MTs Negeri 3 Buol, it was proved from the result of post-test got very good score, and the mean score of the post-test was 78,33. The students were very positive after learning vocabulary through word clap game. The student was very excited about the lesson. They got enjoyable and feel interesting in learning English. Most of them showed their positive response about the material in word clap game activity.

B. Implication

Based on the research, the researcher gave some suggestion is follow:

1. In teaching English especially vocabulary, the teacher need to be more creative to maximize the teaching and learning process, didn't make the students bored with the monotonous strategy or media.
2. The teacher should be active in giving the feedback for teaching learning process.
3. The students should be more active in teaching and learning process. Didn't be afraid to make a mistake and enjoy the learning process.
4. The students should be practice their vocabulary in their daily life with their friends, if they the difficulties in vocabulary they can ask their teacher or friends.
5. Word clap game can be applied in any situation, in the class or out the class. This game was suitable for children in learning vocabulary.
6. Furthermore, use different games in learning English, especially vocabulary.

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LESSON PLAN

School	: MTS Negeeri 3 Buol
Subject	: English
Class/Semester	: VII/1
Theme	: Things in the classroom
Meeting	: 2
Time allocation	: 2 x40 minutes

A. Standard Competence

Comprehend the meaning in written functional text and simple short essay of narrative text which related to surrounding area.

B. Basic Competence

Response the meaning and rhetorical step in simple short essay of procedure with related to surrounding area accurately.

C. Indicator

The students are able to:

- Mention the things that are inside class.
- Write down the objects in the classroom.
- Saying the words using the word clap game.

D. Learning Objective

At the end of the teaching the students are expected to be able to:

- Mention the words and the meaning of the words given in the picture.
- Write down the objects in the classroom.
- Saying the words using the word clap game.

E. Teaching Material: Things in the class

F. Teaching Media

- Picture
- Whiteboard
- Markers

G. Teaching Method: Word Clap Game

H. Learning Activities

✓ Preliminary activities

- The teacher greets the students with greetings.
- Invite students to pray.
- Communication about students attendance
- The teacher conveys the learning objectives of the material to be taught.

✓ Core activities

- Teacher shows the picture to the students and they guess what picture is. For example:



- Teacher shows and mentions the word of the picture.
- Teacher asked the students to write the words mentioned on the whiteboard.

- The teacher asked the students to understand the meanings of the word the pictures.
- The teacher practices in a word clap game.
 - Teacher led the game.
 - Teacher explains the role of playing this game.
 - 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).
 - Students have to mention a word from a pre-selected lexical set for about things in the class for example: book, white board, marker, pen etc. or every fourth beat.
 - Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
 - The game ends when there is only one student left as the winner.

✓ **Closing activities**

- The teacher gives the students chance to express their difficulties in teaching learning process.
- The teacher concludes the material that has been studied.
- Teacher gives task for evaluation or homework.
- The teacher ends the lesson and invites to pray.

I. Assessment

- Assessment procedure: at the end of learning (post-test)
- Assessment type :
 - a. Oral test
Say the names of things in English.
 - b. Written test
Written the names of objects in English.

LESSON PLAN

School : MTS Negeeri 3 Buol

Subject : English

Class/Semester : VII/1

Theme : Things in the kitchen

Meeting : 1

Time allocation : 2 x40 minutes

A. Standard Competence

Comprehend the meaning in written functional text and simple short essay of narrative text which related to surrounding area.

B. Basic Competence

Response the meaning and rhetorical step in simple short essay of procedure with related to surrounding area accurately.

C. Indicator

The students are able to:

- Mention the objects in the kitchen.
- Write down the objects in the kitchen.
- Saying the words using the word clap game.

D. Learning Objective

At the end of the teaching the students are expected to be able to:

- Mention the words and the meaning of the words given in the picture.
Write down the objects in the kitchen.
- Saying the words using the word clap game.

E. Teaching Material: Things in the Kitchen

F. Teaching Media

- Picture
- Whiteboard
- Markers

G. Teaching Method: Word Clap Game

H. Learning Activities

✓ **Preliminary activities**

- The teacher greets the students with greetings.
- Invite students to pray.
- Communication about students attendance
- The teacher conveys the learning objectives of the material to be taught.

✓ **Core activities**

- The teacher writes the material on the whiteboard about the things in the kitchen. For example:

- | | | |
|--------------------|-----------------|----------------------|
| 1. Kitchen = dapur | 11. Sink | = tempat cuci piring |
| 2. Spoon = sendok | 12. Glass | = gelas |
| 3. Fork = garpu | 13. Rice cooker | = penanak nasi |
| 4. Bowl = mangkok | 14. Oven | = oven |
| 5. Stove = kompor | 15. Dispenser | = tempat air minum |
| 6. Pan = wajan | 16. Gallon | = galon air minum |
| 7. Kettle = katel | 17. Broom | = sapu |
| 8. Knife = pisau | 18. Mop | = lap pel |
| 9. Fridge = kulkas | 19. Mug/cup | = cangkir |
| 10. Plate = piring | 20. Scissor | = gunting |

- Teacher shows and mentions the noun.
- Teacher asked the students how to pronounce the words several times.

- The teacher asked the students to understand the meanings of the word.
- The teacher practices in a word clap game.
 - Teacher led the game.
 - Teacher explains the role of playing this game.
 - 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).
 - Students have to mention a word from a pre-selected lexical set for about things in the kitchen for example: bowl, spoon, knife, fork etc. or every fourth beat.
 - Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
 - The game ends when there is only one student left as the winner.

✓ **Closing activities**

- The teacher gave the students chance to express their difficulties in teaching learning process.
- The teacher concludes the material that has been studied.
- Teacher gave task for evaluation or homework.
- The teacher ends the lesson and invited to pray.

I. Assessment

- Assessment procedure: at the end of learning (post-test)
- Assessment type :
 - c. Oral test
Say the names of things in English.
 - d. Written test
Written the names of objects in English.

LESSON PLAN

School	: MTS Negeeri 3 Buol
Subject	: English
Class/Semester	: VII/1
Theme	: Things in the living room
Meeting	: 3
Time allocation	: 2 x40 minutes

A. Standard Competence

Comprehend the meaning in written functional text and simple short essay of narrative text which related to surrounding area.

B. Basic Competence

Response the meaning and rhetorical step in simple short essay of procedure with related to surrounding area accurately.

C. Indicator

The students are able to:

- Mention the objects in the living room.
- Write down the things in the living room.
- Saying the words using the word clap game.

D. Learning Objective

At the end of the teaching the students are expected to be able to:

- Mention the words and the meaning of the words given in the picture.
- Write down the things in the living room
- Saying the words using the word clap game.

E. Teaching Material: Things in the living room.

F. Teaching Media

- Picture
- Whiteboard
- Markers

G. Teaching Method: Word Clap Game

H. Learning Activities

✓ **Preliminary activities**

- The teacher greets the students with greetings.
- Invite students to pray.
- Communication about students attendance
- The teacher conveys the learning objectives of the material to be taught.

✓ **Core activities**

- Teacher tells to the students the material about nouns in the living room. For example
 1. Curtain = gordena
 2. Newspaper = koran
 3. Sofa = sofa
 4. Picture = foto
 5. Lamp = lampu
 6. Table lamp = lampu meja
 7. Television = televisi
 8. Tablecloth = taplak meja
 9. Vase = vas bunga
 10. Air condition = pendingin ruangan
- Teacher asked students to write down the vocabulary in their respective books.
- Teacher asked the students to read it in the front of the class and understand the meaning of the word.

- Teacher asked the students how to pronounce the words.
- The teacher practices in a word clap game.
 - Teacher led the game.
 - Teacher explains the role of playing this game.
 - 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).
 - Students have to mention a word from a pre-selected lexical set for about things in the living room for example: sofa, television, coffee table, carpet etc. or every fourth beat.
 - Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
 - The game ends when there is only one student left as the winner.

✓ **Closing activities**

- The teacher gave the students chance to express their difficulties in teaching learning process.
- The teacher concludes the material that has been studied.
- Teacher gave task for evaluation or homework.
- The teacher ends the lesson and invites to pray.

I. Assessment

- Assessment procedure: at the end of learning (post-test)
- Assessment type :
 - a. Oral test
Say the names of things in English.
 - b. Written test
Written the names of objects in English.

LESSON PLAN

School	: MTS Negeeri 3 Buol
Subject	: English
Class/Semester	: VII/1
Theme	: Clothes
Meeting	: 4
Time allocation	: 2 x40 minutes

A. Standard Competence

Comprehend the meaning in written functional text and simple short essay of narrative text which related to surrounding area.

B. Basic Competence

Response the meaning and rhetorical step in simple short essay of procedure with related to surrounding area accurately.

C. Indicator

The students are able to:

- Mention various kinds of clothes.
- Write down different kinds of clothes.
- Saying the words using the word clap game.

D. Learning Objective

At the end of the teaching the students are expected to be able to:

- Mention the words and the meaning of the words given in the picture.
- Write down different kinds of clothes.
- Saying the words using the word clap game.

E. Teaching Material: Clothes

F. Teaching Media

- Picture
- Whiteboard
- Markers

G. Teaching Method: Word Clap Game

H. Learning Activities

✓ **Preliminary activities**

- The teacher greets the students with greetings.
- Invite students to pray.
- Communication about students attendance
- The teacher conveys the learning objectives of the material to be taught.

✓ **Core activities**

- Teacher writes down the material in the form of a sentence about clothing material. For example:
 1. I like this shoe.
 2. My pant is short.
 3. I like my new dress.
 4. My jacket is too dirty.
 5. He is wearing black trousers.
 6. You are wearing green socks.
 7. I am wearing a uniform.
 8. Miss. Anita is wearing a green scarf.
 9. The color of father's trousers is blue.
 10. We are wearing pajama when we sleeps.

- Teacher asks students to look for noun from the sentence.
- Teacher appoints students to name the noun and understand its meaning.
- The teacher practices in a word clap game..
 - Teacher led the game.
 - Teacher explains the role of playing this game.
 - 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).
 - Students have to mention a word from a pre-selected lexical set for about things in the living room for example: short, jacket, dress, t-shirt etc. or every fourth beat.
 - Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
 - The game ends when there is only one student left as the winner.

✓ **Closing activities**

- The teacher gave the students chance to express their difficulty in teaching learning process.
- The teacher concludes the material that has been studied.
- Teacher gave task for evaluation or homework.
- The teacher ends the lesson and invites to pray.

I. Assessment

- Assessment procedure: at the end of learning (post-test)
- Assessment type :
 - a. Oral test
Say the names of things in English.
 - b. Written test
Written the names of objects in English.

PRE-TEST

VOCABULARY TEST

Name :.....

Class :.....

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



1. How to say it in English ...
- a. Pen
 - b. Book
 - c. Pencil
 - d. Crayon
2. My mother cooks in the ...
- a. Kitchen
 - b. Living room
 - c. Dining room
 - d. Bath room
3. I put some pens, some pencils, a ruler and some erasers in my ...
- a. Scissor
 - b. Clock
 - c. Broom
 - d. Pencil case
4. People usually put this in the living room. What is this?



- a. Table
 - b. Sofa
 - c. Chair
 - d. Carpet
5. This is my...



- a. Bag
- b. Book
- c. Chair
- d. Table

6. I need a to write.

- a. House
- b. Car
- c. Pen
- d. Lamp

7. This picture is....?



- a. Blanket
- b. Lamp
- c. Carper
- d. Pillow

8. We need ... to bring our school books.

- a. Bag
- b. Uniform
- c. Pencil case
- d. Wallet

9. From the picture above, this is...



- a. Bed
- b. Blanket
- c. Curtain
- d. Pillow

10. I will use ... to cut the banana.

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

11. How to say in english ...



- a. Suit
- b. Dress
- c. Jacket
- d. T-Shirt

12. There is ... in my classroom.



- a. Table
- b. Chair
- c. Cupboard
- d. Broom

13. This room is dark, please turn on the ...

- a. Ac
- b. Fan
- c. Door
- d. Lamp

14. What is this ...



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

15. This is my ...



- a. Bag
- b. Key
- c. Pen
- d. Marker

16. The teacher usually writes ... at the front of the classroom.

- a. Bookshelf
- b. Whiteboard
- c. Cupboard
- d. Calendar

17. We use it to cool the food and drink. It is a ...



- a. Cupboard
- b. Box
- c. Refrigerator
- d. Shelf

18. Where do you write your homework?

- a. Book
- b. Tissue
- c. Clothes
- d. Pants

19. When it is very cold, you probably need a ...

- a. Hat
- b. Sweater
- c. Sunglasses
- d. Shoes

20. This is my...



- a. Chair
- b. Shoe
- c. Table
- d. Pen

ANSWER KEYS

1. Pre-Test

➤ Multiple Choices

- | | |
|-------|-------|
| 1. B | 11. C |
| 2. A | 12. B |
| 3. D | 13. D |
| 4. B | 14. A |
| 5. A | 15. C |
| 6. C | 16. B |
| 7. D | 17. C |
| 8. A | 18. A |
| 9. C | 19. B |
| 10. C | 20. B |

POST-TEST

VOCABULARY TEST

Name :.....

Class :.....

A. Choose the correct answer from the opinion a, b, c, or d.(number1-10)

1. I need a to write.

- | | |
|----------|---------|
| a. House | c. Pen |
| b. Car | d. Lamp |

2. This is my...



- | | |
|----------|---------|
| c. Chair | c. Shoe |
| d. Table | d. Pen |

3. Where do you write your homework?

- | | |
|-----------|------------|
| c. Pants | c. Clothes |
| d. Tissue | d. Book |

4. When it is very cold, you probably need a ...

- | | |
|------------|---------------|
| a. Sweater | c. Sunglasses |
| b. Hat | d. Shoes |

5. What is this ...



a. Socks

c. Boots

b. Pants

d. Shorts

6. The teacher usually writes ... at the front of the classroom.

a. Whiteboard

c. Cupboard

b. Bookshelf

d. Calendar

7. We use it to cool the food and drink. It is a ...



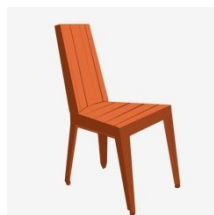
c. Cupboard

c. Box

d. Shelf

d. Refrigerator

8. There is ... in my classroom.



a. Chair

c. Table

b. Cupboard

d. Broom

9. This room is dark, please turn on the ...

a. Fan

c. Door

b. Lamp

d. Ac

10. This is my ...



- a. Bag
- b. Key
- c. Pen
- d. Marker

11. I will use ... to cut the banana.

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

12. From the picture above, this is...



- a. Curtain
- b. Blanket
- c. Bed
- d. Pillow

13. My mother cooks in the ...

- a. Living room
- b. Kitchen
- c. Dining room
- d. Bath room



14. How to say it in english ...

- a. Book
- c. Pencil

b. Pen

d. Crayon

15. I put some pens, some pencils, a ruler and some erasers in my ...

a. Clock

c. Broom

b. Pencil case

d. Scissor

16. This is my...

a. Chair

c. Bag



b. Book

d. Table

17. People usually put this in the living room. What is this?



a. Table

c. Chair

b. Carpet

d. Sofa

18. We need ... to bring our school books.

a. Bag

c. Pencil case

b. Uniform

d. Wallet

19. How to say in english ...



a. Jacket

c. Suit

b. Dress

d. T-Shirt

20. This picture is....?



a. Pillow

b. Lamp

c. Carper

d. Blanket

ANSWER KEYS

2. Pos-Test

➤ Multiple Choices

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. C | 12. A |
| 3. D | 13. B |
| 4. A | 14. A |
| 5. B | 15. B |
| 6. A | 16. C |
| 7. D | 17. D |
| 8. A | 18. A |
| 9. B | 19. B |
| 10. C | 20. A |

DOCUMENTATION

Giving Pre-test to the Students



Giving Treatment by using Word Clap Game



Giving Post-test to the Students



Tabel Nilai t

d.f	$t_{0,10}$	$t_{0,05}$	$t_{0,025}$	$t_{0,01}$	$t_{0,005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39

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



KEMENTERIAN AGAMA
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PENGAJUAN JUDUL SKRIPSI

Nama	: Meri Elpina K. Rasyid	NIM	: 181160075
TTL	: Tongon, 29/03/1999	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VI
Alamat	: JL. Samudra 2	HP	: 082290498065
Judul			

Judul I *06/04/2021*
Improving Students' Vocabulary Through Word Clap Game To The Seventh Grade Students At Mts Negeri 3 Buol

Judul II
Teaching Speaking By Using Story Telling Technique To The Seventh Grade Students At Mts Negeri 3 Buol

Judul III
Improving Students' Vocabulary By Using Media At Mts Negeri 3 Buol

Palu, 2021
Mahasiswa,


Meri Elpina K. Rasyid
NIM.181160075

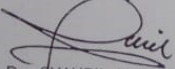
Telah disetujui penyusunan skripsi dengan catatan :

Read more references & formulate the research question


Pembimbing I: *Dr. Juliantuti, S.S., M.Hum.*

Pembimbing II: *Zuhra C.Pd., M.Pd.*

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,


Drs. SYAHRIL, M.A.
NIP.196304011992031004

Ketua Jurusan,


RASMI, S.Pd., M.Pd.
NIP. 198606242019032011



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DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2021/2022

Pada hari ini Rabu, tanggal 25 Mei 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Meri Elpina K. Rasyid
NIM : 18.1.16.0075
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : Improving Students' Vocabulary Mastery through Word Clap Game to the Seventh Grade Students at MTs Negeri 3 Buol
Tgl / Waktu : 25 Mei 2022/09.00 Wita
Seminar

NO.	NAMA	NIM	SEM/ PRODL	TTD	KET.
1.	Riska	181160065	8B/TBIE		
2.	FAHRANI	181160050	8/TBIE		
3.	AFIPAH BALQIS	181160040	8/TBIE		
4.	NINING DWI RAHAYU	181160044	8/TBIE		
5.	Nur Miftahul Imi	181160056	8/TBIE		
6.	Dian Puspitasari	181200019	8/TIPS		
7.	FITRI ISMAIL	181200039	8/TIPS		
8.	Muspira	181040052	8/PGMI		
9.	Dinaia Marala	191040043	6/PGMI		
10.	Suriani d. MUJA	191090028	6/PGMI		
11.	siti shari	191160091	6/TBI		

Pembimbing I,

Dr. Juliastuti, S.S., M.Hum.
NIP. 19770627 201101 2 001

Pembimbing II,

Zuhra, S.Pd., M.Pd.
NIP. 180065
Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Palu, 20 Mei 2022
Penguji,

Rasmi, S.Pd., M.Pd.
NIP. 19860624 201903 2 011

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

FOTO 3 X 4

NAMA : MERI ELPINA F. RASYID
NIM : 181160076
PROGRAM STUDI : TADRIS BAHASA INGGRIS 3

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	SEUSA 20 APRIL 2021	UYUN KATSIR	Pemanfaatan Tuisi sebagai terdapat Pendidikan Agama Islam (Studi pada 10 rumah tangga di Kelurahan Kase Valantepuluh)	1. Dr. H. Abdulwazid Fikriy, M.Pd 2. Suharnis, S.Ag, M.Ag	
2	RABU 21 APRIL 2021	YULIANA USMAN KASE	Problematika Perencanaan Manajemen Group Translasi dalam Mata kuliah Terjemah Pada Mahasiswa Pendidikan Bahasa Arab di FTI IAIN Palu.	1. Dr. H. Ubaidillah, S.Ag., M. Pd. 1 2. Muhammad Nur Asmani S.Ag, M. Pd.	
3	KAMIS 22 APRIL 2021	Khairul Anam	Pengaruh Hasil belajar Pendidikan agama Islam terhadap Penulisan Beragavis Peserta didik SMA Kertabekti Palu	1. Dr. Iman Lan, M.Ag 2. H. Alfen Fakhri Rizki S.Pd 1, M.Pd 1	
4	JUMAT 23 April 2021	Ito sugianto L	The analysis of students on the use of english transalte in translation subje-ef english teacher's Study Programme IAIN Palu	1. Drs. Mohammad insani M Ag 2. Anor kuli hana s.pd, M.Pd	
5	Selasa 29 Juni 2021	Filri Ayu tingisi	Model Kepemimpinan Persempulan dalam Implementasi Mata Pendidikan di SMA Triples Buani Babui Kecamatan Palu, Palu.	1. Dr. Ghina S. Ag, M. Ag 2. Darmawansyah, M. Pd	
6	Senin 05 Juli 2021	Sulastri A. Djuafar	Problematika Pembelajaran Ipa Pada Peserta didik Kelas V di Madrasah Ibtidaiyah Al-Khairat panyau Palu Palu.	1. Dr. Rusdin, M. Pd 2. Rahmawaty, S. Si., M. Pd.	
7	Jumat 09 Juli 2021	Khairul Mulanani	Kompetensi kepi baidan guru honorar Pd- Pkct- Pkctn Pendidikan Agama Islam di Samp Negeri 3 Vulsongka Kabupaten Topu-Una-Una	1. Dr. Aswar, M. Pd 2. Suharnis, S. Ag, M. Ag	
8	Kamis 15 Juli 2021	Fadriwati	Peta Mata Pelajaran Ipa di Madrasah Ibtidaiyah Negeri 1 Palu	1. Dr. Rusdin, M. Pd 2. Dr. Ernadi, S. Pd, M. Pd. 1	
9	Kamis 15 Juli 2021	Yeni Sarah	Problematika Peserta didik dalam Mengetik dan Pembetulan koreksi, dalam kehidupan sosial siswa kelas pada masa pandemi covid-19	1. Drs. H. Ahmad Asse, M. Pd. 1 2. Fien Fatimah, S.Pd. 1, M. Pd. 1	
10	Kamis 15 Juli 2021	Ratna Kana	Peranan metode Terjemahan dalam Mengetik hasil Bida'ah Uka Dini DITF Islam terpadu Qurrotul A-Yun Tingkat Palu.	1. Dr. H. Puah-Jabir, M. Pd. 1 2. Fien Fatimah, S. Pd., M. Pd. 1	

Catatan: Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 3199 /Un.24/F.I/PP.00.9/7/2022
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 27 Juli 2022

Yth. Kepala MTs Negeri 3 Buol

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Meri Elpina K. Rasyid
NIM : 181160075
Tempat Tanggal Lahir : Tongon, 29 Maret 1999
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jln. Samudera 2
Judul Skripsi : Improving Students Vocabulary Mastery Through Word Clap Game to The Seventh Grade Students at Mts Negeri 3 Buol
No. HP : 082290498065

Dosen Pembimbing :
1. Dr. Juliastuti, S.S., M.Hum
2. Zuhra, S.pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005



**KEMENTERIAN AGAMA RI
KEMENTERIAN AGAMA KABUPATEN BUOL
MADRASAH TSANAWIYAH NEGERI 3 BUOL**

Jln. Pendidikan No.06 Desa Tongonjoc, MomunaKab. BuolKodePos 94565 email: Mts.negeri.momuna@gmail.com

SURAT KETERANGAN IZIN PENELITIAN

Nomor : /54 /MTs.22.6/3/PP.00.5/08/2022

Berdasarkan profosal Penyusunan Tugas Akhir(Skripsi) oleh mahasiswa Fakultas Tarbiyah dan Ilmu keguruan Universitas Islam Negeri Datokarama Palu, kami selaku Kepala Madrasah Tsanawiyah Negeri 3 Buol, telah memberikan Izin Kepada Mahasiswa Atas :


Nama : **Meri Elpina K. Rasyid**
NIM : 181160075
Program Studi : Tadris Bahasa Inggris

Nama di atas telah mengadakan penelitian tindakan Kelas dengan (Improving Students Vocabulary Mastery Through Word Clap Game to The Seventh Grade Students) di Madrasah Tsanawiyah Negeri 3 Buol,

Demikian Surat Keterangan Izin Penelitian ini kami buat, untuk digunakan sebagaimana perlunya.

Buol, 8 Agustus 2022

Kepala Madrasah


Dra. SURIANI
Nip. 196905042005012001

CURRICULUM VITAE

A. Research identity

Name : Meri Elpina K. Rasyid
Date of birth : Tongon, 29 March 1999
Gender : Female
Religion : Islam
Department : English Department
Faculty : Teacher Training and Tarbiyah Faculty
NIM : 18.1.16.0075
Phone Number : 0822-9049-8065
Address : Jl. Samudera II, Lorong II
Father's Name : Kamarudin R. Muja
Religion : Islam
Education : Senior High School
Work : Farmer
Address : Desa Tongon
Mother's Name : Jaemar
Religion : Islam
Education : Junior High School
Work : House Wife
Address : Desa Tongon



B. Education in Detail

- a. SD/MI, Graduated year : SDN 12 Momunu 2012/2013
- b. SMP/MTS, Graduated year : MTs N Momunu 2014/2015
- c. SMA/MA, Graduated year : SMA N 1 BIAU 2017/2018