

## WORD CLAP GAME TO ENHANCE STUDENTS' VOCABULARY MASTERY

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### Abstract

This study aims to see the improvement of vocabulary mastery students by using word clap game at the fourth grade of SDN 173 Tiroang Kabupaten Pinrang. The object is IV class which is consisted 25 students. The sample is taken by using classroom random sampling. The design is pre-experimental with pre-test and post-test design and questionnaire to know the students' respond. The students did the pre-test, got the treatment, did the post-test and questionnaire in the last meeting. Then the criterion of vocabulary mastery of students about noun that consist of three points are memorize, pronounce and writing. It aimed to know whether using word clap game is able to improve students' vocabulary mastery. The result indicates that there is improvement of the students' vocabulary mastery. It is indicated by the students' mean score of post-test (79,52) is greater than pre-test (43,83). Even, for the level significant (p) 5% and (df) =  $N-1=25-1=24$ , and the value of the T- table is 1.710, while the value of t-test is 4.592. It means that, the t-test value is greater than t-table ( $4.592 \geq 1.710$ ). Thus, it can be concluded that the vocabulary mastery students is significant better after getting the treatment. The students' response through the questionnaire by using scale likert also had concluded on the finding, the result showed all the students' answered positive and most of them got 81-100; the students are very interest in learning English by using word clap game.

**Keywords:** *Vocabulary, Vocabulary Mastery, Word Clap Game.*

### Introduction

Having good vocabulary can make easier to understand the meaning of the word and mastering vocabulary is the key to language learning, the students will be easier to master the language skill well. On the other hand, the students who have less vocabulary will get difficulty to understand the text, to speak English and to write their idea. Furthermore, they neither understand what others' saying nor make sentences to transfer their messages to other people.

The importance of vocabulary is larger than other aspect, because when people learn about new language, they usually think about mastering vocabulary. It

means that whenever people use a language, automatically they have to use the word of the language. Therefore, it is crucial for them to have range of vocabulary. By having large vocabulary, they can precisely open some ideas both in oral and written communication.

Even though the students realize the importance of vocabulary acquisition when learning a new language, most of students learned vocabulary passively, based on preliminary study at SDN 173 Tiroang Kabupaten Pinrang, the teacher explain for the meaning, spelling, pronunciation, grammatical function is monotonous. In this case the students have nothing to do in vocabulary learning but to listen their teacher almost during the class. The students find it difficult to remember so many vocabularies and also they were lack of interest in learning and it was difficult for them to memorize the new vocabulary.

To make the students interested in the material, teacher need variations in the learning process such as teaching variation, using media and interaction between teacher and the students. It is generally suggested by using aids as media in teaching English language, such as song, games, films, pictures, and so on. The study only focus on using the game in language learning process, especially word clap game. If learning itself feels like game and if the children feel they are discovering a fascinating new world of English through game they would also enjoy outside the classroom. It is much more likely the children will take what they learn home with them and use it in daily lives.

Word clap game is one of the visual aids than can be used in the teaching and learning process. The researcher choose word clap game as medium for teaching English vocabulary since there are several benefits such us: students can improve their vocabulary mastery and try to remember the vocabularies as soon as they clap their hands. The students also can enjoy learning vocabularies without any boredom. The students can study vocabulary not only in the class but also in their house. They can study vocabulary whenever and where ever they are. There is no reason for students to not study vocabularies, because this game does not need expensive

equipment or complicated preparation to practice, just clap their hands and say the word. Word clap game is one of strategies in teaching vocabulary because this strategy will be easier for students to memorize the word and fun for students to study. This strategy will helpful to teaching vocabulary. The type of strategies students apply to specific learning task and the ways in which learning strategies could help students became more successful acquires and learners of a second language.

### **Method**

This research was conducted in SDN 173 Tiroang Kabupaten Pinrang that involved the students in the Fourth Grade. The researcher used more than one month for collecting the data. The researcher used quantitative research approach. The researcher used pre-experimental with pre-test and post-test design.

The population of this research was students in the fourth, fifth, and sixth grade. There are three classes in SDN 173 Tiroang Kabupaten Pinrang. The total population is 51 students from three classes.

The sample took by purposive sampling. The main goal of purposive sampling is to focus on particular characteristic of a population that are interest, which enable to answer the research question. The Researcher took the class IV Which is consist of 25 students as the sample of this research.

The procedure of collecting data got by given pre-test, after that the researcher gave treatment during six meeting, those are teaching vocabulary that focus on noun and adjective by using word clap game. The last the researcher gave post-test and questionnaire.

The data in this research was analyzing by using quantitative approach with statistical method. The second is classifying students' score. The third is calculating mean score and standard deviation of pre-test and post-test.

The last process is testing the hypothesis. To test the hypothesis, the researcher calculated the test of significance with 0.05 levels of significances (2-

tailed) with these criteria of testing hypothesis: 1) If  $t\text{-test} < t\text{-table}$ ,  $H_0$  is a fail rejected and  $H_a$  is rejected (Word Clap Game is not significant enhance the students' vocabulary mastery); 2) If  $t\text{-test} > t\text{-table}$ ,  $H_a$  is a fail rejected and  $H_0$  is rejected (Word Clap Game is significant enhance the students' vocabulary mastery).

## **Result**

To find out the answer to the research question in the previous chapter, the researcher gave the test. The test was vocabulary test that was given twice namely pre-test and post-test. The researcher also gave the questionnaire to know the students' responses to word clap game. In the treatment process, the researcher took six meetings in teaching vocabulary by using word clap game. During the treatment, the researcher did it by following the steps in using word clap game. The researcher gave pre-test and post-test which aims to know the answer to problems statement: "Is the use Word Clap Game able to enhance Students' Vocabulary mastery at The Fourth Grade Students of SDN 173 TIROANG Kabupaten Pinrang?" with comparing the result of the students' pre-test and post-test. The students were given the questionnaire to answer the problem statement: "How are the students response in learning English by using word Clap Game at the Fourth Grade students of SDN 173 TIROANG Kabupaten Pinrang?" by looking at the students' responses to the statement.

This research was encountered by pre-experimental research with one group pre-test and post-test design. Before giving six times treatment, the students were gathered to determine their vocabulary mastery in the pre-test. After doing six meetings in teaching vocabulary by using word clap game, the researcher encountered a post-test to know whether word clap game was able to enhance students' vocabulary mastery, and questionnaire to know the students' responses toward learning vocabulary by using word clap game. The analysis of pre-test and post-test, and also questionnaire can be seen in the following description.

## 1. Description of test

The result of the pre-test and post-test showing in the following table.

Table 2. the mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	43,84	14,444
Post-test	79,52	15,419

Based on the table above, it showed that the mean score of pos-test was higher than the mean score of post-test and the standard deviation of pre-test is higher than standard deviation of post-test. It can be concluded that there was enhancement on students' vocabulary mastery by using word clap game

The following table showed the percentage of the frequency of pre-test and post-test.

Table 3. the rate percentage of the frequency of pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80-100	0	15	0%	60%
2	Good	66-79	2	7	8%	28%
3	Fair	56-65	5	2	20%	8%
4	Poor	40-55	9	1	36%	4%
5	Very Poor	≤39	9	0	36%	0%
Score			25	25	100%	100%

The data of the table above indicated that rate percentage of the pre-test two(8%) students got good score, five (20%) students got Fair Score, nine(36%) students got poor score, nine(36%) students got very poor score, white the rate percentage of the post-test, fifteen(60%) students got very good score, seven(28%) students got good score, two(8%) students got fair score and only one(4%) student got poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to increase the students' vocabulary mastery after treatment that using word clap game.

Hypothesis testing

The following table was the result of t-test value statistical analysis and it described the hypothesis testing of pre-test and post-test as follows:

Table 4. The hypothesis testing

Variable	T-test	T-table Value
Pre-test & Post-test	4,592	1,710

For the level significant (p) 5% and  $df=24$ , and the value of T-table 1,710, while the value of t-test 4,592. It means that the of t-test was greater than t-table ( $4,592 \geq 1,710$ ). Thus, it can be concluded the students' vocabulary mastery of using word clap game is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

## 2. Description of questionnaire

The students' response learning English language by using word clap game is  $2154/25 = 86,16$  the rating score of questionnaire shows it categorized very strong. All the students' answered very positive and most of the got 81-100 according to liker's scale. Based on the liker's scale that students is very interest in learning word clap game.

## Discussion

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got very low score, the mean score of the pre-test was 43,83. After that the researcher gave treatment by using word clap game.

After doing sixth times of treatment, the researcher concluded a post test. The post test score showed that there significant different before giving treatment and after treatment. The mean score of post-test was 79,52. The data analysis is the test value (4,592) was greater the T-table value (1,710). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by using word clap game. It is show that the alternative hypothesis ( $H_a$ ) was accepted in the null hypothesis ( $H_0$ ) was rejected.

After applying word clap game in teaching vocabulary gave improvement to the students' at SDN 173 Tiroang Kabupaten Pinrang, for example:

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

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

1. The student was lazy to memorized because they think that English was difficult.
2. The students lack of motivation and awareness in learning English.
3. The students lack of interesting in learning English.
4. The students' response by using word clap game to enhance student's vocabulary mastery at SDN 173 TIROANG Kabupaten Pinrang has been analyzed by using liker scale. the questionnaire was successfully filled by 25 respondents.

From 20 questionnaires, all the students answered very positively. Based on the liker scale, the students was very positively in learning English by using word clap game. It means that word clap games make the students have positive response toward in learning vocabulary and they agreed about it. The cumulative percentage on the twenty items on the positive statement questionnaire was 90,33 while the cumulative score that they got was 1023.

According to the data above, we can see that using word clap game can improve students' vocabulary in learning English. Most of students are interested learning English by using word clap game.

Andrew Wright said that Word clap game can be used in any at stage of lesson once the target language has been introduced an explained, so the According the teacher can apply it in each level of school, whether they are formal education or non-formal education. So, the researcher word clap game is very suitable for elementary school or junior high school, because this game is very easy to play. The students can enjoy receiving the material and more interesting to learning English,

one thing that made the student lazy to learn is when the learning material is boring in the class room without media or strategy. Word clap game is combination between language practice and improving students' vocabulary. So, this game very suitable to use in teaching vocabulary.

### **Conclusion**

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimental research design, the object of this study is to find out whether word clap game was able or not to enhance the students' vocabulary mastery before and after treatment. The following are the description of the conclusion based on the problem statement of this research, so the researcher concluded that:

1. The use of word clap game to improve students' vocabulary mastery at SDN 173 TROANG Kabupaten Pinrang, T-test result in which the value of the t-test was 4,952 than t-table 1,710 at the level significance and degree of freedom (df) was 24.
2. The students were very positive after learning vocabulary through word clap game. Its mean the students was very excited about the lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive response about the material in word clap game.

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