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**PENGARUH GAME TEPUK HURUF TERHADAP PENGUASAAN  
KOSA KATA SISWA KELAS VII MTs AL-MAHRUSIYAH LIRBOYO  
KEDIRI TAHUN AJARAN 2016/2017**

***THE EFFECT OF WORDS CLAP GAME ON SEVENTH GRADE  
STUDENTS' VOCABULARY MASTERY AT MTs AL-MAHRUSIYAH  
LIRBOYO KEDIRI IN THE ACADEMIC YEAR 2016/2017***



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# THE EFFECT OF WORDS CLAP GAME ON SEVENTH GRADE STUDENTS' VOCABULARY MASTERY AT MTs AL-MAHRUSIYAH LIRBOYO KEDIRI IN THE ACADEMIC YEAR 2016/2017

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## ABSTRACT

The objective of this study were: to find out the students' vocabulary mastery before and after being taught using words clap game and to find out the empirical evidence about the effect of words clap game on students' vocabulary mastery in the seventh grade of MTs Al-Mahrusiyah Lirboyo Kediri. The method used in this study was quantitative method and research design was experimental study, one group pre-test and post-test. The writer took one class, VII-I class, as the subject of this study with 30 students as participants. The writer had compared the test score before and after the treatment was given. The result of gained score of pre-test was 66,87 and the post-test was 78,27. For the testing hypotheses was analyzed using t-test formula. The researcher used SPSS v. 20 for windows program which is Paired Sample Test. The calculation of vocabulary test result between pre-test and post-test can be seen from result of t-test of this research, and the result is 11,392. The result of t-table is 2,045, it can be seen from significant degree or  $\alpha$  (alpha) = 0,05 and df 29.  $H_0$  is rejected, and the  $H_a$  is accepted because  $11,392 > 2,045$  or the t-test  $>$  t-table. So it can be concluded that there is effect of using words clap game on the seventh grade students' vocabulary mastery at MTs Al-Mahrusiyah Lirboyo Kediri in the academic year 2016/2017.

**KEYWORDS :** words clap game, vocabulary mastery, descriptive text.

## I. BACKGROUND OF THE RESEARCH

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed (Read, 2000:1). It means that vocabulary is needed to form sentences in communication. Vocabulary is the basic thing to use language in

expressing the idea, opinion, or feeling. If people have less vocabulary, they not only cannot understand what others' saying, but also cannot make sentences to transfer their messages to the other people. So, to understand the meaning of language, both of the speaker and listener should master vocabulary well.

The statement above is also supported by Cameron (2001:94). She said that vocabulary has been seen as a major resource for language use. It is

needed to improve the four language skill, namely listening, speaking, reading, and writing. In addition, Rachmadie (1986:1) also stated, “How perfect your mastery of the structural patterns really is, without sufficient stock of vocabulary mastery you will have problems expressing your ideas and comprehending other people’s ideas”. It means that the ability to express idea is very effected by how far vocabulary understood and mastered beside of the English grammar. So vocabulary is much more needed to be able to communicate with others.

As vocabulary is the main point of studying English, it is important for students to learn about it. Vocabulary has been taught to students to help in understanding assignments and instructions given by the teacher (Roziqi, 2014: 165). However, learning vocabulary can be very boring for students if the teacher uses the monotonous way to teach. They often feel frustrated that they cannot understand what is taught (McCarten, 2007:19). Especially for students at the seventh grade of junior high school who can be called as the beginners of learning English because most of all elementary schools in Indonesia

transfer the English subject into extracurricular one since 2013 curriculum begun. The structure of curriculum for elementary level shows that English is not taught as the main subject anymore (2013 Curriculum, 2012:11). It means that not all the seventh grade of junior high school students have ever got English learning experiences.

Junior high school students are also considered as young learners. In which one of the obvious facts about young learners’ characteristic is learning through play. They are at an age where learning capacity and brain development are at their peak, and nature has given them the drive to maximize that power with its best learning tool – play (Primary Program Group, 2014:1). Preferably, as young learners are subject to rapid mood changes and often find it difficult to sit quietly, they can learn at best when they are involved in a large variety of activities (Koce in Kim Chi, 2010:21). So it is no surprise that they prefer acting and interacting to listening passively. Some activities with body movement in the classroom are possible things to do in teaching learning process because they are more likely to be motivated by

intrinsic factors, such as the inherent interest of an engaging task or game, than by extrinsic factors, such as the need to pass a test.

However, presenting vocabulary is not easy as some teachers may suppose. There are some difficulties in teaching vocabulary especially in junior high school, for the students usually find it hard to memorize words and time to teach vocabulary is limited because several skills must be learned in English, namely listening, speaking, reading, and writing. In the rule based on 2013 curriculum, the time allocation for English subject in junior high school is 80 minutes for each meeting and there is only twice meeting in a week. If the teaching strategy used by teacher in each meeting is not appropriate, it will lead the students' saturation in learning English.

Based on the explanation above, it is very important for the teacher to create the good design of teaching strategy to motivate students to master English vocabulary. There are many techniques that can be applied by teacher in the classroom such as using a game. "A game is an activity with rules, a goal and an element for fun" (Cahyono and Mukminatien,

2011:40). Games are one of children world and familiar for them, this technique is close with what they do in daily life. To make more successful teaching and learning process, teacher should select and match a game with materials to lead students' interests in learning vocabulary.

To solve some problems faced in teaching learning process, it is believed that one of the solutions can be done by teacher is through game because it can be the way to minimize the students' boredom in learning vocabulary. The effectiveness of using game in teaching vocabulary has been proven by Jannah (2011). Her research finding shows that using game at seventh grade of junior high school can improve students' vocabulary. Not only that, a research done by Roziqi (2014) is also found that a game can influence the students' vocabulary achievement.

In this case, words clap game was chosen to help students in learning vocabulary. It is one of games created by Thornburry (2002) which is explained having several benefits such as; students can enhance their vocabulary mastery and try to remember the vocabularies as soon as possible by clapping their hands. The

students can also learn vocabularies enjoyably. This game can also build students' self-confidence because it is employed in group. Finally, the teacher can apply a creative strategy in teaching and learning process, thus, it will make students more interested in the learning vocabulary.

By using words clap game, it is expected that students can memorize new vocabulary easily, without any boredom. There are no difficulties and reasons for the students not to learn vocabulary caused by the lack of facilities because this game does not employ the expensive equipment or complicated materials to practice, just clap their hands and say their words.

Based on the upon explanation, the writer conducted a research entitled "The Effect of Words Clap Game on Seventh Grade Students' Vocabulary Mastery at MTs Al-Mahrusiyah Lirboyo Kediri in the Academic Year 2016/2017".

## II. METHOD

The approach of research used in this study is quantitative research. The type of quantitative research done in this study is experimental research. Experimental research involves a study of the effect of the systematic

manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. So, this study focused on the result of comparing an experimental class using words clap game as a treatment with the class that did not get a treatment.

In this study, the writer used a pre-experimental research design, exactly one-group pretest-posttest design. This design only used one group to be examined, namely experimental group. The writer gave words clap game as the treatment for the experimental group. To measure the students' vocabulary mastery, she compared between the scores of pretest and posttest administered.

Prior to this research, the population of this research was the seventh grade junior high school students at MTs Al-Mahrusiyah Lirboyo Kediri in the academic year 2016/2017. There are 284 students in total and it is divided into ten classes with for about 30 students in each class, which are VII-A, VII-B, VII-C VII-D, VII-E, VII-F, VII-G, VII-H, VII-I, and VII-J. Within this target population, the writer then selected a



sample for study. She used one class, VII-I class, consisting of 30 male students as the experimental group.

In this study, the researchers are charge of planning the treatment, arranging and developing the research instruments, administering the vocabulary test and conventional test. Beside the role of the writer here is as an observer who is responsible with monitoring the implementation of the treatment conducted to control whether the procedures of the treatments are successfully done or not and to record the strength and weaknesses of the treatment done.

### III. FINDING AND DISCUSSION

In this section, the writer showed the result of students' pre-test and post-test score by using SPSS version 20. The mean of pre-test score is 66,87 while the mean of post-test score is 78,27. It means that the students' vocabulary mastery was increasing after being taught using words clap game.

From several calculations with *Paired Sample Test* formula, it was known that the result of t-score is 11,392 at the degree of freedom 29 with t-table 2,045. The t-score is higher than t-table ( $11,392 > 2,045$ ).

The score of sig. (2-tailed) is 0,000 is lower than the significance degree 5% ( $0,000 < 0,05$ ).

The finding showed that there is effect of using words clap game on the seventh grade students' vocabulary mastery at MTs Al-Mahrusiyah Lirboyo Kediri in the academic year 2016/2017.

During the teaching learning process, it was found that words clap game could enhance the students' motivation to learn English. This finding was supported by Ulicsak (2010:27) who says that game can be successfully used to achieve a learning goal because it can help to motivate students to be more active in learning subjects. Most of students show their enthusiasm to participate in the classroom activity.

In line with Ulicsak, Thornburry (2002:102) stated that words clap game is one of games that can be used to improve students' vocabulary mastery especially in aspect of meaning and spelling. It was proved with the writer's finding that the students' score was increased more after having this activity in the classroom.

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