

The Influence of Word Clap Game on Students' Vocabulary Mastery

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Abstract: This research aimed to discover the influence of word clap games on students' vocabulary mastery at elementary school in Pekanbaru. This experimental research was conducted by applying pretest posttest design. The samples of this research were 38 students from one of the elementary schools in Pekanbaru. Those samples were splitted into two groups: an experimental group and a control group. The experimental group was treated by applying word clap game while the control group was treated by applying a conventional strategy in which the teacher explained the materials. The results of this research found that students who were taught by word clap game had better vocabulary mastery than students who were taught by conventional strategy. This indicates that applying word clap games greatly influences the vocabulary mastery of the elementary students. Thus, this research concludes that word clap games has a significant influence on the improvement of students' vocabulary mastery.

1 INTRODUCTION

As one of a language components, vocabulary is essential to be acquired by students in learning the language, especially English. Without sufficient vocabulary, students will get troubles in mastering skills like speaking, reading, listening and writing. It implies that recognizing enough vocabulary will make the students able not only to understand what others are saying but also to create sentences in order to transfer their messages to other people. Thus, vocabulary becomes the first element the students should master in studying English.

Vocabulary is a fundamental element in communication. Learning vocabulary is also important for the language acquisition process. Krashen (1981) asserts that learning English can not be broken up from learning its vocabulary. Moreover, it is even more crucial to master vocabulary than to master the English grammar. As stated by (Thornbury, 2006; Markova et al., 1979), without mastering grammar, people can express very little but without vocabulary people cannot say anything. Therefore, it is crucial for teachers to introduce vocabulary to facilitate the students to understand English utterances and to prepare them to learn English in the next level. Learning vocabulary can help students in mastering other components. That is why vocabulary mastery has a significant role

in achieving the language skills.

(Thornbury, 2006; Setiawan, 2010) asserts that it will be difficult for the students to comprehend and express their English skill if they have insufficient vocabulary. He adds that people can say anything with words. It implies that vocabulary is the primary element the students should now before coming to other elements. Thus, it is the teachers' responsibility to find and apply appropriate strategies to facilitate students during the learning process so that it can improve their vocabulary mastery. Unfortunately, students still have problems dealing with vocabulary. One of the reasons was the different rules between English and Indonesian. These differences cover not only the structure of the languages but also the pronunciation and vocabularies.

Based on the preliminary observation conducted in an elementary school, some problems were found related to the students' vocabulary mastery. It was found that most of the students did not have sufficient vocabulary. As a result, it was difficult for them to understand other skills such as listening, speaking, reading and writing. Besides, the students also cannot identified parts of the words, like verbs, adjectives, adverbs, and nouns. From the results of the observation explained above, it was assumed that students needed to be taught by an appropriate strategy that assisted them to learn vocabulary. They need an ef-

fective strategy not only to memorize vocabulary but also to understand it.

Various kinds of teaching strategies are available to help teachers in learning process, especially learning vocabulary. One of the strategies is by implementing word clap game. It is a game-based learning which integrates a game named clap game into the learning process. Several experts assert that word clap game is a kind of game that can be applied as a strategy for teaching vocabulary. Through this game, the students not only remember the vocabulary but they can also build their confidence. Besides, word clap game can increase students' motivation to learn so that they can enjoy the learning process.

This research focused on the implementation of word clap game in improving students' vocabulary mastery at elementary school. The purpose of this research was to discover the influence of word clap game on students' vocabulary mastery at fourth grade of elementary school in Pekanbaru.

2 RELATED THEORIES

2.1 Vocabulary Mastery

Vocabulary mastery is defined as the ability to utilize words as a medium to communicate with others. Nation in (Schmitt, 2000) says that vocabulary mastery is the competence related to a set of words that create a language which is utilized by a particular person. Moreover, Read (2000) asserts that vocabulary mastery means the ability to use words in conducting communication, and students understand the sets of words. In other words, it is the set of words likely to be used by those students when constructing new sentences.

(Aslanabadi and Rasouli, 2013) argue that vocabulary is very crucial in order to understand any concepts in learning a foreign language because the students can understand the language if they know the meaning of the words in that language. Furthermore, vocabulary links the other skills: speaking, listening, reading and writing. Vocabulary facilitates the students to produce sentences both in spoken and written (Susanti, 2017). However, it will be difficult for the students who have limited vocabularies to demonstrate their ability in English well. As stated by Burton (1982), it is impossible to apply our English correctly without having a sufficient vocabulary. For this reason, students need to master vocabulary before they communicate with other people in English.

Considering the importance of vocabulary in learning English especially for the students, the

teacher needs to consider a suitable strategy to be applied in teaching vocabulary in the classroom. This is because students' vocabulary mastery will be increased if the teaching process runs well and effectively, and the students enjoy the learning process. From the explanation above, it can be concluded that the teacher must choose appropriate techniques which make the students able to understand the material in learning vocabulary and enjoy their study.

There are some techniques that can be implemented by the teacher in teaching vocabulary, for example teaching by giving explanation, through pictures, songs, and even games especially word games. Since the object of this research was elementary students, game-based learning is considered to be the best strategy that can be applied by the teacher in teaching vocabulary. Games bring fun situation in the classroom, and the learning process will be more interesting. In this research, the game applied in the classroom was word clap game.

2.2 Word Clap Game

Learning through games can be an interesting classroom activity and it usually becomes a favorable strategy for students. (Brown, 2002; Nugroho et al., 2012) comments that students enjoys learning through games. They will learn better when they work with their classmates. One of the examples of game that can be applied in the classroom is word clap game. Word clap game combines clap games with words. It is a game that requires collaboration among students. Thornburry (2002) defines word clap game as a game played by groups of students which works by clapping hands collaborated by other students. In this game, the students play in groups and say the words as soon as possible while clapping their hand.

Before applying this game, both the teacher and students need to understand the rules of the game. Thornburry (2002) explains that to begin this game, the students sit in a circle, then, following the teacher's command, make a four beat rhythm by clapping their hands to their thighs three times. Then, they clap both hands while mentioning a word from a topic provided by the teacher. The winner is the one who can mention the most words. In this game, the teacher only needs to monitor and control the game. During the game, the teacher moves from one group to another, listening and providing any assistance when necessary as well as noticing the mistakes committed by the students. At the end of the game, the teacher gives feedback related to the mistakes found during the game.

Word clap game brings several benefits both for the teacher and students. First, this game can be applied at any stage of teaching. It can be performed at the beginning, in the middle or at the end of the learning process. After that, this game is also simple and easy to play since the teacher does not need any preparation for this game. Then, word clap game is also appropriate for any level of students starting from kindergarten to high school students. It can also be applied at any setting whether in formal or informal situation. Just like other games, word clap game can also stimulate students' motivation so that this game can encourage students to remember their vocabularies. However, applying this game in a classroom, especially at elementary school, can be crowded and even causes chaos.

Therefore, a good preparation is absolutely required if the teacher wants to apply this game in the classroom. Every step must be carried out sequentially. The teacher needs to think carefully about the topics and predicts any possible errors that could happen during the game.

In addition, Thornburry (2002) mentions the steps of the game. First, before starting the game, the teacher prepares the topics. In the classroom, the teacher explains the rules of the game. After that, the students make some groups and sit in a circle based on their group. To begin the game, the students follow the teacher's instruction making a four-beat rhythm by clapping their hands on their thighs three times. Then, they clap their hand and mention a word based on the topic given by the teacher. The students who either repeat the words already mentioned or break the rhythm or say nothing are disqualified. The game ends when there is only one student left as the winner.

3 RESEARCH METHOD

This research was an experimental research using pretest-posttest design. It was conducted at grade 4 in one of the elementary schools in Pekanbaru. 38 students were chosen as the samples of this research. Those samples were splitted into two groups: an experimental group and a control group. The experimental group was treated by applying word clap game while the control group was treated by applying a conventional strategy. The instruments of this research were vocabulary tests which were distributed to the students before the treatment (pre-test) and after the treatment (post- test). After analyzing the statistical requirement, the data were analyzed by using t test formula in order to test the hypotheses.

The hypotheses of this research are:

H_0 : There was no significant influence of applying word clap game on the students' vocabulary mastery.

H_1 : There was a significant influence of applying word clap game on students' vocabulary mastery.

4 FINDINGS AND DISCUSSION

After analyzing the data, the result of the pre-test and post-test from both classes can be seen in the following figure.

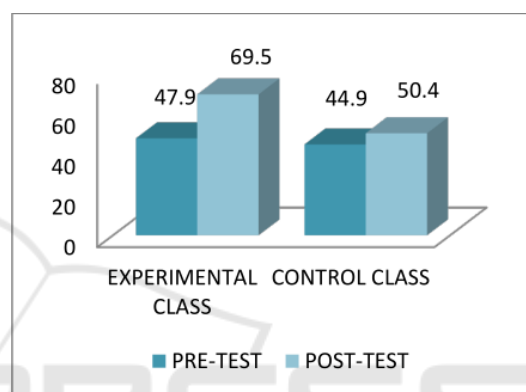


Figure 1: The Results of Students' Vocabulary Mastery in Experiment Class and Control Class.

Figure 1 demonstrates that after conducting the pre-test, the average score of the students in the experimental class was 47.9 while the average score in the control class was 44.9. After having the treatment, the average score of the students in experimental class increased significantly to become 69.5 while the score in the control class was 50.4. Based on this result, it can be seen that there was an improvement in the students' score between pre-test and post-test. However, the improvement in the experiment class was more significant than in the control class. It implies that the students who were treated by word clap game had better vocabulary mastery than students who were treated by conventional strategy. Based on the explanation above, it can be summarized that there was a significant influence of word clap game on students' vocabulary mastery.

4.1 Hypotheses Testing

After analyzing the result score of pre-test and post-test both in experimental class and control class, the researchers compared the result score of post-test in each class by using independent sample test in order to know the significant effect of word clap game

on students' vocabulary mastery. The researchers utilized SPSS Version 2.2 to analyze the data. The output of data analysis can be seen in the tables below.

Table 1: The Statistics Result of Paired Samples

		Mean	N	Std. Dev	Std. Error Mean
Pair 1	pretest experimental class	47.90	20	2.864	.640
	posttest experimental class	69.50	20	3.487	.780
Pair 2	pretest control class	44.90	20	3.076	.688
	posttest control class	50.40	20	2.644	.591

Table 2: Paired Samples Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest experimental class - posttest experimental class	-21.600	4.083	.913	-19.689	-19.689	-23.657	19	.000
Pair 2 Pretest control class - posttest control class	-5.500	2.819	.630	-6.189	-4.181	-8.725	19	.000

Table 2 demonstrates the output of paired sample t - test. Paired sample t-test was used to know whether there was a significant effect between two group samples which were not correlated. From the calculation above, it can be seen that the value of $t_{calculated}$ was 23.657 while the value of t_{table} was 2.023. It means that $t_{calculated}$ is higher than t_{table} . Furthermore, the table shows that the significance value was 0.000, and it was lower than the value of α Significance 5% (0.05). Thus, alternative hypothesis was accepted and null hypothesis was rejected. It can be concluded that word clap game gave significant influence on the students' vocabulary mastery.

The main concern of this study was to know the influence of word clap game on students' vocabulary mastery at grade four of elementary school. Based on the explanation mentioned above and the results of data analysis, it can be stated that word clap game is very appropriate in teaching vocabulary. Through this game, the students enjoy the learning process and word clap game increases students' interests in learning vocabulary. In this study, word clap game is more effective than the conventional technique used by the teacher. It motivates the students to learn vocabulary and bring them to the topic. Besides, it also makes the students feel fresher. At last, the application of word clap game creates competition and remind the students about the topic being taught by the teacher.

It is in accordance with the result of the research conducted by Susanti (2017). In her research she found that the elementary students were happy and

motivated when they were taught by using word clap game. Moreover, word clap makes students enjoy the learning process. In addition, this game also trains the students to work collaboratively in groups. The result of this research is also supported by the result of the research from (Agustin, 2016) and (Mariyana, 2016; Furqon, 2013). Both of them agree that word clap game is effective in teaching vocabulary since it is significantly improve students' vocabulary mastery.

5 CONCLUSIONS

Based the findings of this research, it can be concluded that word clap game is effective to improve students' vocabulary mastery especially at elementary schools. The findings of this research reveal better results for students who are taught by word clap game than the conventional strategy. Thus, it is suggested for elementary school teachers to apply this strategy in teaching vocabulary. However, this research also has a limitation. First, it only analyzed the influence of word clap games on students' vocabulary mastery at elementary school. In the future, it is suggested for the next researchers to add any variables, such as learning motivation and students' perception towards the game, in order to obtain more comprehensive results about this topic.

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