CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is the first foreign language taught in schools in Indonesia. It is an international language which is used by many people all over the world to communicate among nations either in spoken or written form. English as one of the languages in the world is very important to learn because it can be used in giving or receiving information and for development of education, technology and arts. It is also very benefit to the young learners. Preparing the learners to study English as early as possible is very crucial because their brain is ready for learning and most of them can learn quite well.

In the teaching of a language, the four language skills namely listening, speaking, reading, and writing should be well taught and mastered by the students. Since English is a new subject for the most Junior High School students, the teachers have to make them be interested in studying. The interest is an important factor to make them pay attention to the subject. The aim of teaching English in Junior High School is to motivate them to be ready and have self confidence in learning English at higher level of education.

One of English components to be taught to the learners is vocabulary because it has a primary role for all language skills as Taylor (1990: 1) said "vocabulary may have special importance for adult learners, since it is the one area of the language learning that does not appear to be shaved down by age. Hence, in order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. Vocabulary is important in learning a foreign language. Learning vocabulary can help students in

studying English and support them in mastering the other language components comprehension and production will be hampered because of lack of vocabulary. The students' interest and motivation in learning vocabulary, the teachers create various teaching strategy and need the correctness of teaching methods. The great teaching strategy is very important to make teaching and learning process in the class work fluently and to make condition in the class more conducive.

There are some problems in teaching learning process. Students' English ability especially vocabulary is also very low. It is shown by the averages of students' score in assignment are below the standard and more than 10 students must join in remedial class to improve their score. They feel difficult in translating words in Indonesia and they complain about it. Besides, English teacher still uses conventional method; the teacher only explains the material and asks the students to give attention to her during the teaching learning process. Then, the teacher asks them to finish the exercise in their book without supporting activities.

Based on this problem, the writer wants to develop a good teaching and technique to teach vocabulary in enriching the students' vocabulary mastery. Therefore, the writer chose the title "Improving students' vocabulary mastery by using word claps game at SMA Negeri 8 Medan".

The writer tried to apply Word Claps Game to improve the students' vocabulary mastery and could reach of the Minimum Mastery Criterion (KKM) is 75.

Table 1.1 Students score on Observation Second Grade of

SMA N 8 Medan

No	Name of students	Score

1	ATH	45,5
2	AJB	80
3	AN	39,5
4	AHL	9
5	AS	70
6	AB	61
7	CR	46
8	DS	74,5
9	ER	52
10	FR	17,5
11	FAL	69
12	FFD	48
13	FAS	51,5
14	GS	82,5
15	JNS	39,5
16	KRP	63
17	LKS	72
18	MS	62
19	MGA	25
20	MH	83
21	MR	37,5
22	MRF	79,5
23	MTR	79,5
24	MZM	65
25	NK	70
26	NAS	41
27	PA	88
28	RNP	68,5
29	RJK	29
30	MMA	69,5
31	SA	49
32	SHS	53,5
33	SDM	60,5
34	SO	71,5
35	TYS	23
Total		1.976

In the test, total score of students was 1.976 and the number of the students took the test were 35, so the mean of students score was:

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

$$\frac{1.976}{35}$$

$$= 56{,}45$$

Where:

$\overline{X}$ = The mean score

$\sum X$ = The total score

N   = The number of student

To increase the students' interest and motivate in learning vocabulary, the teachers are expected to create various teaching strategy and need the correctness of teaching methods. The great teaching strategy is very important to make teaching and learning in the class work fluently and to make condition in the class more conducive. One of great strategies in teaching language is by using game (Ersoz, 2000:6). Game helps the teacher to maximize each students' learning potential. Game is also appropriate to be used in teaching vocabulary. Bonet (1992:2) states that by a variety of odd words, puzzle and games can make learners motivate in learning vocabulary. The variety of teaching strategy in teaching learning process will help students feel better and help the teachers produces conducive situation in teaching learning.

One of the way strategies to teach that can make students motivated to learn English is using the suitable strategy, such as games. The use of games not only will change the dynamic of class but also we help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. The more exiting and interactive the teacher can make learning environment, the more teacher tries to introduce games and activities more. The teacher changes shapes and manipulates both language and environment, the

better circumstance for students. Games allow students to work cooperatively, compete with other strategy in different way, work in stressful and more productive environment and allow students to have fun.

One of games that can improve the students' vocabulary mastery is Word Clap Game. The writer chose words clap game as a medium for teaching English since there are several benefits such as students can improve their vocabulary mastery and try to remember the vocabularies as soon as possible by clapping their hands.

The students also can learn vocabularies, enjoy it without any boredom. This game also can build students' self-confidence because this game is played in groups. The writer expects that by using words clap game, students can memorize new vocabularies easily, without any boredom.

1. 2 The Problem of the Study

In line with the background of the research, the researcher formulates the research questions as follows:

" Does the use of Word Clap Game improve students' vocabulary mastery at second year of SMAN 8 Medan?"

1. 3 The Objective of the Study

Dealing with the problem, the writer intends to contribute the purpose of the study is "To find out whether Word Clap Game improves the students' mastery on vocabulary".

1. 4 The Scope of the Study

In this research, the writer focused on her study on content of words. The researcher has a reason why choose content of words as aspects to focus in her research.

The writer saw the most students in SMA Negeri 8 Medan have a lacks of vocabularies. In this case the content of words of vocabulary is important to students comprehensively.

According to John (2000:16), vocabulary is knowledge of knowing th meaning of words and therefore the purpose of a vocabulary test is to find out wether the learners can match each word with a synonim, a dictionary- tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences

To make the discussion clearer, Fries' opinion can be added. In his book, Fries (1974:45), content words represent the name of subject or things, that is called noun , action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school).

Thornburry mentioned that the game can encourage the learners to recall words easily and the fun factor may help them to make the words more memorable and a competitive element often make the learners enthusiasm. Word clap game is one of the visual aids than can be used in the teaching and learning process. The writer chose word clap game as a medium for teaching English vocabulary since there are several benefits such as; students can improve their vocabulary mastery and try to remember the vocabularies as soon as they clap their hands.

1. 5 The Significance of the Study

The findings of the study are expected to have both theoretical and practical importance to achieving a vocabulary as a process and product, especially within the frame of vocabulary.

1. Theoretically

- For the teacher

    The findings of the study are expected to be useful for teachers in improving their teaching skill especially in teaching vocabulary using Word Clap Game

- For the students

    The findings of this study are given to them as information in selecting the interesting and effective strat to improve their vocabulary.

- For futher researcher

    It is a reference who are interested in researching about improving students vocabulary mastery .

2. Practically

- For the students

    It will help the students to improve the students' ability in vocabulary. It is expected that is study will overcome the difficulties in improve students' vocabulary.

- For teachers

    It can help the teacher to prepare themselves to give more attention to improve their skill about vocabulary. Then the teacher will find the best strategy to teaching vocabulary.

- For futher researcher

    It is expected to motivate the futher researcher to make research about vocabulary mastery.

1. 6 Hyphothesis

The hypothesis of this research are :

Ha   : Word Clap Game improves students' vocabulary mastery

Ho   : Word Clap Game does not improve students' vocabulary mastery

CHAPTER II

REVIEW OF RELATED LITERATURE

2. 1 Theoritical Framework

To conduct this research, there are some theories are needed to explain some concept and term applied in the research. This study also use some concept and terms that needed to theoritical explained. The theoritical on the concepts and terms will be presented in the following part.

2. 2 Vocabulary

2.2.1 Definition of Vocabulary

English has a very large vocabulary consisting of more than a million. Vocabulary is very imprtant for the students in learning English especially for communications to construct the meaning and making a sentence.

Vocabulary is the list of words that used by people to communicate to other people. Language is composed from words that has meaning and definition. Kamil and Hiebert (2005:5)

state that "Generally, vocabulary is the knowledge of meaning of words". It means that vocabulary is presenting new words for the understanding of knowledge of words. Words come in at least two forms: "oral and print". Oral vocabulay is the set of words for which we know the meaning when we speak or read orally. Print vocabularry consist of those words for which the meaning is known when we write and read silently. Print vocabulary comes to play increasingly larger rol literacy than does the oral vocabulary.

Grammar can not be made if someone have nothing vocabularies. Someone still can communicate with othres if knowing some related words to what he or she means. In studying English, vocabulary becomes very important elemen to be learnt in order to develop student's ability in learning speaking, listening, reading, and writing. Having knowledge in vocabulary will give opportunity for students to increase the English language ability. It can give benefits for students to be easier in studying language because of the well known in vocabulary. There is not language existance without words. Dellar and Hocking in Thornbury (2002:13) states that " You can say very little with grammar, but you can say almost anything with words". So, vocabulary is important elemen in learning language.

According to Jackson (2000:136) vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language.

Thornbury states vocabulary is very useful for anyone who studying a foreign language. In this case that vocabulary is one important are that should not be neglected in language and learning and it is very communication with other people in spoken or written form.

Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002:

580) argue that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995:1) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

According to Murcia (2001:285), vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

Moreover, Averil (2006:1) stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

In addition, according to Merriam, vocabulary is : (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge, (3) a list or collection of terms or codes available for use (as in an indexing system), (4) a supply of expressive techniques or devices (as of an art from).

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

2.2.2 Types of Vocabulary

Some experts have classified types of vocabulary. According to Nation (2001:24), there are two kinds of vocabulary. The type of vocabulary is divided based on the vocabulary knowledge, namely receptive and productive vocabulary.

The types of vocabulary will be discussed below.

1. Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called as a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

2. Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Fries (1974:45) classifies English vocabulary or words into four types, they are:

1. Content words

Content words represent the name of objects or things, that is concrete noun (book, chair and pen), an action that is verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp) and adverb (at school).

2. Function words

Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example, (which, this, that, each, much, some and many), conjunctions (and, but, or, because and after), prepositions (in, at on, during and until), pronouns (I, you, him, her and them), auxiliary verbs (are, be, have and do), modals (may and could), and quantifiers (some and both).

3. Subtitute words

Subtitute words are words which represent the individual things or specific

action as subtitutes for whole form classes of words. In other words, subtituted words are indifinite pronouns such as anybody, anyone, anything, everybody, nobody and nothing.

4. Distributed words

Distributed words are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet.

Based on the statements above, vocabulary has some types on the purpose. This research focuses on the content word because content words consist of word that can be associated into and it has various parts such as noun, verb, adjective, and adverb.

2.2. 3 Content Word

Content words are a useful one in analyzing vocabulary. Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (book, chair and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more

information about place, time, manner, that is called adverb (morning and at school). The followings are the further explanation of kinds of content words:

2.2.3.1 Nouns

Nouns have sometimes have been defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. In line with this statement, Macfadyen (2007:2) says that a noun is a word used to name a person, animal, place, thing, and abstract idea. However this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be identified by using our five senses. For example: *there are table, chair and book in that room.* For further explanation, Macfadyen (2007:2) says that noun can be classified into six types:

1. Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*book*) such as in *There is a book on the table.*

2. Abstract noun is usually the name of quality, state, or action.

   1) Quality, for example: *goodness, kindness, darkness and brightness, honesty, wisdom and bravery.* As in: "*The brightness of the sunshine made me squint after an afternoon spent in a darkened movie theater.*"

   2) State, such as: *childhood, boyhood, youth, health, sickness, death and life.* As in: "*With age and experiencecomes wisdom.*"

   3) Action, for example: *laughter, movement, judgment, struggle, fight, flight and treatment.* As in: "*Your judgement of the situation is not a very good one.*"

3. A proper noun is a name applied to specific persons, place or things. Proper noun begins with capital letters, such as: *Mr. Brown and Jakarta*. As in: (1) "*Mr. Brown is an English lecturer in my college*", (2) "*Jakarta is the capital city of Indonesia*".

4. Countable noun (count noun) is a noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: *chair and book*. As in: (1) "*There are two chairs in this room*", (2) "*I have a table in my bedroom.*"

5. Non-countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in sentence. The example of noncountable noun are *sugar and sand*, as in (1) "*I need some sugar for a cup of my coffee*", (2) "*He makes a sand palace in the beach.*"

6. Collective noun is the name of group of person, things, or animals taken together and spoken of as one whole. The examples of collective nouns are *committee and class*. As in (1) "*The school committee held a meeting today*," (2) "*That class is very noisy.*"

2.2.3.2 Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. According Macfadyen (2007:6), verbs have a role to express actions or activities that subject of a sentence has. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: "*Ana goes to school.*" Further, The followings are the several types of verbs based on Ginger (2016:35):

1. Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. As in: "*Andra kicks theball.*"

2. Transitive verbs are action verbs that always express double activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. As in: "*Johariaz writes a letter for hiswife.*"

3. Intransitive verbs are action verbs that always express doable activities. These verbs always have no direct objects, meaning someone or something receives the action of the verb. As in: "*The train arrives at 3 p.m*"

4. Irregular verbs are those that do not take the regular spelling patterns of past simple and past participle verbs. As in: "*Anna ate a piece of cakeyesterday.*"

5. Regular verbs are those that take the regular spelling patterns of past simple and past participle verbs. As in: "*Annandhi cooked a plate of friedrice yesterday.*"

2.2.3.3 Adjectives

Adjective is a "describing word", the min syntactic role of which is to qualify anoun or noun phrase, giving more information about the object signified. For example: "*The book in there is big and heavy*". Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred by noun.

According to Khamying (2007:20) there are eleven types of adjectives:

1. Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features. For example: "*The richman lives in the big house*".

2. Proper adjectives are used to modify noun in terms of the nationality, this type is originate from proper noun. For example: "*He employs a Chinese book*".

3. Quantitative adjectives are used to modify noun for particular details inquantifying. For example: "*He ate much rice at school yesterday*".

4. Numeral adjectives are used to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).

   a. Cardinal number, as in: "*My hand has five fingers*".

   b. Ordinal number, as in: "*I am the seventh son of my family*".

   c. Multiplicative number, as in: "*Some roses are double*".

5. Demonstrative adjectives are used to point out or indicate a particular noun or pronoun using the adjectives, such as *this, that, these, and those*. For examples: (1) "*That book belongs to Dini*", (2) "*I really like those shoes.*"

6. Interrogative adjectives are used to ask questions about nouns or in relationto nouns such as *who, which, what, whose, and where*. For examples: (1)"*Whose book is this?*" (2) "*What is your favorite color?*"

7. Possessive adjectives are used to show who own or possesses something such as *my, your, our, his, her, your, and their*. For examples: (1) "*That is my bag*", (2) "*That is your pen*".

8. Distributive adjectives are used to modify noun by dividing or separating into different parts. For example: "*Every soldier is punctually in hisplace.*"

9. Emphasizing adjectives are used to modify noun by highlighting or emphasizing the texts. For example: "*Ani is my own girl-friend*".

10. Exclamatory adjectives are used to modify noun by using interjection words. For example: "*What a man he is!*".

11. Relative adjectives are used to modify noun and combine sentence whichare related between the first and second sentences. For example: "*Give mewhat money you have*".

2.2.3.4 Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. Macfadyen (2007:7) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: "*Iwent to market yesterday.*" Macfadyen (2007: 12) summarizes the category of adverbs into five, they are:

1. Adverbs of manner

   These adverbs tell us the manner or way in which something happens. Theyanswer the question "how?" such as *easily, happily, loudly and quickly*. For example: (1) "*She speaks loudly*", (2) "*They solved the problem easily.*"

2. Adverbs of place

   These adverbs tell us the place where something happens. They answer question "where?" such as *by, near, here and there*. For example: (1) "*Theschool near from my house*", (2) "*They will come here.*"

3. Adverbs of time

   These adverbs tell us something about the time that something happens such as*now, later, soon, and tomorrow*. For example: (1) "*He will come back soon*",(2) "*She will go to Jakarta tomorrow.*"

4. Adverbs of frequency

These adverbs tell us how often something is done or happens such as *often,once, twice and always*. For example: (1) "*John nevers smokes*", (2) "*Theyalways come in time*".

5. Adverbs of degree

These adverbs tell us the level or extent that something is done or happens suchas *fairly, rather, too and very*. For example: (1) "*She was almost finished*", (2) "*These cake are absolutely wonderful.*"

2.2.4 Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Sunarti (2010:32) say that vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning. It is in line with Mukti (2012:17) who state that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

From the definition above, we can conclude that vocabulary mastery is the ability to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge in oral and written text. Vocabulary mastery plays an important role and it has to be considered that vocabulary mastery is one of the needed components of language. In another word, students get difficulties in mastering any language skill without mastering vocabulary first.

2.2. 5 Teaching Vocabulary

In learning a languge, vocabulary becomes the most important things to be

improved when the learners want to be success to improve their skill. Thornbury (2002:27) states that teaching words is a crucial aspect in learning a language as languages are based on words. When the students have a lot of vocabulary they would make more words to express their ideas. Vocabulary should be learned and skills should be practiced.

Teaching vocabulary is the studying second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding and mastery vocabulary, the students get difficulties to studying English language. Vocabulary is also an important factor in all languages. Schaefer (2002:41) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Without a sufficient vocabulary, students cannot communicate effectively or express their idea in both of oral and written form.

Kustardjo (1988:24) says that there are five ways of teaching vocabulary as explained below.

1. Teaching vocabulary through creativity

    The teacher should allow many choices to the students, as they want to learn. The teacher can be make such techniques which enables the students to be creative in producing vocabulary, such as, game, movie, picture, drama, and so on.

2. Teaching vocabulary through context clues

    The teacher uses a context clue of the surrounding the context such as by giving synonym, antonym, etc. for example: *"She never comes late";late=unpuctual ; late >< on time.* In short, teaching vocabulary through context clues means a teaching process where the students and the teacher should find the "clues" of the word(s) that will be came before or after the word.

3. Teaching vocabulary through guessing

The teacher can encourage the students to guess first and then consult have a good rationale. The teacher can give example by pronouncing a sentence, then the students guess the word that teacher means. For example: The teacher can draw five pictures on the board. Teacher then pronounces the word and asks one of the students to point out one of the picture of cat or lion pronounced as (kæt) or („lÎ-ɘn), students think relevant to the word pronounced by the teacher. So, it can be said that teaching vocabulary through guessing is the teaching process where the students should guess first, then consult to the dictionary to get the right answer.

4. Teaching vocabulary through definition

The teacher guides the students to define the meaning of the word and to arrange the word in to correct sentence, for example: a dancer is a person who dances.

5. Teaching vocabulary through derivation

Derevation is the process of forming a new word on the basis existing word,e.g. *happiness* in form of *suffix* and *unhappy* in form of *prefix* from the rootword *happy*. Teaching vocabulary through derivation involves nouns, verbs,adjectives, and adverbs. For example, the use of word "learn" in the sentence "The students learn English twice every week". Then, the word "learn" can be added suffix –er to be a noun such as in sentence "Every English learner should have a dictionary to be guide for studying". Thus, teaching vocabulary through deriviation is a tecahing process where the students and the teacher can develop one word which has its meaning becomes more than one word and have different meaning.

Teaching vocabulary would be less effective if the teacher can not match the technique. A good technique could make the students interested in learning vocabulary and easier to remind the meaning. Regarding to the five ways of teaching vocabulary above, the researcher interested in two ways that is teaching vocabulary through creativity and through context clues technique that can be assumed as an interactive technique to teach vocabulary and are relevant with those ways proposed by Kustardjo. Furthermore, teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques.

2.2.6 The Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children for learning vocabulary:

1. Teachers can be a model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.

2. Teacher can teach the sub skill needed to make use of strategies. Example: touse a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

3. Classroom task can include structured opportunities for using strategies.Example: when teacher reads a story, teachers explicitly encourage predictionof the meaning of new word.

4. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.

5. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can beasked how many new words they have learned and which words they needs tolearn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

1. Allocate specific class time to vocabulary learning

2. Help students to learn vocabulary in context.

3. Play down the role of bilingual dictionaries.

4. Encourage students to develop strategies for determining the meaning of words.

5. Engaged in "unplanned" vocabulary teaching.

2.3 Game

2.3.1 Definition of Games

Hornby (1995: 486) defined game as an activity that you do to have some fun. Richard and Schmidt (2002: 580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Byrne in Deesri (2002:1) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in

the course of the game. Similarly, Jill Hadfield in Deesri (2002:1) defined games as "an activity with rules, a goal and an element of

fun". Deesri (2002:2) added that games involve many factors: rules, competition, relaxation, and learning, in particular. Here we know that a game is not a chaosmaker if we can apply and conduct it straight as its rules.

Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun.

2.3.2 Kinds of Games

Language learning is a hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. Lewis and Bedson (2002: 16-18) divided games according to their general character and spirit. They are:

1. Movement games in which children are physically active.

2. Card games: Games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.

3. Board games: All games which mainly involve moving makers along a path.

4. Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.

5. Drawing games: They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.

6. Guessing games: The aim in these games is to guess the answer of the questions given.

7. Role-play games: They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.

8. Team games: They can belong to other categories but also require cooperative team work.

9. Word games: These kinds of games allow utilizing children‟s enjoyment with words.

2. 4 Principles of Game Selection

In determining the role of games in developing student's vocabulary, the teacher needs to have their purpose clearly in mind if the major purpose is to make learning English vocabulary effective and successful. According to Wright (2006:4), it is important to make sure that the game which is want to play is familiar with the students to reduce the difficulties in conducting the games. It means that in using game in the class, the English teacher not only responsible in selecting game that want to use in the class but also in creating conditions in the class, in term conditioning students and the material.

According to Houston(2003:23), there are some principles of using games in the class:

a. Specify the purpose

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

b. Explain the rules clearly before begin

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

c. Be prepared for the "extra student"

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

d. Avoid drifting off during the game

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

e. Look for signs that students are getting tired

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

f. Choose games carefully to save money and time.

Try to use a game that can be prepared easily

g. Find new sources

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

h. Recycle.

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

i. Make a file

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

j. Don't do over do it

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

2.5 Word Clap Game

2.5.1 Definition of Word Clap Game

Words clap game is a game that uses claps and collaboration with other students. Students stand or sit in a circle, and, following the teacher's lead, maintain a fourbeat rhythym, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!) (Thornburry; 2002:102).

They have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat. This game is like the champion in the class, someone who can mention words more than the other, he is the winner (Thornburry; 2002: 102). The teacher just stands or sits in the middle of the students and gives command to the students to say the words after four beats. The teacher has to prepare the theme to be applied in that game.

2.5.2 Procedures to Teach by Using Word Clap Game

To teach by Word Clap Game, teacher and students have to know the role and the way how to use this game. To prepare this game, teacher do not need to prepare such thing, just prepare the students and the theme. According to Thornburry (2002: 102) there are several steps of the game, the steps are :

a. Teacher prepares the theme.

b. Teacher lead the game.

c. Teacher explains the rule of playing this game.

d. 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 (onetwo- three...) and then both hands together (four!).

e. Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.

f. Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.

g. The game ends when the there is only one student left as the winner.

2.5.3 Advantages and Disadvantages of Using Word Clap Game

2.5.3.1 Advantages of words clap game

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

2. This game is easy to be applied in the classroom.

3. This game is simple and cheap, because there was no fee for the teacher to buy some utilities to be applied in a class. Just claps the hands and say the words.

4. This game can be applied not only for Junior High School students, but also for Elementary students, and Senior High Students.

5. This game can be applied not only for formal education, but also for nonformal education. Anywhere and anytime.

2.5.3.2 Disadvantages of words clap game

1. The class will be rather crowded when this game applied, because the sound of the claps is rather hard.

2. The game cannot be applied successfully when the Teacher did not comprehend the rhythm.

2. 6 Previous Research

Based on the research entitled *"The Effectiveness of Using Games to Improve Students' Vocabulary"* (2014) by Riyana Muntika Saraswati, she wanted to find out whether the use of games is effective to improve students' understanding of noun. She used a quasi-experimental research consisting three classes of research. The subject of the research was the tenth grade students of SMA Nusantara 1 Tangerang. The writer only used test in order to collect the data and used cluster random sampling to get the samples. The result of this research showed that there was an empirical evidence that the use of the game as the teaching technique is effective and improve the student's vocabulary of noun. It can be seen from the scores of both experimental classes was higher than the controlled class. The average post-test score for both experimental classes were 72,1 and 72,4 while the controlled class was 68,2. So, the writer was successful in doing the research because there was significant improvement scores for both experimental classes than controlled class.

Wiji Lestari (2013) through her research entitled *"Improving Students Vocabulary Mastery Through Words Clap Game" (A Classroom Action Research of the eighth grade Students of MTs SUNAN KALIJAGA, Kendal, Sampetan, Ampel, Boyolali in the Academic Year of 2012/2013).* This research aimed to describe the procedure of words clap game on teaching vocabulary and to know the improvement of students' vocabulary mastery after teaching- learning vocabulary through words clap game. She used the classroom action research as the design method and used observation, test, and documentation as the instruments of the research. The subject of the research was the eighth grade students of MTs Sunan Kalijaga which consist of pupils. There was an improvement significantly shown from the students' pre-test and post-test. The mean score of pre-test in cycle I was 52,91 and cycle II was 57,08. In addition, score of post-test in cycle I was 65 and cycle II was

70,97. Also the writer found that there was an improvement from the students' activity or interest in learning process in the class because the writer used field note as an observation to add more information besides test that was given.

On the contrary, the study conducted by the writer has several similarity and differences from the research which was carried out by the previous researchers. The similarity was they were using game to improve vocabulary mastery. Furthermore, the research also uses the similar idea with instruments, most of all gave a test to measure the students' improvement before doing the research and after doing the research. Then, the objective of the research, both of the writer and previous researchers have the same idea that is to improve the students understanding in vocabulary or to know whether or not the effect of word clap game on vocabulary mastery.

On the other hand, the differences are the research design, only two researchers use classroom action research while one of them use experiment study. In here, the writer also uses the classroom action research as the research design. Then, the sample of the research, the writer applies the research at the eighth and ten grade students but in this research, the writer applies at the eleventh grade students.

2. 7 Conceptual Framework

Framework of the analysis consists of the summary of both previous studies and theoritical studies. Based on the previous studies, there are several studies related to improve students' vocabulary mastery by using various media or technique that have been conducted by the researcher. Since, the research about improving students' vocabulary mastery has ever been conducted by several researchers, the researcher intend to study deeper about improving students' vocabulary mastery using word clap game.
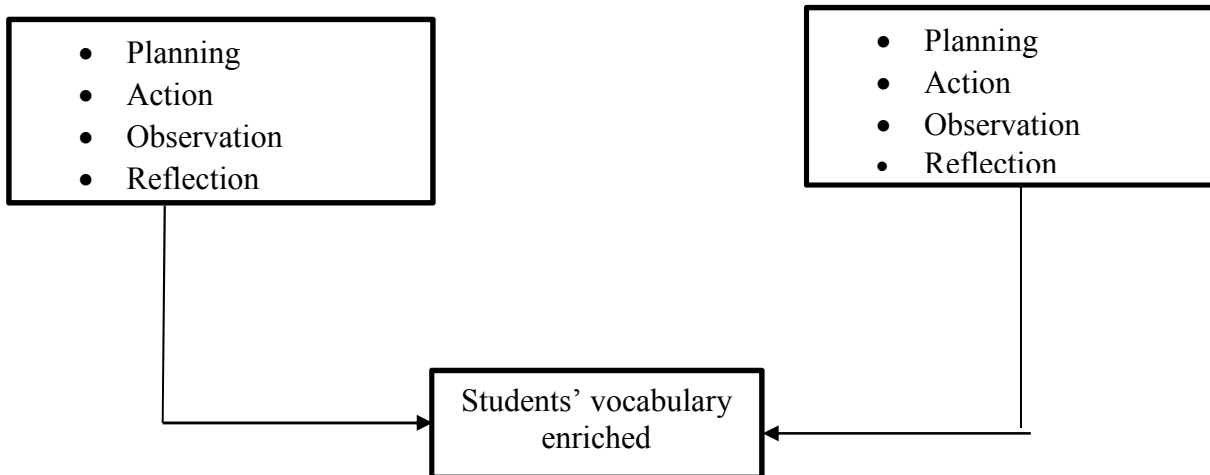
The research will be conducted as action research. Action research is used to conduct this study. According to Arikunto (2010: 8), action research indicates the activity which has happened, that is the research does not create something new, but following the activity occured.

The action research will have four steps. The steps are planning, acting, observing, and reflecting. By planning, the problem will be identified; acting is the treatment that will be given to the subject of the study and of course the treatment is by using word clap game. The next step is observing. Here, the data will be collected from the result of the action. The last step is reflecting, it will evaluate the treatment's implementation.

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┌─────────────────────────┐          ┌──────────────────────────────┐
│  Elevehth Grade Students│ ───────► │ Students' problem in mastering│
│     of SMA N 8 Medan    │          │ and using English was the lack│
│                         │          │       of vocabulary.         │
└─────────────────────────┘          └──────────────────────────────┘
              │
              ▼
       ┌───────────────────────┐
       │ Students need to enrich│
       │    their vocabulary    │
       └───────────────────────┘
              │
              ▼
       ┌───────────────────────┐
       │ Enriching students'   │
       │ vocabulary using Word  │
       │       Clap game        │
       └───────────────────────┘
              │
              ▼
       ┌───────────────────────┐
       │ Classroom Action Research│
       └───────────────────────┘
              │
              ▼
┌──────────────┐   ───────►    ┌──────────────┐
│   Cycle I    │   ◄───────    │   Cycle II   │
└──────────────┘               └──────────────┘
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Figure 2.2 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to Kerlinger in Bhatatacharya (2006:40) research design is the plan, structure and strategy of investigation conceive so as obtain answers to research questions and to control variance. There are three types of research design they are: experimental research, library research and action research.

This research was conducted by using Classroom Action Research (CAR). Action research purposed to improve the teaching for instance the success of certain activities or procedures by teacher in teaching and learning process.

Burn (2010:2) states that action research is part of broad movement that has been going on in education generally for something. It involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

Classroom action research helps teachers to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning. The characteristic of classroom action research is a dynamic process which is done in four steps namely : plan, action, observation and reflection.

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2010:173), Population is the whole subjects or people under observation in a research. So in doing this research there must be population that was investigated. The population of this research was the eleventh grade social of SMA NEGERI 8 MEDAN. There are six classes in this semester and the amounts of the students are 180 students with every class are 35 students.

3.2.2 Sample

A sample is limited number of elements from a population to be representative of that population (Arikunto 2010:174). Based on the statement, it is implied that not all the population is necessarily involved in a study but only a certain number of students are selected as representative.

The writer took one class for sample, it is XI IPS-1 of SMA NEGERI 8 MEDAN. The totally of the students are 35 students.

3.3 The instrument of Collecting Data

Qualitative and quantitative data were used in this research. The instrument for collecting quantitative data in this research used vocabulary test. Teacher asked the students to play word clap game in group. And then the teacher picked a theme and students claped their hands before say the words that related to the theme. The teacher asked the students to write the words that they got from the game. Qualitative data was gathered by using diary notes, observation sheets and questioner sheet.

3.4 The Procedure of collecting data

This research was conducted in two cycles, and it was continued in the cycle 3 if the result of cycle 2 is not significant. It aims at observing the employing or implementation of word clap game in improving the students' vocabulary mastery.

Cycle I

1. **Planning**

    Planning is the first step in classroom action research. Before start to teach the taecher must prepared the materials for teaching the students.

    The plan as follow:

a. An analyzing and observing (first observation) in the class the learning process of teaching learning vocabulary.

b. Analyzing and examining the text book about the material about vocabulary.

c. Conducting the students' diagnostic test as the first instrument to know the first capability of the students' in vocabulary mastery.

d. Identifying the problem that was going to be solved especially which occurred in doing the first test (pre-test).

e. Preparing and designing the teaching learning materials in vocabulary especially by using word clap game.

f. Conducting the test for every cycle.

g. Making and preparing the media and teaching tool aid or teaching material which will be needed.

h. Making and preparing the observation sheet that was used to know the reaction of students, the classroom atmosphere and the development in applying the word clap game in vocabulary mastery.

i. Making the observation sheet to know the frequency of the students' interest in learning vocabulary mastery through word clap game.

j. Designing the questionnaire about students' perception to the second cycle about the offered material, the level of difficulty, allocated time and the process of teaching vocabulary through word clap game.

k. Designing the learning pattern of vocabulary especially by using word clap game.

2. Action

Action is the process of doing something. It is the implementation of planning. This activity has scenario learning process. It should based on the genre strategy in learning English specially in vocabulary mastery based on word clap game. The activities can be seen in table 3.1.

Table 3.1
Activities while Doing the Research

No	Activities	No	Output
1.	Conducting pre-test	1.	Knowing students' basic skill in vocabulary.

2.	Explaining definition and the examples of vocabulary.	2.	Understanding definition and examples of vocabulary.
3.	Giving the explanation about vocabulary	3.	Identifying the types of vocabulary.
4.	Repairing the vocabulary through word clap game to the students.	4.	Understanding the word clap game.
5.	Asking the students to play a game	6.	Playing the game
7.	Asking the students to find out the words from the game.	7.	Writing the words that they found from the game.
8.	Supporting the students to use the word clap game.	8.	Using the word claps game to get some vocabulary.
9.	Asking the students to collect and read their result of playing word clap game.	9.	Listening their friends and compare with their result.

3. **Observation**

Observation was done while the action was done. Observation is some activities that considered of gathering data to identify the result of action. In the observation phase the researcher was observed by using observation sheet. This observation as follow:

a. Situation of teaching and learning activity.

b. The students' attendance.

c. The students' respond of the material,

d. The students' improvement.

4. **Reflection**

Reflection is a feedback process from the action which is has done before. Reflection is used to help the teacher to make a decision. After collecting data, the researcher was evaluated the teaching learning process. Then, the researcher reflects herself by seeing the finding of the observation, whether the teaching learning process in vocabulary based on word clap game is good to employ in teaching and learning process or not.

Cycle II

Cycle II was done if the mean score at the first cycle was not satisfying. This cycle was needed if the previous mean score did not fulfill the minimum completeness criteria (KKM). This cycle consisted of the same four phases like cycle I; Planning, Action, Observation, and Reflection, but there was a little different dstep in doing the action based on the weakness find in cycle I. The weakness or problem find in cycle I was solved in this cycle in order to get the improvement in the process and the result.

3.5 The Technique of Analyzing the Data

The data was got from cycle I and cycle II that analyzed through the following steps:

1. To find out the mean score of the students' test, the researcher used the following formula:

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

Where:

$\overline{X}$ = The mean score

$\sum X$ = The total score

N = The number of student

2. After collected the data of the students, the researcher classified the score of the students. To classify the students' score, there were seven classifications which were used as follows:

a. 86 to 90 is classified as excellent

b. 76 to 85 is classified as very good

c. 61 to 75 is classified as good

d. 46 to 60 is classified as poor

e. 20 to 45 is classified as very poor

3. To calculate the percentage of the students' score, the formula which was used as follows:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who got the point 75%

R = The number of students the points up to 75%

T = The number of the students who do the test

3.6 Validity and Reliability of the Test

There are two important concepts of language testing. They are validity and reliability.

3.6.1 Validity of the Test

Arikunto (2010:168) state the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it can measure what is supposed to be measured. There are four types of validity, namely, content validity, construct validity, concurrent validity and . this research will conduct with content validity. Content validity

considers whether a test wuld the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test really measures the students' vocabulary mastery or not.

Table 3.2 The Table of the Test Specification

Content	Test item	Kinds of Test	Score
Noun	10	Multiple choice	30
Verb	10	Multiple choice	15
Adjective	10	Multiple choice	20
Adverb	10	Multiple choice	35
	40		100

3.6.2 Reliability of the Test

Arikunto (2010:178) say that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If thr data appropriate to the fact, the result will be the same although it is exercises many times. It means that reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the researcher used the formula of Kuder Richardson (KR_{21}) in Arikunto (2010 : 233-240) as following :

$$R_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{M(n-M)}{n\,S^2}\right)$$

Where :

R   : Reliability of Instrument.

n   : The number of items in the test.

M   : The mean of the test score.

S   : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was R=

0.0-0.20   : The reliability is very low

0.20-0.40   : The reliability is low

0.40-0.60   : The reliability is fair

0.60-0.80   : The reliability is high

0.80- above   : The reliability is very high