



**THE USE OF WORD CLAP GAME TO IMPROVE  
STUDENTS' VOCABULARY MASTERY  
(A Classroom Action Research at the Eighth Grade Students  
of SMP N 3 Ungaran in the Academic year of 2014/2015)**

a final project  
submitted in a partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by  
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2015**

## APPROVAL

This final project has been approved by a Board of Examination of the English Department of the Languages and Arts Faculty of Semarang State University on August ..., 2015.

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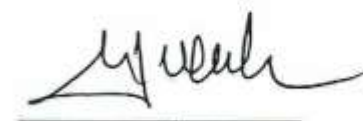
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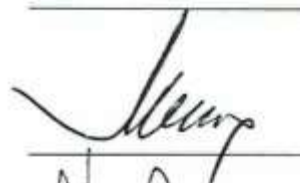
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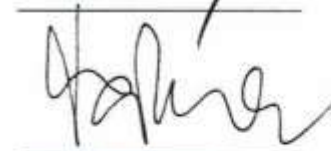
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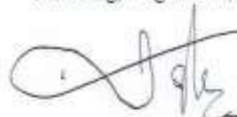
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## DECLARATION OF ORIGINALITY

I, Febriana Eka Setyaningsih, hereby declare that this final project entitled *The Use of Word Clap Game to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic Year 2014/2015)* is my own work and has not been submitted in any form for another degree or diploma at any university of other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, August 21<sup>st</sup>, 2015



Febriana Eka Setyaningsih

## MOTTO AND DEDICATION

*Do your best and let Allah do the rest*

*“Verily, with every difficulty there is relief”  
(Al- Insyirah: 6)*

*“Knowledge is not enough, we must practice it. Intention is not enough, we should do it”  
(Johann Wolfgang von Goethe).*

For those who have always been  
supporting me: *my beloved parents,  
my family, and all my best friends...*

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helped me in finishing this final project whose name cannot be mentioned one by one for helps and supports. Thanks for all.

Finally, I have a great expectation that my study will be beneficial and useful for anyone who is interested in reading this final project.

Semarang, August 21<sup>st</sup> 2015

Febriana Eka Setyaningsih

## ABSTRACT

Setyaningsih, Febriana Eka. 2015. *THE USE OF WORD CLAP GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic Year of 2014/2015)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Amir Sisbiyanto, M. Hum.; Advisor II: Fatma Hetami, S.S., M.Hum.

Key words: Word Clap, Vocabulary Mastery, Action Research

Teaching English vocabulary to Junior High School should be more interesting and joyful. Teachers can use a strategy in conducting materials in order to attract students' attention and interest. The objectives of this study are 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.

Vocabulary is the one of the English components which has to be mastered and acquired by students in learning a new language. In this study, I used Word Clap Game as a strategy for teaching vocabulary to the eighth grade students of SMP N 3 Ungaran. Word clap game is a game that uses claps and collaboration with other students.

An action research was conducted in this study. There were two cycles in this study. Each cycle was carried out through four steps. They were planning, acting, observing, and reflecting. The subjects of this study were 33 eighth grade students of SMP N 3 Ungaran in the academic year 2014/2015. The writer got the data from observation, test and questionnaire. The writer as a teacher tried to apply word clap game to improve students vocabulary mastery of students.

According to the analyses, the pre-test mean is 64,4, while the post-test mean is 77,1. Between pre-test and post-test, they were given one assessment at the end of cycle one with the mean of 69,7. Thus, the students' vocabulary mastery is improved by 12,7 (19,7%). The students' activity during the treatment shows that they appreciated the Word Clap game I used in the teaching and learning process.

Based on the results, it can be concluded that Word Clap game can be used as a strategy to improve the students' vocabulary mastery. Moreover, the students' opinion about the game also indicates that it helps the students in learning vocabulary.

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# **CHAPTER 1**

## **INTRODUCTION**

Chapter 1 presents the introduction of the study. It consists of the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significance of the study, and outline of the study.

### **1.1 Background of The Study**

Language is a means of communication. It plays a very important role in social relationship among human beings. Ramelan (2003:1) states that “language is used to express idea, thought, and feelings to other people. People in a society use language, which is mutually understood to communicate with others”.

Being an international language, English is an important means of communication. Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those functions of language, people study language both formal and informal. English is also issued as a medium of the flow of information on science, technology, and culture. People use it in most international events to associate or to cooperate among people in different countries in the world.

Since English is used as a means of communication among nation in the world we have to master it well. Although English is not the largest number of native or ‘first’ language speakers, it is widely used by many people all over the world as their ‘second’ language (Harmer, 2001:1).

The advantage of learning English is that we will be the person that knows the development of knowledge, science, and technology since most of books, articles, journals of science are written in English. Realizing the importance of English, the Indonesian government treats English as the first foreign language and sets it as a compulsory subject at elementary school, junior high school, senior high school, and also at university as a local content.

Frank (1972:6) states that “vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new language”. It can be argued that vocabulary is a tool of communication which needs to be taught in context and the people should always be given many opportunities to use the language. Vocabulary itself consists of several parts of speech; they are noun, verb, adjective, and adverb. From those kinds of vocabulary, the first that students need to know is noun.

Vocabulary is very important in studying English. If people have less vocabulary, they not only cannot understand other's saying, but also cannot make sentences to transfer their messages to the other people. Thus, they will understand English expressions if they have enough vocabularies.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed (Thornbury, 2002:13). When we just learn about grammar without learning vocabulary, we cannot express anything. The linguist David Wilkins sum up the importance of vocabulary

learning; he advise to students from a recent course book (Dellar H and Hocking D, Innovations, LTP) as follows:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words! (Thornburry; 2002: 13)

Teaching for students of junior high school is not the same as teaching university students because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. They love to play and like to think that what they are doing in real work. If the teachers can not teach the students properly, they may not enjoy their learning. Consequently, the teaching learning process may fail.

Based upon the explanations above, one of the problems is the students feel bored because teachers still use the same technique and the same strategy to teach vocabulary. The writer believes that the game can be the way to minimize the students' boredom in learning vocabulary. One of them is words clap game.

The writer chooses 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 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 Reason for Choosing the Topic**

The reasons why the writer chooses the topic “The Use of Word Clap Game to Improve Students’ Vocabulary Mastery” are as follows:

- (1) Vocabulary items are essential to improve the four language skills (listening, speaking, reading, and writing).
- (2) Students of Junior High School still have less vocabulary.
- (3) The activities in teaching and learning English language learning are not satisfactory.
- (4) Most of the learning processes and strategies used by the teacher of Junior High School are monotonous.
- (5) Most secondary school students have difficulties in learning vocabulary, they feel bored and do not pay attention because they are not interested with the material which their teacher presents. They are only positioned as listeners. Word clap game is supported with some activities to learn vocabulary, so it is hoped to be helpful in improving students’ achievement in learning vocabulary.

### 1.3 The Statements of the Problem

The problems of this study can be stated as follows.

- (1) How can Word Clap game be used in teaching vocabulary at the eighth grade students of SMP N 3 Ungaran?
- (2) How well is the students' achievement after being taught with *word clap game*?

### 1.4 The Objectives of the Study

The objectives of this study are as follows.

- (1) To find out how "Word Clap Game" can be used in teaching vocabulary at the eighth grade students of SMP N 3 Ungaran.
- (2) To find out the improvement of the students' achievement after being taught with "Word Clap game."

### 1.5 The Significance of the Study

This research hopefully can provide the additional information about the use of word clap game in classroom activities, and provide information about the effectiveness of the game to improve students' vocabulary mastery. The writer also hopes that this research will be useful for students, teacher, and writer.

a. For the students

The result of this research hopefully can provide supports to the students to improve their vocabulary mastery. Teaching vocabularies by using words clap game will make students relax and fun, because this method improves their learning vocabulary easily without significant difficulties. This can make students' vocabulary mastery getting better.

b. For the teachers

It is expected that the study can enrich the teacher's strategy in teaching vocabulary.

This research will provide supports to English teachers to develop the teaching aids for English teaching. They may improve the traditional methods in teaching and learning vocabularies. They may also use the new methods for making students enjoy in learning, so they are not confused anymore in choosing the appropriate methods for students' need. This method can help the teachers to improve students's interest in learning vocabularies.

c. For the writer

It is hoped that the result of the study will be useful for the writer to improve the knowledge about vocabulary teaching.

## 1.6 Outline of the Report

This study will be divided into five chapters. Each of them can be explained as follows.

Chapter I is the Introduction. This chapter consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, the significance of the study, and the outline of the report.

Chapter II consists of two subchapters. That are review of previous study and review of theoretical studies. Review of previous study discusses the previous study that had been done by the previous researcher, while review of theoretical study discusses the theory about learning vocabulary. The following is the theory about vocabulary including definition of vocabulary, the importance of vocabulary, vocabulary mastery, teaching vocabulary, principle of teaching vocabulary, learning vocabulary, improving students' vocabulary mastery, and testing vocabulary. The following is theories about *words clap* game. It explains the definition of *words clap* game, advantages and disadvantages of using *words clap* game, and the procedures of using word clap game.

Chapter III contains the description of the methods and the procedures of investigation.

Chapter IV deals with the analysis of the data collected and the discussion of the result. It consists of both statistical and non-statistical analysis.

Chapter V contains the conclusion and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II consists of review of previous studies and review of theoretical studies that discuss general concept of word clap game that include definition of word clap game, its advantages and disadvantages, and its procedures. It also discusses general concept vocabulary that include definition of vocabulary, the importance of vocabulary, and vocabulary mastery. Moreover this chapter is also explains about vocabulary in teaching and learning English that consists of teaching vocabulary, principle of teaching vocabulary, learning vocabulary, improving students' vocabulary mastery and testing vocabulary.

#### **2.1 Review of Previous Studies**

There have been some number of researches related to the topic of teaching vocabulary by using strategy. In this part, I present some of them. One of such studies was conducted by Avdhikka (2006). The study is entitled *Teaching Vocabulary by Using Short Stories (A Case Study at the First Semester of the Tenth Grade Students of SMA N 6 Semarang in the Academic Year of 2006/2007)*. She used Short Stories as a medium for teaching vocabulary. The objective of the study is to find out whether teaching vocabulary by using short stories is effective or not for students of senior high school. The result of this research indicates that the students' vocabulary mastery is getting better after being taught using this medium.



The other research was conducted by Nugroho (2007) who conducted the research with the title *The Use of Circle Games as a Strategy to Improve the Student's Mastery in English Vocabulary (An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang in the Academic Year 2007/2008)*. The objectives of the study are to describe what circle game was like and how it worked in the learning process and to find out the students' achievement in vocabulary related to noun. It was expected that this study would be useful for English teachers and their students in the language learning process. The result of the study shows that the students' progress in mastering vocabulary related to noun during the activity is really good. The achievement of the students in learning vocabulary through this way improved. It was supported by the significant result of the test.

The other one was written by NurRohmah (2011). The study is entitled *The Use of Internet Picture Dictionary as Media in Teaching Vocabulary (An Action Research of the Fourth Grade Students of SD N 4 PurwodadiGrobogan in the Academic Year 2010/2011)*. She chose this topic since vocabulary items are essential to improve the four language skills (listening, speaking, reading, and writing). She used Internet Picture dictionary as a medium for teaching vocabulary. The objectives of this study are to find outhow the use of "Internet Picture Dictionary" can improve the students' interests, motivation, and achievement in learning vocabulary. The result of this study shows that the students' vocabulary mastery is better after being taught using Internet Picture Dictionary.

Based on the researches above, it can be concluded that actually the researches about teaching strategy are interesting. There are numbers of researchers do their researches on teaching media and strategy in the different ways.

Different from the previous studies above, I used Word Clap Game as strategy in teaching vocabulary in Junior High School.

## **2.2 Review of Theoreticital Studies**

The following section, I would like to present some theoretical studies which support the research. They are mentioned as follows.

### **2.2.1 Word Clap Game**

There are many strategies for teaching English Vocabulary to the students, one of them is by using Word Clap Game.

#### ***2.2.1.1 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 four-beat rhythm, 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.

### ***2.2.1.2 Advantages and Disadvantages of Using Word Clap Game***

#### **(a) 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 non-formal education. Anywhere and anytime.

#### **(b). 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.

### ***2.2.1.3 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 (one-two-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.

## **2.2.2 General Concept of Vocabulary**

In learning a language, vocabulary is essential in conducting communication. Whenever we want to communicate with other people using a language, we should have mastered vocabulary related to the topic spoken.

### ***2.2.2.1 Definition of Vocabulary***

Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading, and writing).

As mentioned by Cameron (2001: 94), “a major resource for language teaching terms, the development of words, the meaning and the links between them will be covered under vocabulary”.

As cited in [www.nifl.gov/partnershipforreading/glossary/glossary.html](http://www.nifl.gov/partnershipforreading/glossary/glossary.html), vocabulary refers to the words a reader knows. Listening vocabulary refers to the words a person knows when hearing them in oral speech. Speaking vocabulary refers to the words we use when we speak. Reading vocabulary refers to the words a person knows when seeing them in print. Writing vocabulary refers to the words we use in writing.

Frank (1972: 6) states that “vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new language”. It can be argued that vocabulary is a tool of communication which needs to be taught in context and the children should always be given plenty

opportunities to use the language. Vocabulary itself consists of several parts of speech they are noun, verb, adjective, and adverb. From those kinds of vocabulary, the first that students need to know is noun.

From the definition above, the writer can conclude that vocabulary is one of the language components that are used to communicate between someone to another. No language exists without vocabularies and words are signs or symbol for idea. Teaching and learning vocabulary related to words and their meanings. The more words learn, the more ideas we should have. It means that without vocabulary we will be unable to use the language communicatively.

#### ***2.2.2.2 The Importance of Vocabulary***

Vocabulary as one of the language elements is integrated in communicative expression. Krashen in Nunan (1991: 117) argues that vocabulary is important. This has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through stimulus of comprehension based methods such as the natural approaches . So, vocabulary is important for the students to master language skills and also to understand what the speaker said.

Rivers in Nunan (1991:117) also states that the acquisition of an adequate vocabulary is essential for successful language use. It is because without an extensive vocabulary, we cannot use structures and functions of which we may have learned for comprehensible communication. It forms an opinion that the

development of a rich vocabulary is an important element in learning a second language especially English.

Vocabulary is also important to express idea or to ask for certain important. If someone has a lack of vocabulary, he or she will find some difficulties in expressing his or her ideas in oral or written. In addition, if the learners have a less vocabulary, they cannot access information or knowledge. Moreover, without the words the learner cannot really understand facts or ideas that the learners have met. One should be able to master adequate vocabulary to convey their message.

#### ***2.2.2.3 Vocabulary Mastery***

Vocabulary is a list of words and often phrase, usually arranged alphabetically. Vocabulary is important in case it could help student to enjoy their classes. Ones who master enough vocabulary will face fewer difficulties than those who have less vocabulary. Moreover, vocabulary has an important role in teaching learning process. According to Scrivener (1994: 75) there are five roles of vocabulary, they are:

- a. Vocabulary is very important and needed to be dealt with systematically its own right.
- b. We need to distinguish between vocabularies for productive use receptive recognition.
- c. The learner will be difficult to finish the work, if they have first met some new vocabularies.

- d. We need to deal not only with a single word lexical items, but also with longer, multi word items.
- e. Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

Because of vocabulary is very important in learning a language, so it must be mastered well by the learners. Mastery is complete control of something. So, vocabulary mastery can be defined as great skill or knowledge about the stock of words of a language in alphabetical order.

### **2.2.3 Vocabulary in Teaching and Learning English**

Vocabulary is very important both in teaching and learning process.

#### ***2.2.3.1 Teaching Vocabulary***

Teaching is a very personal activity, and it is not surprising that individual teacher being to teaching very different beliefs and assumptions about what constitutes the effective teaching (Richard, 1994: 36).

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: listening, speaking, reading, and writing. It is also include 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 the new words, the students will get the difficulties to studying English language.



To raise students' interest in learning vocabulary, the teacher should have appropriate ways and techniques. The mastery of vocabulary will be achieved if the vocabulary teaching is effective.

There are many strategies to present vocabulary to the students. Philips (1993:68) in Rohmah (2011) explains that "vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object". The children should then meet and use the word(s) in relevant contexts, in order to 'fix' them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up.

Teaching vocabulary is very essential. Vocabulary as a symbol of ideas should be at the center of language teaching. A teacher should give the best facility learning and attention in teaching vocabulary. The most important aspect of vocabulary teaching for students is to learner's independence in order that they will be able to deal with new vocabularies. Teacher can help students with specific technique and practice in identifying the function of the word in the sentence. The use of dictionary should be main way in discovering meaning.

The teaching vocabulary for children is important to understand toward the material thought. The teaching must be based on appropriate strategy referred to the teaching principles, so the earners must understand in teaching process and structurally transferred in order to they will gain English foundation.

### ***2.2.3.2 Principle of Teaching Vocabulary***

Cameron (2001: 81) exclaims about several principles of teaching vocabulary to young learners are:

- a. Types of words that children find possible learn with shift.
- b. Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge.
- c. Word and words knowledge can be seen as being linked in network of meaning.
- d. Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
- e. Children change in how they can learn words. Whereas the very young learner will learn words as collections, older children are much more able to make connection between the words they learn, organization of the word and concept as a help in vocabulary learning.

### ***2.2.3.3 Learning Vocabulary***

Vocabulary mastery is important in learning English. If we have much vocabulary, we can also have good English skills because vocabulary is the basic in learning English. We need vocabulary when we want to speak, read, listen, and also write something.

Learning vocabulary is learning about number of words that make up a language. It is essential in language learning. It also can improve students' vocabulary mastery.

#### ***2.2.3.4 Improving Students' Vocabulary Mastery***

Oxford Dictionary defines the word improving as the process of becoming or making to the better. While the word student means a person who is studying at a college or university and person studying at secondary school or any person interested in a particular subject (Oxford University Press; 2008: 441). Vocabulary mastery is the knowledge or skill to control in understanding the new words in a language.

Pavicic (1999) in <http://www.teachingenglish.org.uk/think/vocabulary/vocabautonomy.shtml> states that in the context of learning English as a foreign language, a learner is forced to be autonomous and independent and make conscious effort to learn vocabulary outside the classroom simply because the exposure to the target language is limited in class. This makes explicit vocabulary teaching necessary.

He added that in order to help their learners first of all, ways of presenting new vocabulary should be varied. In order to improve the efficiency of vocabulary learning (memorizing and retrieving lexical items) students should be encouraged to make use of learning strategies that are at their disposal, and be taught, either implicitly or explicitly, new strategies for vocabulary learning.

From those explanations above, the writer can say that improving students' vocabulary mastery is the process of helping students to be better in quality for mastering vocabularies in learning foreign language especially English.

### ***2.2.3.5 Testing Vocabulary***

One of the ways to knowing the students' development or students' understanding about material is through test. Test in simple term is a number measuring person's ability, knowledge or performance in a given domain (Brown, 2004:3).

There are many published exercise on vocabulary. These include:

- a. Matching picture to words.
- b. Matching part of words to other parts.
- c. Matching words of other words, example: synonym, opposites, sets of related words, etc.
- d. Using prefixes and suffixes to build new words.
- e. Using given words to complete a specific task.
- f. Filling in crossword, grids or diagrams.
- g. Memory games.

Several tasks seem to be designed for students working on their own, but can easily be used in class. For the better, teacher should give some test to students appropriate with their situation with their situation and their skill in order to can get the good result in the learning of English language.

According to Thornbury (2002: 130), there are some aspects to know the words:

- a. The word's form
- b. The word's meaning
- c. The connotations of words
- d. Whether the word is specific to a certain register or style

- e. The word's grammatical characteristics
- f. The word's derivation
- g. The word's relative frequency

All of those aspects of words knowledge can be realised receptively (in listening and reading) or productively (in speaking and writing).

#### **2.2.4 Action Research**

In this study, I use an action research design. Therefore, a brief description about action research including the definition and the steps in action research are explained below:

##### ***2.2.4.1 Definition of Action Research***

In this study, the writer uses an action research design. Here are some definitions of action research according to some experts.

According to Phillips and Carr (2010: 1), action research can be conducted by students pursuing teacher licensure for the first time, in other word, *preservice teachers*. As a preservice teacher, action research is possible to be conducted in a professional teacher's class in a limited period to collect the data required for the study.

Meanwhile, Arikunto (2010:3) mentions that a classroom action research is an observation toward the teaching and learning process in the classroom. The research is given by the teacher toward the students. In addition Celce-Murcia (2001:490) argues that, "action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedure."

Wallace (1998: 18) argues that the purpose of action research “is not to turn the teacher into a researcher, but to help him or her to continue to develop as a teacher, using action research as a tool in this process”. It is supported by Burns (2010:3) that the teacher as the investigator or explorer of their personal teaching context in the action research which is aimed to identify a problematic situation or issue, looking more deeply and systematically.

From the definitions above, it can be concluded that action research is an effort to collect data from the subject of the study in order to enhance the teaching and learning process. Moreover, action research is held to overcome the problem and issue in the classroom.

#### ***2.2.4.2 Steps in Action Research***

According Burns (2010: 7), “Action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.” The following is the picture of popular Kemmis and McTaggart’s model of action research.

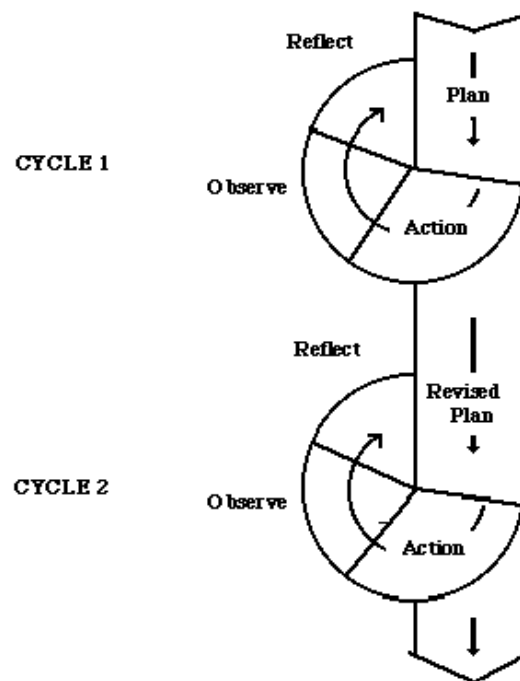


Figure 2.1 Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010: 9)

Kemmis and McTaggart (1988) in Burns (2010: 8) mention the four steps in doing action research that are explained as follows:

### 1) Planning

According to Kemmis and McTaggart in Burns (2010: 8), plan is the first stage of conducting action research. The researcher identifies a problem or issue and develops a plan of action. In this phase, the researcher considers: i) what kind of investigation is possible within realities and constraints of their teaching situation; and (ii) what potential improvements the researchers think are possible.

## **2) Acting**

The plan is put into action over certain period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternatives ways of doing things.

## **3) Observing**

Then, during the action, the researcher observes systematically the effects of the action and documenting the context, actions, and opinion of those who involved.

## **4) Reflecting**

At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored. The researcher may decide to do further cycles of action research to improve the situation even more.

Those three stages of action research must be done to create a good action research. However, the method and approach of conducting the action research vary for each person, depending on their purpose.

## **2.3 Framework of the Analysis**

Framework of the analysis consists of the summary of both previous studies and theoretical 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

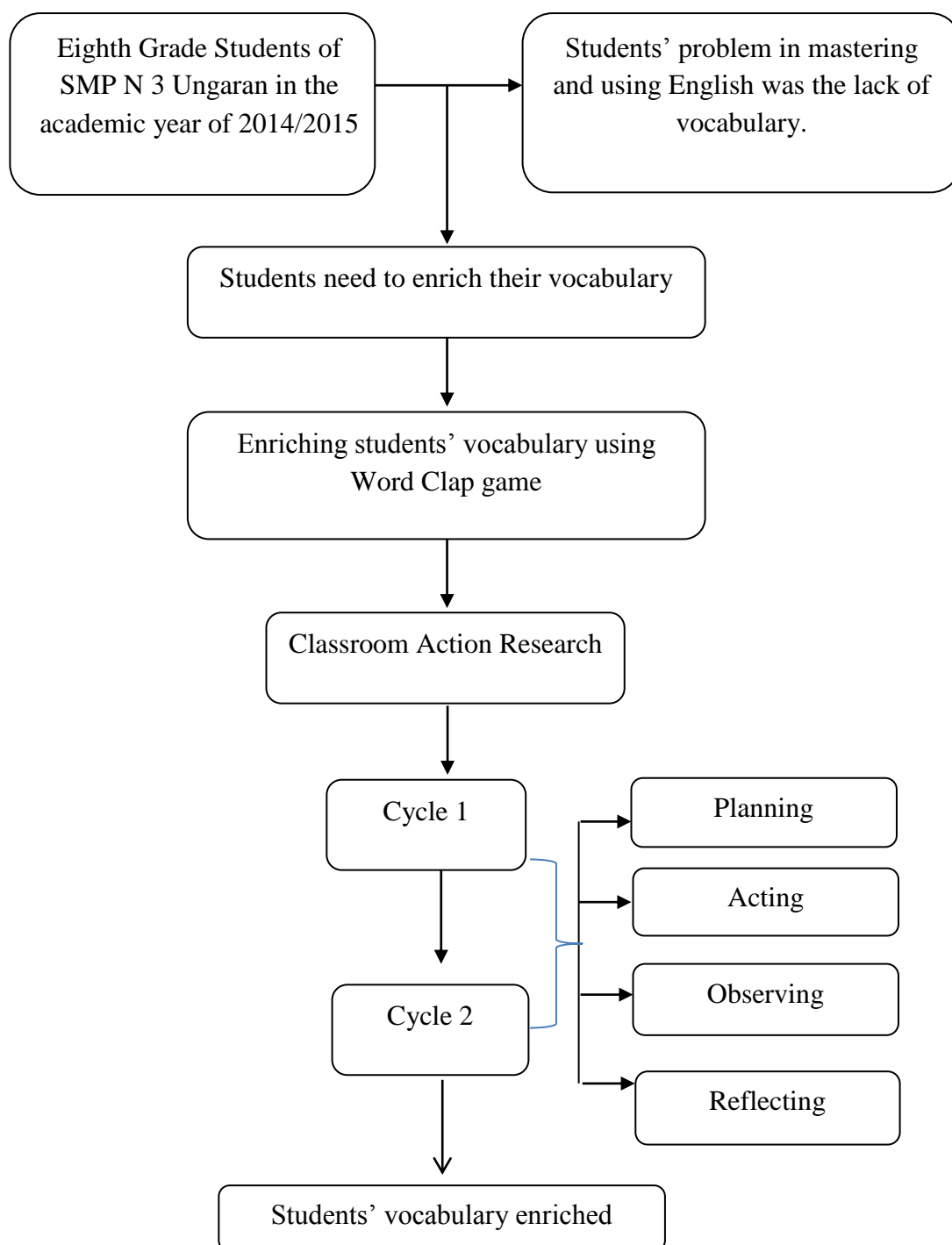


researcher intend to study deeper about improving students' vocabulary mastery using word clap game.

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 occurred.

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 story board 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.

Figure 2.2 Framework of the Analysis



## **CHAPTER III**

### **METHODS OF INVESTIGATION**

This chapter deals with all of the methods of investigation. It contains some sub-chapters. They are subjects of the study, role of the researcher, procedures of collecting data, research instruments, procedures of analysing data, and research design.

#### **3.1 Subjects of the Study**

This action research was done for the teaching of vocabulary to the eighth grade students of SMP N 3 Ungaran especially VIII I class in the academic year of 2014/2015. The total students of the class was 33 students.

The writer chose them as the subject of the study because of the following considerations:

- (1) The students had been taught English as a local subject to be learned in their school which was started from elementary school.
- (2) Students' achievement in English was not satisfied. It can be seen from the students' score in final exam at the end of the first semester. The mean of students' score was 68, it was under the passing grade (75). The complete students' score can be seen in appendix 5.
- (3) Students of VIII I class had bad behaviour. They were very noisy when the teacher came to the class and explained the material.

- (4) In learning English vocabulary, the students often got bored because the teacher used conventional method.
- (5) The students had never learned English vocabulary using Word Clap Game.

### **3.2 Role of the Researcher**

In this research, I had three roles, which were as a student-teacher-researcher, a data collector, and a data analyst.

According Phillips and Carr (2010: 35), a student-teacher-researcher is a guest in a school and classroom. It is an undergraduate student of education program who is engaged in a professional teacher's class in order to conduct a research in a classroom. In this case, I was an undergraduate student of English Education Program conducted a classroom action research in a class of SMP N 3 Ungaran.

In addition, I also took role as the data collector and the data analyst in this research. I collected all the data needed for this research from the beginning until the end using students' worksheets and questionnaire. Then, I analyzed the data collected to meet the objective of the research.

### **3.3 Type of Data**

Phillips and Carr (2010: 32) state that "action research is often categorized as a qualitative methodology, even though quantitative data may be included. In this case, action research often mixes method." Burns (2010: 104) also mentions that

in fact, reflecting on a researcher's data in combination (qualitative and quantitative) with doing the action research is essential in action research.

From the statement above, the writer decided to use two kinds of data in this research: qualitative and quantitative data. Both types of data were used in this research to prepare the research and produce a trustworthy result. They were designed to meet the research's objective.

### **3.3.1 Qualitative Data**

Qualitative data are those that are analyzed without using numbers (Burns, 2010: 106). The qualitative data in this research were done by giving students questionnaire and having an observation then would be analyzed and interpreted.

### **3.3.2 Quantitative Data**

Quantitative data are data relate to number which can be measured. Burns (2010: 118) states that "quantitative data analysis means presenting your data in numerical form.

Quantitative data can have a very important place in the way we discover things and present our findings."The quantitative data of this research were the results of doing some tests which were try-out, pre-test, and post-test.

## **3.4 Instrument for Collecting Data**

The instruments which used in this research were observation checklist, questionnaire, and tests including try-out, pre-test, and post-test.

### **3.4.1 Observation Checklist**

According to Phillips and Carr(2010: 77), to collect necessary data, there are three methods that an action researcher could use: observation, interview, and artifacts. Observation meant that the researcher had to critically and deliberately watch as a participant in the classroom.

Observation checklist was used to know the students' activities, responses, and attention during the teaching learning process and also to record what happen in the class during the teaching learning process. Burns (2010:57) mentions that "as teachers we are so used to being in classrooms we don't always really 'see' what is interesting, unexpected, unusual or just plain routine, even when we think we are 'looking'".

In this research observation checklist also used by the researcher to know the students' activity in teaching and learning process. The observation sheet was prepared in a form of table which was filled out by giving sign of checklist (√).

### **3.4.2 Questionnaire**

Questionnaire was another instrument to collect the qualitative data. Questionnaire was a list of statements to be responded by the students to get information. It was used to record the students' opinions about the use of word clap game for teaching vocabulary in junior high school. It was a feedback from the students after getting the treatments.

### **3.4.3 Test**

In this research, I constructed some kinds of test. They are try-out test, pre-test, and post-test. Test is very important in teaching and learning process. Brown (2004: 3) argues that test is a method of measuring a person's ability, knowledge, or performance in a given field.

#### ***3.4.3.1 Try-Out Test***

Before applying the design of the research, I conducted a try out test. It was given to another class besides the subject of this study . The goal of conducting try out was to measure the validity and reliability of the test. The test should fulfill those qualities of good test.

#### **(1) Validity of the Test**

According to Brown (2004:22), validity is “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assignment.” In other words, a test is valid when it is measured what should be measured. In addition, Creswell (2012: 159) also states that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed measure) matches its proposed use.

a) **External Validity**

According to Arikunto (2010:212), “External validity is the index of validity of each item.” To measure the validity of the test, I use the Pearson Product-Moment formula as seen below:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

(Arikunto, 2010)

where:

$r_{xy}$  = correlation coefficient of the validity

$n$  = total number of the students

$x$  = score of each item

$y$  = total number of score

$\sum xy$  = the sum of multiple of score from each student with the total score in each item

$\sum x$  = the sum of score in each item

$\sum x^2$  = the sum of the square score in each item

$\sum y$  = the sum of score from each student

$\sum y^2$  = the sum of the square score from each student

The test is valid when the result  $r_{xy}$  are greater than  $r_{table}$ . However, if  $r_{xy} < r_{table}$ , it can be concluded that the test item is invalid.



## b) Content Validity

According to Brown (2004: 21)

“To the extent that the analysis accords with the views of recognized authorities in the skills area and the test then reflects such an analysis, it may be said to have content validity.”

To find out whether the test had content validity, it could be done by comparing the test with the materials dealing with the curriculum requirement. As stated by Brown (2004:21)

“A test is said to have high content validity if each item, which is used to gather the data, has relevance to established criteria or objectives and covers representative materials.”

According to the explanation above, the writer used content validity to make the instrument appropriate to the curriculum.

## (2) Reliability

Reliability means that scores from an instrument are stable and consistent (Creswell 2012: 159). When the student or individual answers certain questions one way, the individual should consistently answer closely related questions in same way. A goal of good research is to have measures that reliable.

To calculate the instrument reliability, the writer used Kuder–Richardson 20 (KR. 20) formula as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum pq}{V_t} \right)$$

(Arikunto, 2010)

In which,

$r_{11}$  = reliability of the test

$k$  = the number of items

$p$  = number of the students who answer the items correctly

$q$  = number of the students who answer the items incorrectly

$\Sigma pq$  = the sum of  $p$  times  $q$

$V_t$  = the total variants

#### **3.4.3.2 Pre-test**

In this research, the writer gave the pre-test to the students at eight graders of SMP N 3 Ungaran in the academic year 2014/2015. Pre-test was conducted by the researcher to measure how well the vocabulary mastery of the students before being taught using word clap game . The pre-test is multiple choice item tests. The students had to answer the multiple choice item tests correctly.

#### **3.4.3.3 Post-test**

The Post-test was held after all treatments were given to the students. The procedures of the post-test were similar to the pre-test. It was done to know the students' ability in learning vocabulary after getting the treatments. The result would be compared with Pre-test, so I could make conclusion how well word clap game can be used in teaching vocabulary.

### **3.5 Procedures for Collecting Data**

According to Phillips and Carr (2010: 77), to collect necessary data, there were three methods that an action researcher could use: observation, interview, and artifacts. A complete data set contains data from each of these three categories. Based on Phillips and Carr (2010), there are several ways of data collection as the following :

#### **(1) observation**

Observation is observing someone or something to get the information. By using this method, as a student-teacher-researcher, the teacher critically and deliberately watched as a participant in the classroom. By observing, teacher recognized that 'live action' provided powerful insights. In this step, teacher noted the students' participation and attitude during the teaching and learning process through observation checklist.

#### **(2) interview**

The interview is a method to inquire, to ask questions of the students, and to listen to colleagues, supervisors, mentor-teachers, and others connected with the research in order to hear another side, version, or angle of the teaching and learning process. This method was done by giving the students a questionnaire.

#### **(3) artifact**

An artifact is any kind of physical documentation that gave additional light on the research question and topic. They were students' works, test scores, and attendance records.

The following table explained about some data collection tools or instruments which are classified according to the three methods:

**Table 3.1**

**Data Collection Tools (Instruments) by Phillips and Carr (2010: 78)**

<b>OBSERVATION</b>	<b>INTERVIEW</b>	<b>ARTIFACT</b>
Note-taking	Survey	Student work
Anecdotal records	Questionnaire	Internet posting
Checklist	Attitude Rating	Portofolios
Mapping	Formal interview	Student-self assesment
Shadowing	Informal interview	Test scores
Digital photography	Focus group	Attendance records
Digital audio-video	Sociogram	

From the data above, the researcher used checklist for the observation, questionnaire for the interview of the students' opinioin, and test scores for the artifact .

The procedures of data collection in this study were explained as follows.

- (1) Try-out test was given to another class in order to know the validity of the test and reliability of the test.
- (2) Pre-test was held to the subject of the study to gain the initial score of the students' vocabulary mastery before applying word clap game. Then, the mean of the students' score was calculated.
- (3) The first treatment was conducted in the classroom.
- (4) Cycle 1 observation checklist was conducted to know the students' participation during the first treatment.
- (5) The students were given the assessment by doing test in cycle 1.

- (6) The second treatment was conducted in the cycle 2.
- (7) The students' participation during the second treatment was recorded through cycle 2 observation checklist.
- (8) The post-test was given to the students after the treatments done. Then, the mean of the students' score was calculated.
- (9) The questionnaire was given to the students in order to know the students' opinion of using word clap game in learning vocabulary.
- (10) The mean score of pre-test and post-test were compared to know the improvement of the students' vocabulary mastery after being taught using word clap game

### **3.6 Procedures of Analyzing Data**

Phillips and Carr (2010: 101) mention that the data collected should be organized and then to be engaged in data interpretation to bring them into a confluence of learning and transformation. After gathering the data, I analyzed them qualitatively and quantitatively. According to Phillips and Carr (2010: 118), one of some ways in organizing and analyzing qualitative data is by creating a chart; while the quantitative data is by calculating numerical measures of central tendency such as mean, median, and mode.

There were three instruments that were used in this study as the writer mentioned in the previous sub sub-chapter. Therefore, there were also three procedures in analyzing the data. The procedures to analyze the data were how to

how to analyze the test, analyze observation checklist, and how to analyze the questionnaire.

### 3.6.1 Analyzing the Test

To obtain students' score, first, the researcher evaluates the students' answer.

Then, the writer applied scoring formula from 2004 Curriculum.

The following steps are taken in order to analyze the test:

- (1) each students' answer is assessed using the rubric of assessment below:

*Table 3.2 Rubric of Assessment*

Score	Indicator
1	Correct answer
0	Incorrect answer

- (2) the correct items are counted;

- (3) the final score for each student in every test is counted using the following formula:

$$\text{Student's score} = \frac{\text{correct items}}{\text{total items}} \times 100$$

After calculating of the students' score was done, the mean of score was calculated by using this following formula:

$$M = \frac{\sum x}{n}$$

(Sugiyono 2012: 49)

where,

M = mean

$\Sigma x$  = the sum of students' score

$n$  = total number of the students

Through scoring, the results of the students work were needed to put in a form that readily interpretable. Those data were useful to explain students' levels of vocabulary achievement.

### 3.6.2 Analyzing the Observation Checklist

Observation checklist was used to measure students' attitude during teaching and learning process. The observation checklist consists of five indicators. They are students' attention in teacher's explanation, students' interest, students' activeness, confidence, and adroitness during the teaching learning process.

The observation checklist was analyzed through the following steps:

- (1) determined students' checklist point using the table below:

*Table 3.3 Checklist Point of the Students*

No	Code	Indicators and Scores																								
		Indicator A					Indicator B					Indicator C					Indicator D					Indicator E				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	A-1																									
...	...																									
33	A-33																									
Total Point																										

- (2) finding the mean point of each indicator using the following formula:

$$M = \frac{\Sigma}{n};$$

where,

M = mean point,

$\Sigma$  = total point,

$n$  = number of the students;

(3) matching the mean of each indicator to the criteria below:

*Table 3.4* The Criterion of Observation Checklist Assessment

Range of Mean	Indicator
1.0-2.0	Poor
2.1-3.0	Average
3.1-4.0	Good
4.1-5.0	Excellent

### 3.6.3 Analyzing the Questionnaire

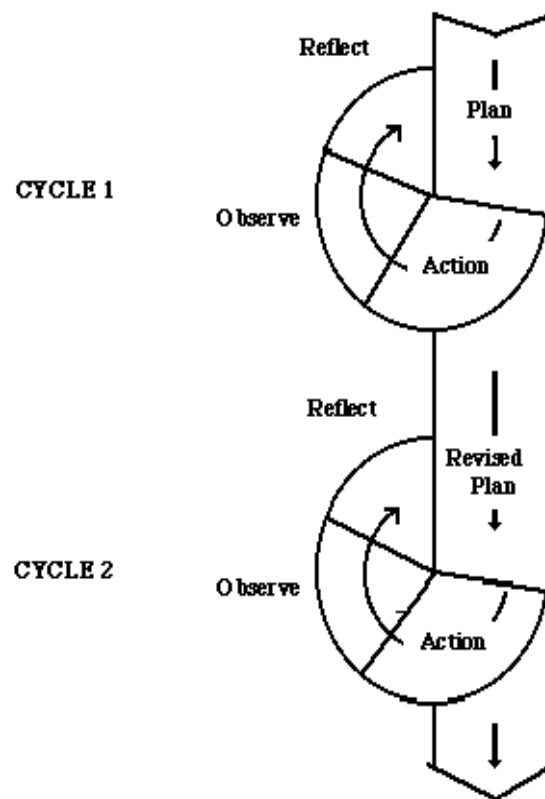
There were some questions included in the questionnaire. I analyzed the questionnaire per item by concluding all of the students' answers. It was helpful that their responses could give me information of their ideas about the method I used and also the game I gave in enriching their vocabulary.

## 3.7 Research Design

A method used in this research was a classroom action research. Carmen in Burns (2010: 5) states that action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. In addition Celce-Murcia (2001:490) argues that, "action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedure."

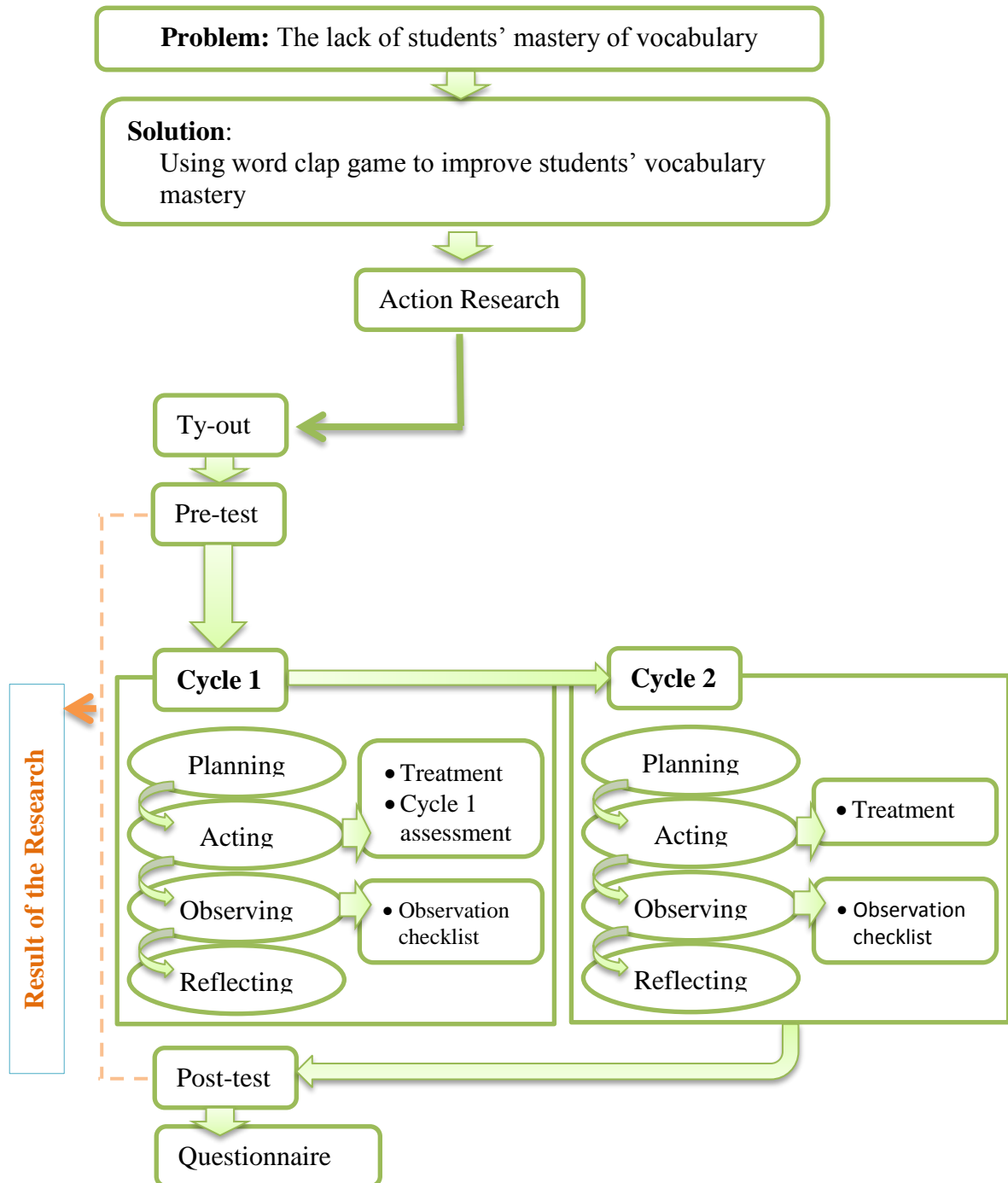
Kemmis and McTaggart (1988) in Burns (2010: 8) mention the four steps in doing action research are planning, action, observation, and reflection. The diagram of the study would be given as follows.





*Figure 3.1 Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010: 9)*

This classroom action research was conducted in two cycles. All of the activities were set up according to the research design. The following is the design of this research adapted from Integrated Action framework and Action Research design and by Kemmis and McTaggart :

Figure 3.2 *Research Design of this Study*

This figure above can be explained as follows.

### **3.7.1 Try-out test**

Try-out test was given to another subject of the study before applying the design of the research. The writer provided multiple choice items to be tested before applying the instrument in the pre test and post test. The try-out test was conducted to another class to get validity and reliability of the test.

### **3.7.2 Pre-test**

A pre-test conducted in the beginning of the research. The purpose of this test was to check the students' knowledge about several vocabularies.

### **3.7.3 Cycle 1**

Cycle 1 consisted of four steps: planning, acting, observing, and reflecting. They were described as the following.

#### ***3.7.3.1 Planning***

At this step, the teaching instruments were prepared. They were the teaching materials, lesson plan, and powerpoint. The tools were laptop, a LCD projector and a camera.

#### ***3.7.3.2 Acting***

After all instruments were prepared, the next step was acting. At this step, there were treatment and cycle 1 assessment. They were described as follows.

#### **(a) Treatment**

Here were the steps of the treatment:

- (1) The students were taught the material first (recount text)

- (2) Teacher lead the game.
- (3) Teacher explains the rule of playing this game.
- (4) Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!).
- (5) Students have to mention a word from a pre-selected lexical set
- (6) Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
- (7) The game ends when there is only one student left as the winner.

**(b) Cycle 1 assessment**

Cycle 1 assessment was given to the students after the treatment was conducted. It was used to find out the students' improvement after they were given the treatment. The students were asked to answer the questions related to material.

**3.7.3.3 Observing**

At the observing step, students' attitudes during the teaching and learning process were observed by giving the check mark (✓) in the prepared observation sheet.

**3.7.3.4 Reflecting**

Reflecting was the last step in cycle 1. At this step, the students' achievement was evaluated by analyzing the cycle 1 assessment and the observation checklist. Those results were used to decide whether the writer should give an additional treatment and remedial test for those who failed in the cycle 1 assessment or moved to cycle 2. If the result of cycle 1 observation showed that the students

were low motivation in the learning process, the writer would revise the activities in the cycle 2 lesson plan.

#### **3.7.4 Cycle 2**

The activities in cycle 2 were almost similar to the activity in cycle 1. There were four steps in the cycle 2 too, that are planning, acting, observing, and reflecting.

The observation checklist was also conducted during the teaching and learning process in cycle 2. After observing the teaching learning process, the questionnaire would be given in order to find out the students' opinions towards the whole of the learning process. Then, the observation of cycle 2 were analyzed to know the students' activity during the treatment. It was used to decide whether the students need the additional cycle or not. If almost all of the students had got a good improvement in the cycle 2, another cycle was not needed by the researcher.

#### **3.7.5 Post-test**

Post-test was organized to know the students' ability in learning vocabulary after getting the treatments. The result would be compared with Pre-test, so I could make conclusion how well word clap game can be used in teaching vocabulary.

#### **3.7.6 Questionnaire**

Questionnaire was given to the students after the treatments in cycle 1 and cycle 2. The questionnaire was used as the instrument to obtain the data that was the students' opinion of using word clap game in learning English vocabulary.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The last chapter consists of two subchapters. They are conclusions and suggestions. The conclusions were drawn from the result of analyses, findings, and discussions. The suggestions were given based on the finding of the analyses.

#### **5.1 Conclusions**

After conducting the research, there are two points which could be taken as the conclusions, they are:

- 1) the Word Clap game can be used for teaching vocabulary in the eighth grade students of junior high school. It is well-accepted by the participants. During the activities, they looked active and enthusiastic. In the observation and questionnaire, it states that they enjoyed the game. The Word Clap game also improves the students' vocabulary mastery. By playing the game, the students could understand and remember new vocabulary easily. They could play the game while learning vocabulary. It is helpful, fun and interesting. They could also learn new vocabulary stimulated by clapping their hands, following every instruction provided.
- 2) according to the data analyses, I found that before given a treatment, the pre-test mean is 63,39. However, after being treated using Word Clap game, the mean of the post-test is 77,1. Later on, I calculated whether there is an improvement or not. The result shows that there is an improvement of the

students' score at 19,7%. So, it could be concluded that there is an improvement in the vocabulary of the students who are taught using Word Clap game.

## 5.2 Suggestions

Based on the findings and discussion of this study, the following suggestions could be taken for English teaching and learning to improve students' vocabulary mastery:

- 1) for English teachers, they should vary different strategy to avoid the students' boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly, enjoyably, and educative in the classroom. Word Clapgame is recommended to be applied as one of strategy to teach vocabulary for Junior High School students. However, it will be better if it is practiced once in a week. So, it will not disrupt the learning of other English materials and prevent the boredom;
- 2) for the students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can read English story books, English magazines, dictionary and many more as their materials for learning vocabulary. Besides, they are suggested to apply word clap game as the strategy in memorizing vocabulary.
- 3) in addition, for the future researcher, hopefully this research could also be one of the references for further research dealing with vocabulary.

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# Appendices

## Appendix 1

### Permission Letter from Dekanat

	<p>KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG <b>FAKULTAS BAHASA DAN SENI</b> Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229 Telp./Fax (024) 8508010; Email: fbs@unnes.ac.id Laman: <a href="http://fbs.unnes.ac.id">http://fbs.unnes.ac.id</a></p>
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Nomor : 1214/UN37.1.2/LT/2015  
Lamp. :  
Hal. : **Permohonan Izin Penelitian**

Yth. Kepala SMP N 3 Ungaran  
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: <b>Febriana Eka Setyaningsih</b>
nim	: 2201411097
jurusan	: Bahasa dan Sastra Inggris
program studi	: Pendidikan Bahasa Inggris
jenjang	: S1
tahun akademik	: 2014/2015
judul	: THE USE OF WORD CLAP GAME TO IMPROVE STUDENTS VOCABULARY MASTERY.

akan mengadakan penelitian di **SMP N 3 Ungaran**, waktu pelaksanaan **April 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 23 Februari 2015  
Dekan,



**Prof. Dr. Agus Nuryatin, M.Hum.**  
NIP. 196008031989011001

Tembusan:

1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

FM-05-AKD-24

## Appendix 2

## Permission Letter from Kesbangpol Kabupaten Semarang



**PEMERINTAH KABUPATEN SEMARANG**  
**KANTOR KESATUAN BANGSA DAN POLITIK**  
 Jl. Ki Sarino Mangun Pranoto No.1 Telp/ Fax ( 024 ) 6921250  
 UNGARAN

---

**REKOMENDASI PENELITIAN**  
 Nomor : 070 / 508 / III / 2015

Dasar : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian  
 2. Peraturan Bupati Semarang Nomor 91 Tahun 2011 Tentang Tugas Pokok Fungsi Dan Rincian Tugas BAPPEDA, Inspektorat, Lembaga Teknis Daerah, Kantor Penanaman Modal Dan Perijinan Terpadu, Dan Badan Penanggulangan Bencana Daerah Kabupaten Semarang.

Menimbang : Surat Dekan FBS UNNES Nomor : 1214/UN37.1.2/LT.2015 tanggal 23 Februari 2015 perihal permohonan ijin penelitian

Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Semarang, memberikan rekomendasi kepada :

1. Nama : FEBRIANA EKA SETYANINGSIH  
 2. N I K / N I M : 3301174802940001/2201411097  
 3. Alamat : Paberasan Rt.1/2 Sampang Kab.Cilacap  
 4. Pekerjaan : Mahasiswa

Untuk : Melakukan penelitian dengan rincian : ✓

a. Judul proposal : THE USE OF WORD CLAP GAME TO IMPROVE STUDENTS VOCABULRY MASTERY  
 b. Tempat / Lokasi : SMP N 3 Ungaran  
 c. Bidang penelitian : Pendidikan  
 d. Waktu penelitian : 20 Maret s.d 20 Juni 2015  
 e. Penanggung Jawab : Prof.Dr.Agus Nuryatin,M.Hum  
 f. Status Penelitian : Baru  
 g. Anggota Peneliti : -  
 h. Nama Lembaga : UNNES

Ketentuan yang harus ditaati adalah :

a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / Lembaga swasta yang akan di jadikan obyek lokasi ;  
 b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan ;  
 c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Semarang ;  
 d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya ;  
 e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Ungaran, 20 Maret 2015

A.n. KEPALA KANTOR KESATUAN BANGSA DAN POLITIK  
 KASBI BINA ORGANISASI MASYARAKAT  
 DAN ORGANISASI POLITIK  
 KANTOR KESATUAN BANGSA DAN POLITIK  
  
**PONGKI SUSKINDIARTO, SH**  
 Penata Tingkat I  
 NIP. 19590823 198003 1 005

Tembusan : Kepada Yth :

1. Kepala Bappeda Kabupaten Semarang ;  
 2. Kepala Dinas Pendidikan Dan Kebudayaan Kabupaten Semarang ;  
 3. Kepala SMP N 3 Ungaran ;  
 4. Dekan FBS UNNES ;

### Appendix 3

#### Permission Letter from Dinas Pendidikan Kabupaten Semarang



## PEMERINTAH KABUPATEN SEMARANG DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Gatot Subroto No. 11 Komplek Perkantoran Sewakul  
☎ 6921134-6922535-6921129 Fax. (024) 6921134 Jl. Gatot Subroto Ungaran 50501

DIRAHOOTAN SATYA PRAJ

### SURAT IJIN / REKOMENDASI

No. : 070/659.d / 2015

Dasar : Rekomendasi Penelitian Kantor Kesatuan Bangsa dan Politik Kabupaten Semarang.  
Nomor : 070 / 509 / 2015  
Tanggal : 23 Februari 2015 Nomer ; 1214/UN37.1.2/LT/2015

Perihal : Permohonan ijin penelitian

1. Nama : **FEBRIANA EKA SETYANINGSIH**
2. NIK : 3301174802940001/2201411097
3. Alamat : Paberasan Rt.1/2 Sampang Kab.Cilacap.
4. Status : Mahasiswa
5. Kebangsaan : Indonesia
6. Maksud dan Tujuan : Melakukan ijin penelitian dengan judul ; **THE USE OF WORD CLAP GEME TO IMPROVE STUDENTS VOCABULRY MASTERY**
7. Lokasi : SMP Negeri 3 Ungaran
8. Tanggal Pelaksanaan : 20 Maret s.d 20 Juni 2015
9. Jumlah Peserta : -
- 10 Penanggung Jawab : Prof.Dr.Agus Nuryatin.M.Hum

Dengan ketentuan sebagai berikut :

- a. Pelaksanaan kegiatan tersebut tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu keamanan dan ketertiban.
- b. Mentaati segala ketentuan dan petunjuk dari pejabat wilayah setempat.
- c. Tidak mengganggu proses kegiatan belajar mengajar.
- d. Setelah semua kegiatan selesai dilaksanakan, supaya memberikan laporan ke Dinas Pendidikan Kabupaten Semarang.
- e. Apabila masa berlaku surat ijin / rekomendasi ini sudah berakhir sedangkan pelaksanaan kegiatan belum selesai dapat diajukan permohonan perpanjangan.
- f. Surat ijin / rekomendasi akan dicabut dan dinyatakan tidak berlaku apabila dalam pelaksanaannya menyimpang dari ketentuan ketentuan diatas.

Demikian Surat Ijin / Rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ungaran, 20 Maret 2015

KEPALA DINAS PENDIDIKAN DAN  
KEBUDAYAAN  
KABUPATEN SEMARANG



Dr. DEWI PRAMUNINGSIH, M.Pd  
Pembina Utama Muda  
NIP.19631220 198803 2 011

## Appendix 4

### Letter of the Conducted Research from SMP N 3 Ungaran



DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 3 UNGARAN**  
 Jl. Patimura 1-A Telp/Fax. (024) 6921405 Ungaran Kab. Semarang 50517  
 E-mail : [spegda\\_ungaran@yahoo.co.id](mailto:spegda_ungaran@yahoo.co.id)

DHARMOTAMBA SATYA PRAJA

### SURAT KETERANGAN

No : 422 / 210

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Ungaran Kabupaten Semarang menerangkan bahwa :

Nama : Febriana Eka Setyaningsih  
 Nim : 2201411097  
 Fakultas/Jurusan : Bahasa dan seni /S1 Bahasa Inggris

Benar-benar telah melakukan penelitian di SMP Negeri 3 Ungaran dalam rangka memenuhi tugas skripsi dengan judul THE USE WORD CLAP GAME TO IMPROVE STUDENT VOCABULARY MASTERY.

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Ungaran, 20 Mei 2015  
 Kepala Sekolah  
  
 Dra. Larkasriyawati, M.Pd  
 NIP. 196605031990032009

*Appendix 5***PARTICIPANTS OF THE STUDY****List Name of Try Out Group**

(Class VIII J)

<b>No.</b>	<b>Name</b>	<b>Code</b>
1	Achmad Sigit	T-01
2	Afrilla Kusuma	T-02
3	Askhal Nanda	T-03
4	Bogja Bagus A.	T-04
5	Bramisista Ananta	T-05
6	Dandi Satriya	T-06
7	Janu Irvan	T-07
8	Maulana Yusuf	T-08
9	M. Ferdiansyah	T-09
10	Nadia D.K	T-10
11	Nanda A.P	T-11
12	Naufal Daffa	T-12
13	Oktaviani N.K	T-13
14	Prayogi H.S	T-14
15	Raffie Ekaditya P.	T-15
16	Rio Akbar	T-16
17	Risal Isna	T-17
18	Risthyawan	T-18



19	Rizka Andi	T-19
20	Rizky Azzar R	T-20
21	Rosita Eka P	T-21
22	Rossa Duita	T-22
23	Rudy Eko	T-23
24	Salma Rafi	T-24
25	Sava Amanda	T-25
26	Tarisa Luthfiana	T-26
27	Trixie W.K	T-27
28	Viranti Alfa	T-28
29	Wahyu Krisna	T-29
30	Yeni Dhiana	X
31	Yusfarina	T-30

### List Name of Sample Group

#### Class VIII I

No	Name	Code
1	Daniel Bagus M.A.	S-1
2	David Brilliant	S-2
3	Dito Maharaim S.	S-3
4	Faya Qanita	S-4
5	Handryani	S-5
6	Hawwa Wardah I	S-6
7	Hisma Ati M.	S-7
8	Irfan A.A	S-8
9	Kanaya Azzahra R.A	S-9
10	M. Rafly Ferdian	S-10
11	Maulida Arum	S-11
12	M. Alfian Hasan	S-12
13	M. Anas	S-13
14	M. Mujadid	S-14
15	M. Rafli	S-15
16	Nidya R.	S-16
17	Nila Alfin N.	S-17
18	Nindi Alfira	S-18
19	Rafif Afta	S-19
20	Reada	S-20
21	Rhianta Bakti Arya D.	S-21

22	Ria Ardila P.	S-22
23	Ridha Indah P.	S-23
24	Rifka Cahyantikasari	S-24
25	Rizqi Apriliana	S-25
26	Setiawan Danu T.	S-26
27	Steven Hardika	S-27
28	Dwiki S.R	S-28
29	Syadza S.P.	S-29
30	Syahrul Galih P.	S-30
31	Vio Ilham S.	S-31
32	Winona H.A	S-32
33	Yobi Atmoko	S-33

## Appendix 6

Try-out test

Nama :

No :

**Mata Pelajaran : Bahasa Inggris**  
**Sekolah : SMP N 3 Ungaran**  
**Kelas : VIII (delapan)**  
**Jumlah Soal : 20 soal**  
**Waktu : 40 menit**

### Petunjuk Umum

1. Tulislah terlebih dahulu nama, kelas dan nomor pada lembar jawaban
2. Perhatikan petunjuk sebelum mengerjakan soal.
3. Periksa dan bacalah soal sebelum menjawab soal.
4. Dahulukan menjawab soal-soal yang dianggap mudah.
5. Tulislah jawaban pada lembar jawaban yang telah disediakan.
6. Periksalah pekerjaan sebelum dikumpulkan.

### Choose the correct answer by crossing (X) a, b, c, d!

1. Yesterday morning, I found my little bird lying dead inside his ....
  - a. Cave
  - b. Cage
  - c. Cemetery
  - d. Pavement
2. A year ago, Jono was an radio reporter. He used to ... the music program every morning.
  - a. Broadcast
  - b. Listen
  - c. Speaks
  - d. Read
3. Ari will ... the television, because he wants to watch cartoon.
  - a. Turn off
  - b. Turn on
  - c. Turn into
  - d. Turn
4. "I remember when I ... on holiday abroad for the first time, I was very happy."
  - a. Got
  - b. Went
  - c. Bought
  - d. Made
5. There are many things I have to do before going to school in the morning, *except ...*
  - a. Breakfast
  - b. Take a bath
  - c. Sleeping
  - d. Prepare the book

6. When I went to the hospital, I saw someone, his work is treating people's teeth. He is a ....
- a. Nurse
  - b. Driver
  - c. Dentist
  - d. Pilot
7. Tukijo is a skilled and trained cook who works in a hotel or restaurant. He is a ...
- a. Farmer
  - b. Dentist
  - c. Chef
  - d. Driver
8. Mila's father worked at the school when we were in elementary school. He led the school for about 5 years. He was a ....
- a. Farmer
  - b. Chef
  - c. Principal
  - d. Teacher
9. Bill's job is to teach in a school or college. Bill is a ....
- a. Dentist
  - b. Principal
  - c. Teacher
  - d. Doctor
10. As long as I know her, Kasanah is a kind person. The word kind in the sentence has the same meaning with ... .
- a. Nice
  - b. Funny
  - c. Bad
  - d. Wild
11. The Biology test yesterday was very difficult, I could not do some numbers. The synonym of word difficult is ... .
- a. Hard
  - b. Funny
  - c. Easy
  - d. Angry
12. Time goes fast, I have passed my study in Junior High School. The word *fast* in the sentence has the same meaning with....
- a. Nice
  - b. Quick
  - c. Heavy
  - d. Slow
13. After graduating from this school, I am going to look for an occupation. The word *occupation* in the sentence has the same meaning with....
- a. Job
  - b. Food
  - c. School
  - d. Girlfriend/boyfriend



24. After we... at the Borobudur temple, my father went to park the car.
- a. Went
  - b. Came
  - c. Arrived
  - d. Got
25. After parking the car, we ... the tickets in the counter before entering the area.
- a. Bought
  - b. Brought
  - c. Eat
  - d. Made
26. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 ... .
- a. People
  - b. Reliefs
  - c. Books
  - d. Waterfall
27. There are many things I have to bring when I go travelling, except...
- a. Money
  - b. Food
  - c. Clothes
  - d. Cupboard
28. From the top of Borobudur Temple, we can see the beautiful ... .
- a. Wave
  - b. Scenery
  - c. People
  - d. Man
29. I felt tired but I felt so happy can visited Borobudur temple with my family. The antonym of word *tired* is ...
- a. Thirsty
  - b. Hungry
  - c. Exhausted
  - d. Sleepy
30. I hope the temple was cared for by all of the visitors and the government. The word cared has the opposite meaning to ... .
- a. Kept
  - b. Saved
  - c. Protected
  - d. Damaged

**Appendix 7****TRY-OUT ANSWER KEY**

1. B	11. A	21. B
2. A	12. B	22. D
3. B	13. A	23. D
4. B	14. B	24. C
5. C	15. A	25. A
6. C	16. B	26. B
7. C	17. B	27. D
8. C	18. B	28. B
9. C	19. C	29. C
10. A	20. A	30. D



## Appendix 8

### Pre-test

**Mata Pelajaran** : Bahasa Inggris  
**Sekolah** : SMP N 3 Ungaran  
**Kelas** : VIII (delapan)  
**Jumlah Soal** : 20 soal  
**Waktu** : 40 menit

**Nama** :

**No** :

---

#### Petunjuk Umum

1. Tulislah terlebih dahulu nama, kelas dan nomor pada lembar jawaban
  2. Perhatikan petunjuk sebelum mengerjakan soal.
  3. Periksa dan bacalah soal sebelum menjawab soal.
  4. Dahulukan menjawab soal-soal yang dianggap mudah.
  5. Tulislah jawaban pada lembar jawaban yang telah disediakan.
  6. Periksalah pekerjaan sebelum dikumpulkan.
- 

#### Choose the correct answer by crossing (X) a, b, c, d!

1. Yesterday morning, I found my little bird lying dead inside his ....
  - a. Cave
  - b. Cage
  - c. Cemetery
  - d. Pavement
2. A year ago, Jono was an radio reporter. He used to ... the music program every morning.
  - a. Broadcast
  - b. Listen
  - c. Speaks
  - d. Read
3. Ari will ... the television, because he wants to watch cartoon.
  - a. Turn off
  - b. Turn on
  - c. Turn into
  - d. Turn
4. "I remember when I ... on holiday abroad for the first time, I was very happy."
  - a. Got
  - b. Went
  - c. Bought
  - d. Made

5. There are many things I have to bring when I go travelling, except...
  - a. Money
  - b. Food
  - c. Clothes
  - d. Cupboard
6. When I went to the hospital, I saw someone, his work is treating people's teeth. He is a ....
  - a. Nurse
  - b. Driver
  - c. Dentist
  - d. Pilot
7. Tukijo is a skilled and trained cook who works in a hotel or restaurant. He is a ...
  - a. Farmer
  - b. Dentist
  - c. Chef
  - d. Driver
8. Mila's father worked at the school when we were in elementary school. He led the school for about 5 years. He was a ....
  - a. Farmer
  - b. Chef
  - c. Principal
  - d. Teacher
9. As long as I know her, Kasanah is a kind person. The word kind in the sentence has the same meaning with ... .
  - a. Nice
  - b. Funny
  - c. Bad
  - d. Wild
10. The Biology test yesterday was very difficult, I could not do some numbers. The synonym of word difficult is ... .
  - a. Hard
  - b. Funny
  - c. Easy
  - d. Angry
11. Time goes fast, I have passed my study in Junior High School. The word fast in the sentence has the same meaning with....
  - a. Nice
  - b. Quick
  - c. Heavy
  - d. Slow
12. Dodo made some mistakes in his project. The word mistakes has the closest meaning to ... .
  - a. Error
  - b. Good
  - c. Well
  - d. Bad
13. We ...the day on TanjungBenoa beach last month.
  - a. Did
  - b. Enjoyed
  - c. Felt
  - d. Brought

14. We played so many water sports such as banana boat, speedboat, and ... in Tanjung Benoa.
- a. Jetcoaster
  - b. Jetsky
  - c. Jetplane
  - d. Rollingball
15. They were not only ... but also foreign tourists in Bali.
- a. Good
  - b. Original
  - c. Domestic
  - d. Beautiful
16. Along the road to Borobudur, I saw many vehicles, houses, buildings, trees, and ....
- a. People
  - b. Person
  - c. Computer
  - d. Keyboard
17. I had many ... experiences during the vacation in Bali.
- a. Well
  - b. Impressive
  - c. Wild
  - d. Angry
18. We were in the classroom. It was very dark because the electricity was off. The antonym of word dark is ... .
- a. Smooth
  - b. Light
  - c. Big
  - d. Bright
19. After we... at the Borobudur temple, my father went to park the car.
- a. Went
  - b. Came
  - c. Arrived
  - d. Got
20. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 ... .
- a. People
  - b. Reliefs
  - c. Books
  - d. Waterfall



**Appendix 9****PRE-TEST ANSWER KEY**

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

## Appedix 10

### Post-test

Nama :

No :

**Mata Pelajaran : Bahasa Inggris**  
**Sekolah : SMP N 3 Ungaran**  
**Kelas : VIII (delapan)**  
**Jumlah Soal : 20 soal**  
**Waktu : 30 menit**

### Petunjuk Umum

1. Tulislah terlebih dahulu nama, kelas dan nomor pada lembar jawaban
2. Perhatikan petunjuk sebelum mengerjakan soal.
3. Periksa dan bacalah soal sebelum menjawab soal.
4. Dahulukan menjawab soal-soal yang dianggap mudah.
5. Tulislah jawaban pada lembar jawaban yang telah disediakan.
6. Periksalah pekerjaan sebelum dikumpulkan.

### Choose the correct answer by crossing (X) a, b, c, d!

1. A year ago, Jono was an radio reporter. He used to ... the music program every morning.
  - a. Broadcast
  - b. Listen
  - c. Speaks
  - d. Read
2. Yesterday morning, I found my little bird lying dead inside his ....
  - a. Cave
  - b. Cage
  - c. Cemetery
  - d. Pavement
3. Ari will ... the television, because he wants to watch cartoon.
  - a. Turn off
  - b. Turn on
  - c. Turn into
  - d. Turn
4. There are many things I have to bring when I go travelling, except...
  - a. Money
  - b. Food
  - c. Clothes
  - d. Cupboard
5. When I went to the hospital, I saw someone, his work is treating people's teeth. He is a ....
  - a. Nurse
  - b. Driver
  - c. Dentist
  - d. Pilot



14. Time goes fast, I have passed my study in Junior High School. The word *fast* in the sentence has the same meaning with....
- a. Nice
  - b. Quick
  - c. Heavy
  - d. Slow
15. They were not only ... but also foreign tourists in Bali.
- a. Good
  - b. Original
  - c. Domestic
  - d. Beautiful
16. Along the road to Borobudur, I saw many vehicles, houses, buildings, trees, and ....
- a. People
  - b. Person
  - c. Computer
  - d. Keyboard
17. I had many ... experiences during the vacation in Bali.
- a. Well
  - b. Impressive
  - c. Wild
  - d. Angry
18. We were in the classroom. It was very dark because the electricity was off. The antonym of word dark is ... .
- a. Smooth
  - b. Light
  - c. Big
  - d. Bright
19. After we... at the Borobudur temple, my father went to park the car.
- a. Went
  - b. Came
  - c. Arrived
  - d. Got
20. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 ... .
- a. People
  - b. Reliefs
  - c. Books
  - d. Waterfall



**Appendix 11**  
**POST-TEST ANSWER KEY**

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

**Appendix 12****LESSON PLAN**

<b>SCHOOL</b>	: SMPN 3 UNGARAN
<b>SUBJECT</b>	: ENGLISH
<b>GRADE/SEMESTER</b>	: VIII/II
<b>COMPETENCE STANDARD</b>	: 11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
<b>BASIC COMPETENCE</b>	<p>: 11.2a Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>.</p> <p>11.3a Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>.</p>
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>1. Students are able to find and understand new English vocabulary using word clap game.</li> <li>2. Students are able to identify the information from the short functional text</li> <li>3. Students are able to identify the purpose of the short functional text.</li> <li>4. Students are able to identify the characteristics of the short functional text.</li> <li>5. Students are able to apply the short functional text in daily activities and write a short and simple text</li> </ol>
<b>ALLOCATED TIME</b>	: 4x40 minutes

## OBJECTIVES

At the end of the study,

1. Students are able to find and understand new English vocabulary using word clap game.
2. Students are able to identify the information from the short functional text
3. Students are able to identify the purpose of the short functional text.
4. Students are able to identify the characteristics of the short functional text.
5. Students are able to apply the short functional text in daily activities and write a short and simple text

## Character Education

- a. Confidence
- b. Cooperation
- c. Respect
- d. Diligence
- e. Adroit

## LEARNING MATERIAL

- a. Definition of short functional text (recount)

*Recount text* is text that retell about an event, story, or experience in the past.

- b. Purposes of recount text

The purpose of recount text is to retell past events or experiences.

- c. Characteristics of recount text

*The are 3 parts of recount text :*

- Orientation: Introducing the participants, place and tim
- Events: Describing series of event that happened in the past
- Reorientation: It is optional. Stating personal comment of the writer to the story

***Language Feature of Recount text are:***

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using action verb; looked, went, change, etc
- Using simple past tense

*Examples of Recount Text:*

## Holiday in Bali

When I was second grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on TanjungBenoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyuisland to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Source : <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html#sthash.yt3L2mkS.dpu>

*List of vocabularies for doing word clap game.*

**Text 1**

No	Adjective (kata sifat)	Noun (kata benda)	Verb (kata kerja)
1	Amazing (mengagumkan)	Animals (binatang)	Buy (membeli)
2	Beautiful (indah)	Experience (pengalaman)	Can (dapat)
3	Close (dekat)	Forest (hutan)	Check in (masuk)
4	Domestic (dalamnegeri)	Hotel (hotel)	Check out (keluar)
5	Foreign (mancanegara)	Interaction (interaksi)	Enjoy (menikmati)
6	Great (hebat)	Monky (monyet)	Go (pergi)
7	Green (hijau)	Memory (kenangan)	Have (memiliki)
8	Happy (bahagia)	Scenery (pemandangan)	Prepare (menyiapkan)
9	Impressive (mengesankan)	Snake (ular)	See (melihat)
10	Lovely (bagus)	Souvenir (tandamata)	Visit (mengunjungi)
11	Naughty (nakal)	Sunrise (matahariterbit)	
12	Shady (rindang)	T-shirt (kaos)	
13	Tame (jinak)	Time (waktu)	
14	Unique (unik)	Tourist (wisatawan)	
15		Turtle (kura-kura)	
16		Vacation (liburan)	
17		Water sport (olahraga air)	
18		Wave (ombak)	

**LEARNING ACTIVITIES**

**Meeting 1**

A. Opening

Learning Activities	Time (minute)
1. Students respond the teacher's greeting and checking attendance.	10'
2. The teacher mentions the competence of the study.	
3. The teacher introduces herself to the students.	

4. The teacher gives some questions (brainstorming) to the students.	
5. Students respond the questions given by the teacher related to the material that will be given.	

### B. Main Activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher gives pre-test	1. Students do pre-test	60'
2. Teacher checks the students understanding about recount text.	2. Students answer the teacher's questions.	
3. Teacher explains the generic structures of recount text.	3. Students listen to the teacher's explanation	
4. Teacher gives examples of recount text.	4. Students listen and read the text.	
5. Teacher guide the students to know the meaning and the content of the text.	5. Students try to guess the meaning and content of the text.	

### C. Closing

Activities	Time (Minute)
1. Students are asked if they have some problems and difficulties in the lesson.	10'
2. Students are evaluated generally to know the students' competence or the students' ability of the material.	
3. Students are given some positive reinforcements based on today's work.	
4. Students answer teacher's greeting.	

## LEARNING MEDIA AND SOURCES

1. Laptop
2. whiteboard
3. Handout, pictures, tables

## RUBRIC ASSESMENT

Comprehension : comprehensive question

➤ Pre-test : 20 multiple choice items

➤ Post-test : 20 multiple choice items

The percentage:  $\frac{\text{the number of the right answer}}{\text{the number of item}} \times 100\%$

Semarang , April 2015

English Teacher

Researcher

Dian Endraningtyas, S.Pd

NIP. 19831014 201001 2 18

Febriana Eka Setyaningsih

NIM. 2201411097

<b>SCHOOL</b>	: SMPN 3 UNGARAN
<b>SUBJECT</b>	: ENGLISH
<b>GRADE/SEMESTER</b>	: VIII/II
<b>COMPETENCE STANDARD</b>	: 11. Memahami makna dalam esai pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
<b>BASIC COMPETENCE</b>	<p>: 11.2a Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>.</p> <p>11.3a Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>.</p>
<b>INDICATOR</b>	<ol style="list-style-type: none"> <li>6. Students are able to find and understand new English vocabulary using word clap game.</li> <li>7. Students are able to identify the information from the short functional text</li> <li>8. Students are able to identify the purpose of the short functional text.</li> <li>9. Students are able to identify the characteristics of the short functional text.</li> <li>10. Students are able to apply the short functional text in daily activities and write a short and simple text</li> </ol>
<b>ALLOCATED TIME</b>	: 4x40 minutes

## OBJECTIVES

At the end of the study,

1. Students are able to find and understand new English vocabulary using word clap game.
2. Students are able to identify the information from the short functional text
3. Students are able to identify the purpose of the short functional text.



4. Students are able to identify the characteristics of the short functional text.
5. Students are able to apply the short functional text in daily activities and write a short and simple text

### **Character Education**

- a. Confidence
- b. Cooperation
- c. Respect
- d. Diligence
- e. Adroit

### **LEARNING MATERIAL**

- a. Definition of short functional text (recount)

*Recount text* is text that retell about an event, story, or experience in the past.

- b. Purposes of recount text

The purpose of recount text is to retell past events or experiences.

- c. Characteristics of recount text

*The are 3 parts of recount text :*

- Orientation: Introducing the participants, place and tim
- Events: Describing series of event that happened in the past
- Reorientation: It is optional. Stating personal comment of the writer to the story

***Language Feature of Recount text are:***

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using action verb; looked, went, change, etc
- Using simple past tense

*Examples of Recount Text:***Holiday in Bali**

When I was second grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on TanjungBenoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyuisland to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Source : <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html#sthash.yt3L2mkS.dpu>

**Visiting Borobudur Temple****Generic Structure****Orientation :**

Two years ago, I visited Borobudur Temple. I went there with my parent and my little sister. We went to Borobudur temple by car.

**Series of Events :**

I left my house at nine o'clock. It took us fourty five minutes to drive a car. I arrived there at a quarter to ten. Along the road, I saw many vehicles, houses, buildings, trees, and peoples.

After we arrived at the Borobudur temple, my father went to park the car. My mother, my little sister and i went to buy tickets. After we waited my father we entered into Borobudur temple area's.

Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by DinastySyailendra. Borobudur Temple is the biggest temple in the world. It has 504 statue and 1.400 relief. From the top of the temple we can looked beautiful scenery. I played with my sister and bought drinks. Finally, we go back house.

**Re-orientation :**

I felt tired but I felt so happy can visited Borobudur temple with my family. I hope the temple was cared for by all of the visitors and the government.

### **Vacation to London**

**Orientation:**

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London

**Events:**

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

### Re-orientation

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Source: <https://pakpuguh.wordpress.com/2011/08/15/recount-text/>

### List of vocabularies for doing word clap game.

#### Text 1

No	Adjective (kata sifat)	Noun (kata benda)	Verb (kata kerja)
1	Amazing (mengagumkan)	Animals (binatang)	Buy (membeli)
2	Beautiful (indah)	Experience (pengalaman)	Can (dapat)
3	Close (dekat)	Forest (hutan)	Check in (masuk)
4	Domestic (dalamnegeri)	Hotel (hotel)	Check out (keluar)
5	Foreign (mancanegara)	Interaction (interaksi)	Enjoy (menikmati)
6	Great (hebat)	Monky (monyet)	Go (pergi)
7	Green (hijau)	Memory (kenangan)	Have (memiliki)
8	Happy (bahagia)	Scenery (pemandangan)	Prepare (menyiapkan)
9	Impressive (mengesankan)	Snake (ular)	See (melihat)
10	Lovely (bagus)	Souvenir (tandamata)	Visit (mengunjungi)
11	Naughty (nakal)	Sunrise (matahariterbit)	
12	Shady (rindang)	T-shirt (kaos)	
13	Tame (jinak)	Time (waktu)	
14	Unique (unik)	Tourist (wisatawan)	
15		Turtle (kura-kura)	
16		Vacation (liburan)	
17		Water sport (olahraga air)	
18		Wave (ombak)	

#### Text 2

No	Adjective	Noun	Verb
1	Beautiful (indah)	Building (bangunan)	Arrive (sampai)
2	Big (besar)	Car (mobil)	Build (membangun)
3	Happy (bahagia)	Family (keluarga)	Buy (membeli)
4	Tired (lelah)	Govenrment (pemerintah)	Can (dapat)
5		House (rumah)	Care (mempedulikan)
6		People (orang-orang)	Drive (mengendarai)
7		Prents (orangtua)	Enter (memasuki)
8		Relief (relief)	Feel (merasa)
9		Road (jalan)	Go (pergi)

10		Statue (patung)	Have (memiliki)
11		Temple (candi)	Hope (berharap)
12		Ticket (karcis)	Park (memarkir)
13		Top (puncak)	Play (bermain)
14		Tree (pohon)	Take (mengambil/memrlukan)
15		Vehicle (kendaraan)	Visit (mengunjungi)
16		Visitor (pengunjung)	Wait (menunggu)
17		World (dunia)	
18		Year (tahun)	

### Exercise

*Choose the appropriate word to fill the blank.*

- When I was the first grade of senior high school, my friends and I (.....) to Lombok.
- I got many (.....) experiences during the holiday.
- The second day in Makassar, we (.....) Losari Beach in the evening enjoying the sunset.
- We saw the (.....) sunset together.
- It was an amazing (.....) when we were seeing the sunset.
- We went to the airport after we (.....) our selves.
- We (...) so many water sports such as banana boat, jetsky, speedboat etc in Lombok.
- We could enjoy the (.....) forest along the road to Lombok.
- There are many monkies along the road.They were so (.....) but sometimes they could be naughty.
- Trip to Lombok was my lovely (.....) with my friends.

Shady	Prepared	Time	Wonderful
Went	Scenery	Visited	
Tame	Interesting	Played	

## LEARNING ACTIVITIES

### Meeting 1

#### D. Opening

Learning Activities	Time (minute)
6. Students respond the teacher's greeting and checking attendance.	10'
7. The teacher mentions the competence of the study.	
8. The teacher introduces herself to the students.	
9. The teacher gives some questions (brainstorming) to the students.	
10. Students respond the questions given by the teacher related to the material that will be given.	

#### E. Main Activities

Teacher's Activities	Students' Activities	Time (Minute)
4. Teacher explains about word clap game and gives instruction.	6. The students do a word clap game and follow the instruction.	60'
7. Teacher leads the game	e. 2. 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!). f. Students have to mention a	

	<p>word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.</p> <p>g. Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.</p> <p>The game ends when there is only one student left as the winner.</p>	
8. Teacher gives reward for the winner	3. Student get reward from the teacher	
9. Teacher gives positive reinforcement and comment about the activities.	4. Students listen to the teacher's comment.	

#### F. Closing

Activities	Time (Minute)
5. Students are asked if they have some problems and difficulties in the lesson.	10'
6. Students are evaluated generally to know the students' competence or the students' ability of the material.	
7. Students are given some positive reinforcements based on today's work.	
8. Students answer teacher's greeting.	

**LEARNING MEDIA AND SOURCES**

4. Whiteboard
5. Board marker
6. Handout, pictures, tables

***RUBRIC ASSESMENT***

Score :  $\frac{\text{the number of the right answer}}{\text{the number of item}} \times 100$

Semarang , April 2015

English Teacher

Researcher

Dian Endraningtyas, S.Pd.  
NIP. 19831014 201001 2 18

Febriana Eka Setyaningsih  
NIM. 2201411097



<b>SCHOOL</b>	: SMPN 3 UNGARAN
<b>SUBJECT</b>	: ENGLISH
<b>GRADE/SEMESTER</b>	: VIII/II
<b>COMPETENCE STANDARD</b>	: 11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
<b>BASIC COMPETENCE</b>	: 11.2a Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> .
	11.3a Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> .

### INDICATOR

1. Students are able to find and understand new English vocabulary using word clap game.
2. Students are able to identify the information from the short functional text
3. Students are able to identify the purpose of the short functional text.
4. Students are able to identify the characteristics of the short functional text.
5. Students are able to apply the vocabulary used in the text in the other sentences.

**ALOCATED TIME** : 4x40 minutes

### OBJECTIVES

At the end of the study,

1. Students are able to find and understand new English vocabulary using word clap game.
2. Students are able to identify the information from the short functional text
3. Students are able to identify the purpose of the short functional text.
4. Students are able to identify the characteristics of the short functional text.

5. Students are able to apply the short functional text in daily activities and write a short and simple text

### **Character Education**

- a. Confidence
- b. Cooperation
- c. Respect
- d. Diligence
- e. Adroit

### **LEARNING MATERIAL**

- a. Definition of short functional text (recount)

*Recount text* is text that retell about an event, story, or experience in the past.

- b. Purposes of recount text

The purpose of recount text is to retell past events or experiences.

- c. Characteristics of recount text

*The are 3 parts of recount text :*

- Orientation: Introducing the participants, place and tim
- Events: Describing series of event that happened in the past
- Reorientation: It is optional. Stating personal comment of the writer to the story

***Language Feature of Recount text are:***

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using action verb; looked, went, change, etc
- Using simple past tense

*Examples of Recount Text:*

### **Visiting Borobudur Temple**

**Generic Structure**

**Orientation :**

Two years ago, I visited Borobudur Temple. I went there with my parent and my little sister. We went to Borobudur temple by car.

**Series of Events :**

I left my house at nine o'clock. It took us forty five minutes to drive a car. I arrived there at a quarter to ten. Along the road, I saw many vehicles, houses, buildings, trees, and peoples.

After we arrived at the Borobudur temple, my father went to park the car. My mother, my little sister and i went to buy tickets. After we waited my father we entered into Borobudur temple area's.

Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by DinastySyailendra. Borobudur Temple is the biggest temple in the world. It has 504 statue and 1.400 relief. From the top of the temple we can looked beautiful scenery. I played with my sister and bought drinks. Finally, we go back house.

**Re-orientation :**

I felt tired but I felt so happy can visited Borobudur temple with my family. I hope the temple was cared for by all of the visitors and the government.

*List of vocabularies for doing word clap game.*

No	Adjective	Noun	Verb(1) → (2)	
1	Beautiful (indah)	Building (bangunan)	Arrive (sampai)	Arrived
2	Big (besar)	Car (mobil)	Build (membangun)	Built
3	Happy (bahagia)	Family (keluarga)	Buy (membeli)	Bought
4	Tired (lelah)	Govenrment (pemerintah)	Can (dapat)	Could
5		House (rumah)	Care (mempedulikan)	Cared
6		People (orang-orang)	Drive (mengendarai)	Drove
7		Prents (orangtua)	Enter (memasuki)	Entered
8		Relief (relief)	Feel (merasa)	Felt

9		Road (jalan)	Go (pergi)	Went
10		Statue (patung)	Have (memiliki)	Had
11		Temple (candi)	Hope (berharap)	Hoped
12		Ticket (karcis)	Park (memarkir)	Parked
13		Top (puncak)	Play (bermain)	Played
14		Tree (pohon)	Take (mengambil/memrlukan)	Took
15		Vehicle (kendaraan)	Visit (mengunjungi)	Visited
16		Visitor (pengunjung)	Wait (menunggu)	Waited
17		World (dunia)		
18		Year (tahun)		

*Additional vocabulary beyond the text*

No	Adjective	Noun	Verb
1	Fast (cepat)	Cave (gua)	Broadcast (menyiarkan)
2	Heavy (berat)	Cage (kandang)	Speak (berbicara)
3	Slow (lambat)	Cemetery (kuburan)	
4	Quick (cepat)	Headmaster (kepala sekolah)	
5	Bright (cerah)	Principal (kepala sekolah)	
6		Pupil (murid)	
7		Light (cahaya)	

## LEARNING ACTIVITIES

### Meeting 3

#### G. Opening

Learning Activities	Time (minute)
1. Students respond the teacher's greeting and checking attendance.	5'
2. The teacher mentions the competence of the study.	
3. The teacher gives some questions (brainstorming) to the students.	
4. Students respond the questions given by the teacher related to the material that will be given.	

## H. Main Activities

Teacher's Activities	Students' Activities	Time (Minute)
5. Teacher explains about the material briefly, ask the students to make a list of words for game, and ask the students to memorize the words.	10. The students pay attention to teacher's explanation, make a list of words, and memorize the words for game.	30'
		30'
11. Teacher leads the game	<p>6. Students do the game.</p> <p>h. 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!).</p> <p>i. Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.</p> <p>j. Students who either repeat the word already mentioned, or break the</p>	

	<p>rhythm or say nothing are out.</p> <p>The game ends when the there is only one student left as the winner.</p>	
7. Teacher gives positive reinforcement and comment about the activities.	5. Students listen to the teacher's comment.	5'

### I. Closing

Activities	Time (Minute)
9. Students are asked if they have some problems and difficulties in the lesson.	10'
10. Students are given some positive reinforcements based on today's work.	
11. Students answer teacher's greeting.	

### LEARNING MEDIA AND SOURCES

1. Whiteboard
2. Board marker
3. Handout, tables

***RUBRIC ASSESMENT***

Score :  $\frac{\text{the number of the right answer}}{\text{the number of item}} \times 100$

Semarang , April 2015

English Teacher

Researcher

Dian Endraningtyas, S.Pd.  
NIP. 19831014 201001 2 18

Febriana Eka Setyaningsih  
NIM. 2201411097

## Appendix 13

## OBSERVATION CHECKLIST

[illegible]



25.	A-25																											
26.	A-26																											
27.	A-27																											
28.	A-28																											
29.	A-29																											
30.	A-30																											
31.	A-31																											
32.	A-32																											
33.	A-33																											

**Notes:**

Indicator A : The students' attention to the teacher explanation during the lesson.

Indicator B : The students' interest during the lesson.

Indicator C : The students' activeness.

Indicator D : The students' confidence.

Indicator E : The students' adroitness.

Scoring Criterion				
1	2	3	4	5
Very low	Low	Medium	High	Very high

### Mean Criterion of Each Indicator

$$M = \frac{\Sigma}{n};$$

where,

M = mean point,

$\Sigma$  = total point,

$n$  = number of the students;

Range of Mean	Indicator
1.0-2.0	Poor
2.1-3.0	Average
3.1-4.0	Good
4.1-5.0	Excellent

## Appendix 14

## QUESTIONNAIRE

**KUESIONER PENERAPAN *WORD CLAP GAME* DALAM PEMBELAJARAN *ENGLISH VOCABULARY***

Nama :  
Kelas/No :

Petunjuk pengisian angket:

Bacalah dengan seksama setiap pernyataan dibawah ini, kemudian beri tanda centang (v) pada jawaban yang dianggap paling tepat dan sesuai dengan kondisi Anda.

Keterangan:

- |                       |                             |
|-----------------------|-----------------------------|
| - SangatSetuju ( SS ) | - TidakSetuju ( TS )        |
| - Setuju ( S )        | - SangatTidakSetuju ( STS ) |
| - Netral ( N )        |                             |

No	Pernyataan	Alternatif Jawaban				
		SS	S	N	TS	STS
1.	Saya tertarik dengan penggunaan <i>word clapgame</i> dalam mempelajari <i>English vocabulary</i> (kosakata bahasa Inggris).					
2.	Pembelajaran <i>English Vocabulary</i> menggunakan <i>word clap game</i> menyenangkan.					
3.	Penerapan <i>word clap game</i> dapat mempermudah mengingat vocabulary baru.					
4.	Penerapan <i>word clap game</i> dapat membuat saya lebih aktif didalam kelas.					
5.	Saya lebih termotivasi untuk mempelajari banyak vocabulary baru melalui <i>word clap game</i>					
6.	Penggunaan <i>word clap game</i> dapat membantu saya untuk lebih mandiri (tidak bergantung dengan teks) dalam mempelajari kosa kata baru dalam Bahasa Inggris.					
7.	<i>Word clap game</i> perlu diterapkan untuk melanjutkan materi Bahasa Inggris selanjutnya.					
8.	Penerapan <i>word clap game</i> mengurangi kebosanan didalam kelas.					
9.	<i>word clap game</i> lebih efektif untuk meningkatkan kemampuan vocabulary saya.					
10.	Kemampuan vocabulary saya meningkat setelah <i>word clap game</i> diterapkan didalam kelas.					

TERIMA KASIH ☺

### Appendix 15

#### Result of Try Out Test Score

<b>NO</b>	<b>STUDENT'S CODE</b>	<b>TOTAL OF CORRECT ANSWER</b>	<b>TRY OUT TEST SCORE</b>
1	T-04	28	93,33
2	T-13	28	93,33
3	T-15	28	93,33
4	T-01	27	90,00
5	T-08	26	86,67
6	T-14	26	86,67
7	T-24	25	83,33
8	T-23	25	83,33
9	T-27	25	83,33
10	T-09	25	83,33
11	T-12	25	83,33
12	T-19	24	80,00
13	T-26	20	66,67
14	T-28	19	63,33
15	T-03	19	63,33
16	T-06	18	60,00
17	T-16	17	56,67
18	T-18	17	56,67
19	T-22	16	53,33

20	T-29	16	53,33
21	T-10	15	50,00
22	T-02	15	50,00
23	T-05	13	43,33
24	T-20	13	43,33
25	T-17	13	43,33
26	T-30	13	43,33
27	T-07	12	40,00
28	T-21	11	36,67
29	T-25	11	36,67
30	T-11	9	30,00
<b><math>\Sigma</math> (total score)</b>			<b>1930</b>
<b>Mean</b>			<b>64,33</b>

## Appendix 16

**TRY OUT ANALYSIS OF TEST ITEM**  
**TEST VALIDITY**

No	Code	Item Number				
		1	2	3	4	5
1	T-04	1	1	1	1	1
2	T-13	1	1	1	1	1
3	T-15	1	1	1	1	1
4	T-01	1	0	1	1	1
5	T-08	0	1	1	1	1
6	T-14	1	1	1	1	1
7	T-24	1	0	1	1	0
8	T-23	0	1	1	1	0
9	T-27	1	1	1	0	1
10	T-09	1	1	1	0	0
11	T-12	1	1	1	0	1
12	T-19	0	1	0	1	1
13	T-26	1	0	1	1	1
14	T-28	0	1	1	0	1
15	T-03	1	1	1	0	0
16	T-06	0	0	0	0	1
17	T-16	0	1	1	0	0
18	T-18	0	1	0	1	1
19	T-22	1	0	1	0	0
20	T-29	1	1	0	1	0
21	T-10	0	1	1	1	1
22	T-02	0	1	1	0	0
23	T-05	1	0	0	0	0
24	T-20	0	0	1	1	0
25	T-17	1	1	0	0	0
26	T-30	0	1	1	0	1
27	T-07	0	0	0	0	1
28	T-21	0	0	0	1	1
29	T-25	0	0	0	0	1
30	T-11	0	0	0	0	0
Item Validity	$\sum X$	15	19	20	15	18
	$\sum XY$					
	r	0.493	0.428	0.575	0.437	0.289
	r <sub>table</sub>	0.361	0.361	0.361	0.361	0.361
	Criteria	Valid	Valid	Valid	Valid	Invalid

Item Number				
6	7	8	9	10
1	1	1	1	1
1	1	1	1	1
1	1	1	1	0
1	1	1	0	1
1	1	1	0	1
1	1	1	0	1
1	1	1	0	1
0	1	1	0	1
1	1	0	0	0
1	1	1	0	1
1	1	0	0	1
1	1	1	1	1
0	0	1	1	1
0	1	1	0	1
1	1	1	1	0
1	0	0	0	0
1	1	0	0	0
0	1	1	1	1
1	0	0	1	0
1	0	1	0	1
0	1	1	0	1
0	1	1	1	0
1	1	0	0	0
0	0	0	0	0
1	0	1	0	1
0	0	0	0	0
1	1	1	0	1
0	0	0	0	0
0	1	0	0	1
0	1	0	0	0
19	22	19	9	18
0.509	0.431	0.474	0.257	0.391
0.361	0.361	0.361	0.361	0.361
Valid	Valid	Valid	Invalid	Valid

Item Number				
11	12	13	14	15
1	1	1	0	1
1	1	1	0	1
1	1	1	1	1
1	1	1	1	1
1	1	1	0	1
1	1	1	0	1
1	0	1	1	1
1	1	1	1	1
1	1	1	0	1
1	1	1	0	1
1	1	1	0	1
1	0	1	1	1
0	1	1	1	1
1	1	0	1	1
1	0	1	0	0
0	1	1	1	1
0	1	1	0	0
0	1	1	1	0
1	0	0	1	1
0	0	1	0	1
0	1	1	0	0
1	1	0	1	0
1	0	1	1	0
1	1	0	0	1
1	1	1	0	0
0	0	0	1	1
1	0	1	0	1
0	1	1	0	0
0	0	1	0	1
1	0	1	0	1
21	20	25	13	22
0.431	0.411	0.304	0.102	0.431
0.361	0.361	0.361	0.361	0.361
Valid	Valid	Invalid	Invalid	Valid



Item Number				
16	17	18	19	20
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	0	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	0	1	1	0
0	1	1	0	1
1	1	0	1	1
1	0	1	1	1
1	1	1	1	1
1	0	1	0	1
0	1	1	0	1
1	0	0	1	1
1	1	0	1	0
1	0	1	0	1
0	1	0	1	1
0	1	0	0	0
1	0	1	0	0
1	1	0	1	0
0	0	1	0	1
0	1	0	1	0
0	1	0	1	1
1	0	0	0	0
23	21	21	22	23
0.525	0.347	0.649	0.506	0.538
0.361	0.361	0.361	0.361	0.361
Valid	Invalid	Valid	Valid	Valid

Item Number				
21	22	23	24	25
1	0	1	1	1
1	0	1	1	1
1	0	1	1	1
1	1	1	1	1
1	1	1	0	1
1	1	1	1	0
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	0
1	0	1	1	0
1	1	1	0	1
0	0	0	1	1
1	1	0	1	0
1	1	1	1	1
1	0	0	1	0
0	0	1	0	1
1	1	0	1	1
1	0	1	0	0
0	0	1	0	0
1	0	0	0	1
0	1	1	0	0
0	0	1	0	1
1	1	0	1	0
0	0	1	0	1
0	0	0	0	1
1	1	1	0	0
0	0	0	0	1
1	1	0	0	0
22	16	21	17	19
0.518	0.158	0.516	0.669	0.279
0.361	0.361	0.361	0.361	0.361
Valid	Invalid	Valid	Valid	Invalid

Item Number				
26	27	28	29	30
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
0	1	1	1	1
1	1	1	1	1
1	1	1	1	0
1	1	1	1	1
1	1	0	1	1
1	1	1	1	1
1	0	1	1	1
1	1	1	1	1
1	1	1	1	0
0	1	0	0	1
0	1	1	1	1
1	0	1	0	1
1	1	0	1	0
1	0	1	1	1
0	1	0	0	1
0	0	1	1	0
1	1	0	1	0
1	1	0	0	0
0	0	1	1	0
1	1	0	0	0
1	1	1	1	1
0	0	0	0	0
1	1	0	0	1
0	0	0	1	0
0	1	0	0	1
0	1	0	1	0
0	0	1	0	1
19	22	18	21	19
0.486	0.355	0.538	0.528	0.382
0.361	0.361	0.361	0.361	0.361
Valid	Valid	Valid	Valid	Valid

Y	Y2
28	784
28	784
28	784
27	729
26	676
26	676
25	625
25	625
25	625
25	625
25	625
25	625
24	576
20	400
19	361
19	361
18	324
17	289
17	289
16	256
16	256
15	225
15	225
13	169
13	169
13	169
13	169
12	144
11	121
11	121
9	81
579	12263
	0.99338441

### The Computation of Item Validity

#### Formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

#### Criteria:

The item is valid if  $r > r_{\text{table}}$

The following is the example of counting the validity for the item number 1.

For the other items will use the same formula.

No.	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	T-04	1	28	1	784	28
2	T-13	1	28	1	784	28
3	T-15	1	28	1	784	28
4	T-01	1	27	1	729	27
5	T-08	0	26	0	676	0
6	T-14	1	26	1	676	26
7	T-24	1	25	1	625	25
8	T-23	0	25	0	625	0
9	T-27	1	25	1	625	25
10	T-09	1	25	1	625	25
11	T-12	1	25	1	625	25
12	T-19	0	24	0	576	0
13	T-26	1	20	1	400	20
14	T-28	0	19	0	361	0
15	T-03	1	19	1	361	19
16	T-06	0	18	0	324	0
17	T-16	0	17	0	289	0
18	T-18	0	17	0	289	0
19	T-22	1	16	1	256	16
20	T-29	1	16	1	256	16
21	T-10	0	15	0	225	0
22	T-02	0	15	0	225	0
23	T-05	1	13	1	169	13
24	T-20	0	13	0	169	0
25	T-17	1	13	1	169	13
26	T-30	0	13	0	169	0
27	T-07	0	12	0	144	0
28	T-21	0	11	0	121	0
29	T-25	0	11	0	121	0
30	T-11	0	9	0	81	0
$\Sigma$		15	579	15	12263	334

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

$$= (30 \times 334 - (15)(579)) / \sqrt{(30 \times 15 - (15)^2)(30 \times 12263 - (579)^2)}$$

$$= (10020 - 8685) / \sqrt{(450 - 225)(367890 - 335241)}$$

$$= 1335 / \sqrt{(225)(32649)}$$

$$= 1335 / \sqrt{7346025}$$

$$= 1335 / 2710,35$$

$$= 0,493$$

For  $\alpha = 5\%$  and number of subjects is 30,  $r_{\text{table}}$  is 0,361.

Because  $r > r_{\text{table}}$ , then the item number 1 is valid

### Appendix 17

#### The Computation of Reliability

Formula:

$$= [k/(k-1)] [(S^2 - \sum pq) / S^2]$$

Criteria:

If  $r_{11} > r_{table}$ , it means that the instrument is considered to be reliable

Below is the computation of the reliability of the instrument.

No	Code	Item Number					
		1	2	3	4	5	6
1	T-04	1	1	1	1	1	1
2	T-13	1	1	1	1	1	1
3	T-15	1	1	1	1	1	1
4	T-01	1	0	1	1	1	1
5	T-08	0	1	1	1	1	1
6	T-14	1	1	1	1	1	1
7	T-24	1	0	1	1	0	1
8	T-23	0	1	1	1	0	0
9	T-27	1	1	1	0	1	1
10	T-09	1	1	1	0	0	1
11	T-12	1	1	1	0	1	1
12	T-19	0	1	0	1	1	1
13	T-26	1	0	1	1	1	0
14	T-28	0	1	1	0	1	0
15	T-03	1	1	1	0	0	1
16	T-06	0	0	0	0	1	1
17	T-16	0	1	1	0	0	1
18	T-18	0	1	0	1	1	0
19	T-22	1	0	1	0	0	1
20	T-29	1	1	0	1	0	1
21	T-10	0	1	1	1	1	0
22	T-02	0	1	1	0	0	0
23	T-05	1	0	0	0	0	1
24	T-20	0	0	1	1	0	0
25	T-17	1	1	0	0	0	1
26	T-30	0	1	1	0	1	0
27	T-07	0	0	0	0	1	1
28	T-21	0	0	0	1	1	0
29	T-25	0	0	0	0	1	0
30	T-11	0	0	0	0	0	0
	$\sum p$	15	19	20	15	18	19
	p	0.50	0.63	0.67	0.50	0.60	0.63
	q	0.50	0.37	0.33	0.50	0.40	0.37
	pq	0.25	0.23	0.22	0.25	0.24	0.23

Item Number					
7	8	9	10	11	12
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	0	1	1
1	1	0	1	1	1
1	1	0	1	1	1
1	1	0	1	1	1
1	1	0	1	1	0
1	1	0	1	1	1
1	0	0	0	1	1
1	1	0	1	1	1
1	0	0	1	1	1
1	1	1	1	1	0
0	1	1	1	0	1
1	1	0	1	1	1
1	1	1	0	1	0
0	0	0	0	0	1
1	0	0	0	0	1
1	1	1	1	0	1
0	0	1	0	1	0
0	1	0	1	0	0
1	1	0	1	0	1
1	1	1	0	1	1
1	0	0	0	1	0
0	0	0	0	1	1
0	1	0	1	1	1
0	0	0	0	0	0
1	1	0	1	1	0
0	0	0	0	0	1
1	0	0	1	0	0
1	0	0	0	1	0
22	19	9	18	21	20
0.73	0.63	0.30	0.60	0.70	0.67
0.27	0.37	0.70	0.40	0.30	0.33
0.20	0.23	0.21	0.24	0.21	0.22



Item Number					
13	14	15	16	17	18
1	0	1	1	1	1
1	0	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	0	1	1	1	1
1	0	1	1	1	1
1	1	1	1	0	1
1	1	1	1	1	1
1	0	1	1	1	1
1	0	1	1	1	1
1	0	1	1	1	1
1	1	1	1	1	1
1	1	1	1	0	1
0	1	1	0	1	1
1	0	0	1	1	0
1	1	1	1	0	1
1	0	0	1	1	1
1	1	0	1	0	1
0	1	1	0	1	1
1	0	1	1	0	0
1	0	0	1	1	0
0	1	0	1	0	1
1	1	0	0	1	0
0	0	1	0	1	0
1	0	0	1	0	1
0	1	1	1	1	0
1	0	1	0	0	1
1	0	0	0	1	0
1	0	1	0	1	0
1	0	1	1	0	0
25	13	22	23	21	21
0.83	0.43	0.73	0.77	0.70	0.70
0.17	0.57	0.27	0.23	0.30	0.30
0.14	0.25	0.20	0.18	0.21	0.21

Item Number					
19	20	21	22	23	24
1	1	1	0	1	1
1	1	1	0	1	1
1	1	1	0	1	1
1	1	1	1	1	1
1	1	1	1	1	0
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	1	1	1
1	1	1	0	1	1
1	0	1	1	1	0
0	1	0	0	0	1
1	1	1	1	0	1
1	1	1	1	1	1
1	1	1	0	0	1
0	1	0	0	1	0
0	1	1	1	0	1
1	1	1	0	1	0
1	0	0	0	1	0
0	1	1	0	0	0
1	1	0	1	1	0
0	0	0	0	1	0
0	0	1	1	0	1
1	0	0	0	1	0
0	1	0	0	0	0
1	0	1	1	1	0
1	1	0	0	0	0
0	0	1	1	0	0
22	23	22	16	21	17
0.73	0.77	0.73	0.53	0.70	0.57
0.27	0.23	0.27	0.47	0.30	0.43
0.20	0.18	0.20	0.25	0.21	0.25

Item Number						total score
25	26	27	28	29	30	
1	1	1	1	1	1	28
1	1	1	1	1	1	28
1	1	1	1	1	1	28
1	0	1	1	1	1	27
1	1	1	1	1	1	26
0	1	1	1	1	0	26
1	1	1	1	1	1	25
1	1	1	0	1	1	25
1	1	1	1	1	1	25
1	1	0	1	1	1	25
0	1	1	1	1	1	25
0	1	1	1	1	0	24
1	0	1	0	0	1	20
1	0	1	1	1	1	19
0	1	0	1	0	1	19
1	1	1	0	1	0	18
0	1	0	1	1	1	17
1	0	1	0	0	1	17
1	0	0	1	1	0	16
0	1	1	0	1	0	16
0	1	1	0	0	0	15
1	0	0	1	1	0	15
0	1	1	0	0	0	13
1	1	1	1	1	1	13
0	0	0	0	0	0	13
1	1	1	0	0	1	13
1	0	0	0	1	0	12
0	0	1	0	0	1	11
1	0	1	0	1	0	11
0	0	0	1	0	1	9
19	19	22	18	21	19	579
0.63	0.63	0.73	0.60	0.70	0.63	
0.37	0.37	0.27	0.40	0.30	0.37	
0.23	0.23	0.20	0.24	0.21	0.23	6.53

$$= [k/(k-1)] [(S^2 - \sum pq) / S^2]$$

$$= [30/(30-1)] [(36,28 - 6,53) / 36,28]$$

$$= [30/29] [29,75 / 36,28]$$

$$= [1.034] [0.82]$$

$$= 0.848$$

For  $\alpha = 5\%$  and number of paired scores is 30,  $r_{table}$  is 0,361.  
 Because  $r_{11} > r_{table}$ , then the instrument is reliable.

### Appendix 18

#### Result of Pre-test Score

<b>NO</b>	<b>STUDENT'S CODE</b>	<b>TOTAL OF CORRECT ANSWER</b>	<b>TRY OUT TEST SCORE</b>
1	S-1	14	70
2	S-2	15	75
3	S-3	17	85
4	S-4	14	70
5	S-5	15	75
6	S-6	13	65
7	S-7	12	60
8	S-8	12	60
9	S-9	17	85
10	S-10	12m	60
11	S-11	7	35
12	S-12	12	60
13	S-13	16	80
14	S-14	12	60
15	S-15	12	60
16	S-16	15	75
17	S-17	11	55
18	S-18	13	65
19	S-19	18	90

20	S-20	9	45
21	S-21	10	50
22	S-22	16	80
23	S-23	7	35
24	S-24	11	55
25	S-25	11	55
26	S-26	11	55
27	S-27	14	70
28	S-28	12	60
29	S-29	15	75
30	S-30	10	50
31	S-31	11	55
32	S-32	18	90
33	S-33	13	65
<b><math>\Sigma</math> (total score)</b>			<b>2125</b>
<b>Mean</b>			<b>64,4</b>

## Appendix 19

## Example of students' work

(pre-test)

## PRE-TEST ANSWER SHEET

Name : Yöbi Atmoko P.

Number : 33 / 81

65

<del>1</del>	A	B	<del>C</del>	D
<del>2</del>	A	<del>B</del>	C	D
3	A	<del>B</del>	C	D
<del>4</del>	A	B	<del>C</del>	D
<del>5</del>	A	<del>B</del>	C	D
6	A	B	<del>C</del>	D
7	A	B	<del>C</del>	D
<del>8</del>	A	B	C	<del>D</del>
<del>9</del>	A	<del>B</del>	C	D
10	<del>A</del>	B	C	D

11	A	<del>B</del>	C	D
<del>12</del>	A	B	C	<del>D</del>
13	A	<del>B</del>	C	D
14	A	<del>B</del>	C	D
15	A	B	<del>C</del>	D
16	<del>A</del>	B	C	D
17	A	<del>B</del>	C	D
18	A	B	C	<del>D</del>
19	A	B	<del>C</del>	D
20	A	<del>B</del>	C	D

## PRE-TEST ANSWER SHEET

Name : Ridha Indah P.

Number : 23/81

25

<del>1</del>	A	B	C	<del>D</del>
<del>2</del>	A	<del>B</del>	C	D
<del>3</del>	<del>A</del>	B	C	D
<del>4</del>	<del>A</del>	B	C	D
5	A	B	C	<del>D</del>
<del>6</del>	<del>A</del>	B	C	D
7	A	B	<del>C</del>	D
<del>8</del>	A	B	C	<del>D</del>
<del>9</del>	A	<del>B</del>	C	D
<del>10</del>	A	B	<del>C</del>	D

<del>11</del>	<del>A</del>	B	C	D
12	<del>A</del>	B	C	D
<del>13</del>	<del>A</del>	B	C	D
14	A	<del>B</del>	C	D
<del>15</del>	A	B	C	<del>D</del>
16	<del>A</del>	B	C	D
17	A	<del>B</del>	C	D
<del>18</del>	A	<del>B</del>	C	D
<del>19</del>	<del>A</del>	B	C	D
20	A	<del>B</del>	C	D



## PRE-TEST ANSWER SHEET

Name : Winona H. A

Number : 32 / V III f

90

1	A	<del>B</del>	C	D
2	<del>A</del>	B	C	D
3	A	<del>B</del>	C	D
4	A	<del>B</del>	C	D
5	A	B	C	<del>D</del>
6	A	B	<del>C</del>	D
7	A	B	<del>C</del>	D
<del>8</del>	A	B	C	<del>D</del>
9	<del>A</del>	B	C	D
10	<del>A</del>	B	C	D

11	A	<del>B</del>	C	D
12	<del>A</del>	B	C	D
<del>13</del>	<del>A</del>	B	C	D
14	A	<del>B</del>	C	D
15	A	B	<del>C</del>	D
16	<del>A</del>	B	C	D
17	A	<del>B</del>	C	D
18	A	B	C	<del>D</del>
19	A	B	<del>C</del>	D
20	A	<del>B</del>	C	D

### Appendix 20

#### Result of Assessment Test Score

<b>NO</b>	<b>STUDENT'S CODE</b>	<b>TOTAL OF CORRECT ANSWER</b>	<b>TRY OUT TEST SCORE</b>
1	S-1	8	80
2	S-2	10	100
3	S-3	7	70
4	S-4	6	60
5	S-5	10	100
6	S-6	6	60
7	S-7	8	80
8	S-8	7	70
9	S-9	10	100
10	S-10	7	70
11	S-11	4	40
12	S-12	8	80
13	S-13	7	70
14	S-14	-	-
15	S-15	5	50
16	S-16	6	60
17	S-17	8	80
18	S-18	6	60
19	S-19	10	100

20	S-20	8	80
21	S-21	7	70
22	S-22	1	100
23	S-23	5	50
24	S-24	10	100
25	S-25	6	60
26	S-26	4	40
27	S-27	4	40
28	S-28	4	40
29	S-29	8	80
30	S-30	5	50
31	S-31	5	50
32	S-32	10	100
33	S-33	4	40
<b><math>\Sigma</math> (total score)</b>			<b>2230</b>
<b>Mean</b>			<b>69,7</b>

### Example of Students' Worksheet

Rasif Apta R / 19 / VIII I

Exercise

1. When I was the first grade of senior high school, my friends and I (went) to Lombok.

2. I got many (interesting) experiences during the holiday.

3. The second day in Makassar, we (visited) Losari Beach in the evening enjoying the sunset.

4. We saw the (wonderful) sunset together.

5. It was an amazing (scenery) when we were seeing the sunset.

6. We went to the airport after (prepared) our selves.

7. We (played) so many water sports such as banana boat, jetsky, speedboat etc in Lombok.

8. We could enjoy the (shady) forest along the road to Lombok.

9. There are many monkeys along the road. They were so (tame) but sometimes they could be naughty.

10. Trip to Lombok was my lovely (time) with my friends.

Shady	Prepared	Time	Wonderful
Went	Scenery	Visited	
Tame	Interesting	Played	

Mama = M. Rapi  
 NO = 15  
 KIS = 281

50

### Exercise

1. When I was the first grade of senior high school, my friends and I (Visited) to Lombok.
2. I got many (Wonderful) experiences during the holiday.
3. The second day in Makassar, we (went) Losari Beach in the evening enjoying the sunset.
4. We saw the (time) sunset together.
5. It was an amazing (scenery) when we were seeing the sunset.
6. We went to the airport after we (prepared) our selves.
7. We (...) so many water sports such as banana boat, jetsky, speedboat etc in Lombok played
8. We could enjoy the (Shady) forest along the road to Lombok.
9. There are many monkeys along the road. They were so (Shady) but sometimes they could be naughty. came
10. Trip to Lombok was my lovely (interesting) with my friends.

Shady	Prepared	Time	Wonderful
Went	Scenery	Visited	
Tame	Interesting	Played	

## Appendix 21

## Result of Post-test Score

NO	STUDENT'S CODE	TOTAL OF CORRECT ANSWER	TRY OUT TEST SCORE
1	S-1	14	70
2	S-2	13	65
3	S-3	20	100
4	S-4	14	70
5	S-5	12	60
6	S-6	14	70
7	S-7	15	75
8	S-8	-	-
9	S-9	19	95
10	S-10	17	85
11	S-11	11	55
12	S-12	12	60
13	S-13	20	100
14	S-14	17	85
15	S-15	17	85
16	S-16	14	70
17	S-17	17	85
18	S-18	16	80
19	S-19	18	90
20	S-20	16	80
21	S-21	15	75
22	S-22	19	95
23	S-23	10	50
24	S-24	14	70
25	S-25	14	70
26	S-26	15	75
27	S-27	12	60
28	S-28	17	85
29	S-29	19	95
30	S-30	16	80
31	S-31	19	95
32	S-32		
33	S-33	12	60
<b><math>\Sigma</math> (total score)</b>			<b>2390</b>
<b>Mean</b>			<b>77,1</b>

## Appendix 22

## Example of students' work

(post-test)

**POST-TEST ANSWER SHEET**

Name : Dito Mahanaim . S

Number : 3

*WSD*

1	<del>X</del>	B	C	D
2	A	<del>X</del>	C	D
3	A	<del>X</del>	C	D
4	A	B	C	<del>X</del>
5	A	B	<del>X</del>	D
6	A	<del>X</del>	C	D
7	A	B	<del>X</del>	D
8	A	B	<del>X</del>	D
9	<del>X</del>	B	C	D
10	<del>X</del>	B	C	D

11	<del>X</del>	B	C	D
12	A	<del>X</del>	C	D
13	A	<del>X</del>	C	D
14	A	<del>X</del>	C	D
15	A	B	<del>X</del>	D
16	<del>X</del>	B	C	D
17	A	<del>X</del>	C	D
18	A	B	C	<del>X</del>
19	A	B	<del>X</del>	D
20	A	<del>X</del>	C	D

## POST-TEST ANSWER SHEET

Name : Daniel Bagus M.A  
 Number : 1 / 81

70

14

1	<del>X</del>	B	C	D
2	A	B	<del>X</del>	D
3	A	<del>X</del>	C	D
4	A	B	C	<del>X</del>
5	<del>X</del>	B	C	D
6	A	<del>X</del>	C	D
7	A	B	<del>X</del>	D
8	A	B	<del>X</del>	D
9	<del>X</del>	B	C	D
10	<del>X</del>	B	C	D

11	A	<del>X</del>	C	D
12	A	<del>X</del>	C	D
13	A	<del>X</del>	C	D
14	A	<del>X</del>	C	D
15	A	B	<del>X</del>	D
16	<del>X</del>	B	C	D
17	<del>X</del>	B	C	D
18	A	<del>X</del>	C	D
19	A	B	C	<del>X</del>
20	A	<del>X</del>	C	D



## POST-TEST ANSWER SHEET

Name : Ridha Indah P.  
 Number : 23

50  
 =

W

1	<del>X</del>	B	C	D
2	<del>A</del>	B	C	D
3	A	B	<del>X</del>	D
4	A	<del>B</del>	C	D
5	A	B	<del>C</del>	D
6	A	B	<del>X</del>	D
7	A	B	<del>X</del>	D
8	A	B	C	<del>X</del>
9	<del>X</del>	B	C	D
10	A	B	<del>X</del>	D

11	A	B	<del>X</del>	D
12	<del>X</del>	B	C	D
13	A	<del>B</del>	C	D
14	A	B	C	<del>X</del>
15	A	B	<del>X</del>	D
16	<del>X</del>	B	C	D
17	A	<del>X</del>	C	D
18	A	<del>X</del>	C	D
19	A	B	<del>X</del>	D
20	A	<del>X</del>	C	D

### Appendix 23

#### Computation of Observation Checklist

##### *Computation of Cycle 1 Observation*

No	Indicators	Total Point	Mean Point	Criteria
1.	Attention	124	3,88	Good
2.	Interest	108	3,38	Good
3.	Activeness	96	3.0	Average
4.	Confidnce	90	2,81	Average
5.	Adroitness	119	3,72	Good

##### *Computation of Cycle 2 Observation*

No	Indicators	Total Point	Mean Point	Criteria
1.	Attention	128	4,13	Excellent
2.	Interest	125	4,03	Excellent
3.	Activeness	110	3.55	Good
4.	Confidnce	108	3,48	Good
5.	Adroitness	124	4,00	Good

## Appendix 23

## Computation of Students` Questionnaire Score

No	Code	Item Numbers										Total score
		1	2	3	4	5	6	7	8	9	10	
1	S-1	5	5	4	4	4	4	5	4	3	4	42
2	S-2	5	4	5	5	5	5	5	4	4	4	46
3	S-3	4	4	4	4	4	4	4	3	4	4	39
4	S-4	4	4	5	4	2	5	4	3	2	5	38
5	S-5	4	3	4	4	4	4	5	4	4	4	40
6	S-6	5	4	4	3	4	4	4	4	4	4	40
7	S-7	4	4	4	4	5	3	4	4	5	4	41
8	S-8	-	-	-	-	-	-	-	-	-	-	-
9	S-9	5	4	4	4	4	4	4	2	4	5	40
10	S-10	5	5	3	5	4	3	4	4	4	4	41
11	S-11	4	5	4	5	5	5	5	1	5	3	42
12	S-12	4	4	4	5	4	2	5	5	4	4	41
13	S-13	4	4	4	4	3	4	5	3	5	5	41
14	S-14	4	3	4	4	3	4	4	4	5	5	40
15	S-15	4	3	4	4	4	5	4	5	5	5	43
16	S-16	3	3	4	3	3	4	4	4	4	4	36
17	S-17	5	4	4	4	4	3	4	4	4	4	40
18	S-18	4	4	4	4	4	3	3	4	4	5	39
19	S-19	4	4	4	5	4	5	5	4	3	5	43
20	S-20	4	4	4	5	4	3	5	5	5	3	42
21	S-21	4	5	5	4	5	4	4	5	4	5	45
22	S-22	4	4	5	5	5	4	4	4	4	5	44
23	S-23	5	4	4	5	4	4	5	4	4	4	43
24	S-24	5	4	4	4	4	5	5	4	5	4	44
25	S-25	5	5	4	4	4	5	4	4	4	5	44
26	S-26	4	5	4	4	4	5	4	3	3	4	40
27	S-27	4	5	4	4	4	4	4	4	5	4	42
28	S-28	4	4	5	4	5	4	5	5	4	4	44
29	S-29	4	4	4	4	5	4	4	3	3	2	37
30	S-30	3	4	4	4	4	4	4	5	4	4	40
31	S-31	5	4	5	5	4	4	5	5	2	5	44
32	S-32	-	-	-	-	-	-	-	-	-	-	-
33	S-33	4	4	3	4	4	4	4	5	2	4	38
<b>Sum</b>		<b>132</b>	<b>127</b>	<b>128</b>	<b>131</b>	<b>126</b>	<b>125</b>	<b>135</b>	<b>122</b>	<b>122</b>	<b>131</b>	

## PHOTO DOCUMENTATION

### *Situation of Pre-test*



### *Situation of Cycle 1*



*Situation of Cycle 2**Situatuion of Post-test*