THE EFFECT OF WORD CLAP GAME IN LEARNING VOCABULARY

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ARTICLE INFO	ABSTRACT
	This research aimed to know whether the use of Word Clap game gave effect or not for the students in learning vocabulary to the 7th grade at SMPN 1 Kajuara.The researcher used a Pre-Experimental Research with one group Pretest and Posttest design which consisted of eight meeting included the treatments. The data of the students' vocabularies were taken from Pretest and Posttest. The population of the research was the seventh grade students of SMPN1 Kajuara consist of 8 classes, the total of number of sample were 20 students in class 7C and the sample was taken by using purposive sampling technique. The data was obtained by matching the words test. The research findings showed that the seventh Grade students of SMPN 1 Kajuara had poor score in Pretest. After treatment, their vocabulary mastery increased significantly. The students 'mean score in word meaning as subject were 41.75 in Pretest and become 76.10 in Posttest. The result of hypothesis testing of this research was (Sig (2-tailed) was 0.000, because of Sig < α (0.000 < 0.05), it can be concluded that Pretest and Posttest has sig < α, and H1 was accepted and H0 was rejected. It means that it had been significance by using Word Clap Game for students 'vocabulary mastery. The student's development their vocabulary is 82%. It is supported by the value of t-test that is bigger than the value of t-table (36.422>2.093). It was concluded that the use of Word Clap Game was effective to improve the students 'vocabularies. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

Language is an important part of human life. People use language in any field in their daily activity. But every country has a different language, so if they want to make a communication with a different country they should use that same language, that language is call international language. Everybody knows that English is an international language.

To have good English, the students may have to master the four basic language skills. They are listening, reading, speaking, and writing. Besides that, they also have to master many

language components, such as grammar, pronunciation and vocabulary. Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English Language, they need not only grammar but also vocabulary. As Thornburg states it, 2002:13 that: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

There are some problems faced by the students when they Learn vocabulary. As we know Vocabulary is identical with the word memorization. Memorization is an activity that can be considered boring and become the students problem when they learn vocabulary. Other problems that make them boring are not understanding meaning of words, not intending to search words in dictionary, and difficult in understanding the teacher's explanations.

Based on the problems above, we must be able to choose and use techniques or approach that can make the learning process not boring for the students. One ofthe technique is to use game in the classroom. One of game that can give effect of the students' vocabulary mastery is Word Clap Game. Thornburg (2002:102) states that Word Clap game is a game that played by group of students and used Clap which collaborates with the words. The researcher chooses Word Clap Game as a technique for teaching English because 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.

There are some previous reserch namely Ayuningtyas 2016, she use Material about recount text which is the usage of regular and irregular verbs in the text. Sulastri 2018, She used Word Clap Game with a song as teaching strategy. The difference in this research is using different game rules and different test from the previous researches.

RESEARCH METHOD

This research used a pre-experimental research, the population of the research was the seventh grade students of SMPN 1 Kajuara consist of 8 classes and the population were about 232 students. The researcher applied purposive sampling because the students were lack in vocabulary mastery, then they needed special treatment to improve their vocabulary. So, the sample of the research was one class (VII C) that consisted of 20 students.

The instrument in this research used was vocabulary tests, the test was focused meaning the words. There were 6 meetings for the treatment, each treatment was given 1 topic, each topic was held in 2 meetings. The data of the students' previous vocabularies were taken from the result of pretest. The data of the students' vocabularies were taken from the result of posttest after the treatment. The researcher collected the data and analyzed them by using SPSS 25 version Software program.

RESULT AND DISCUSSION

The findings describe the mean scores of the students' vocabularies, the score frequency, and hypothesis testing. The discussion explains the analysis of the data found. The findings describe found from the result of pretest that described the student's previous vocabulary and of posttest that describes the students' vocabularies after doing a treatment using Word Clap Game.

Mean Score of the Students' Vocabularies in Pretest and Posttest

The mean score of the students' vocabularies are shown determined through the result of pretest and posttest. It can be seen clearly in the Table 4.1.

Table 1. *The Mean score of students' vocabulary*

Mean score		Improvement (%)
Pretest	Posttest	
41.75	76.10	82%

Table 1 shows that 20 students in pretest and posttest, then shows that the students' mean score in terms of students' vocabulary has an improvement in posttest than pretest. It is proved by seeing the Table which the students' mean score is 41.75 in pretest to be 76.10 in posttest. The improvement percentage of students' score in terms of students' vocabulary after giving the treatment by using Word Clap Game is 82%
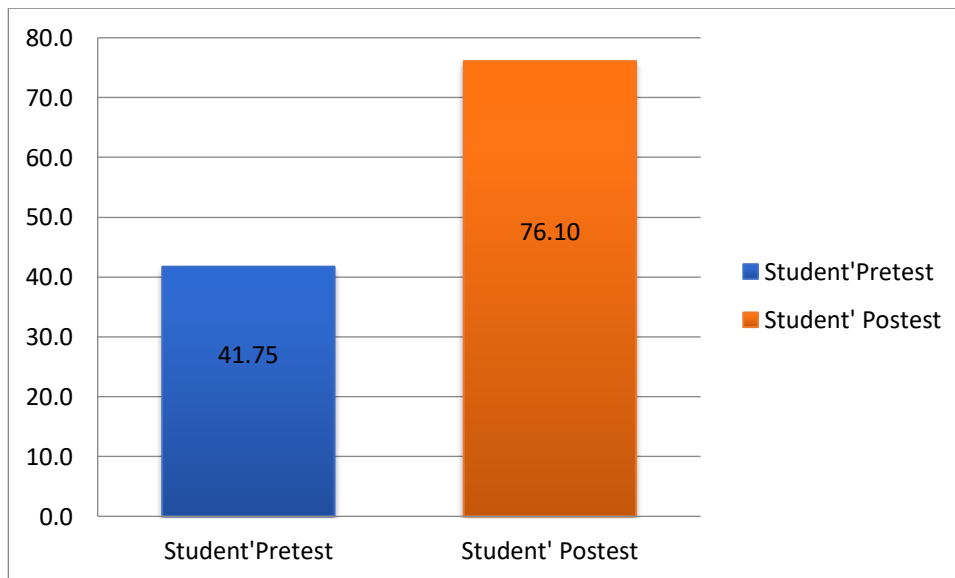
The students' vocabulary is described as:

Figure 1. *The Improvement of the pretest and posttest*

Figure 1 shows that there is an increase of the student's vocabulary from pretest with the mean score is 41.75 to posttest with the mean score is 76.10.

Frequency and Percentage of the students' scores in pretest and posttest

Frequency score of students' meaning of the words in learning through Word Clap Game shows the spread of the students' score and their percentage in each category. The data description can be seen in Table 2

Table 2. *Frequency and Percentage of the Students' Vocabulary*

No	Score	Category	PRETEST		POSTTEST	
			Frequency	Percentage	Frequency	Percentage
1.	80-100	Very good	0	0	5	25 %
2.	70-79	Good	0	0	12	60 %
3.	60-69	Enough	2	10 %	3	15 %
4.	50-59	Less	2	10 %	0	0
5.	0-49	Failed	16	80 %	0	0
		Total	20	100 %	20	100 %

Table 2 shows that the frequency of the students' vocabulary in pretest there are 2 students or 10% classified into the enough category, 2 students or 10 % classified the less category and 16 students or 80 % failed. In Table 4.2 the students show the improvement in posttest than pretest which are 0 students classified failed and less category, and 3 students classified into enough category, 12 students classified good category and 5 students classified into very good category.

Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used *t*-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the researcher used *t*-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (20 students), the hypotheses are as follows.

H_1 is accepted if *sig* < α = 0.05

H_0 is accepted if *sig* > α = 0.05

The result of the data calculation was calculated using SPSS 25. The students' result score in terms of text structure is presented as follows.

Table 3. Paired sample test

	Paired Differences					t	f	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE TEST - POST TEST	-34.350	4.428	.990	-36.422	-32.278	-34.692	9	000

Based on the Table 4.3, it can be seen that the Sig (2-tailed) of pretest and posttest is 0.00. This Sig (2-tailed) is (0.00 < 0.05).It can be concluded that pretest and posttest has *sig <a*, and H1 is accepted and H0 is rejected. So, it could be assumed that there is a significant difference on the students' score before and after the use of Word Clap Game in learning vocabulary.

CONCLUSION

Based on the findings and discussions of the research, the researcher concluded that the use of Word Clap Game was effective to improve the students' vocabularies. It was proved by the result of research showed that p value sig. (2-tailed) was 0.00. It was lower than ā 0.05, it could be assumed that H1 was accepted and H0 was rejected. The students' mean score in word meaning were 41.75 (pretest) and 76.10 (posttest). Thus the Word Clap Game can be used by teachers as a technique for students in learning English in school to improve their vocabularies.

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