

The Use of Word Clap Game to Improve Students' Vocabulary

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Abstract

Teaching English vocabulary to Junior High School should be more interesting and joyful. Teachers can use a strategy in teaching vocabulary 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 SMPN 4 Kapanjen and to find out whether the use of "Word Clap Game" can improve the students' vocabulary mastery. Vocabulary is the one of the English components which has to be mastered and acquired by students in learning English as a foreign language. In this study, I used Word Clap Game as a strategy for teaching vocabulary in Announcement and Short Message topic to the eighth grade students of SMPN 4 Kapanjen. An action research was conducted in this study. The subjects of this study were 31 eighth grade students of SMPN 4 Kapanjen in the academic year 2022/2023. The writer got the data from observation, test and interview. According to the analyses, on the previous test on Recount topic when the teacher hasn't given the treatment the mean is 71.2, while after the treatment the mean is 79.8. Therefore, the students' vocabulary mastery is improved by 8.6.

Keywords: Word Clap Game, Vocabulary, Classroom Action Research

1. Introduction

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. Vocabulary is very important in studying English. If people have less vocabulary, they not only cannot understand other' 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 (Thornburry, 2002:13). When we just learn about grammar without learning vocabulary, we cannot express anything.

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.

2. Methods of Investigations

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.

2.1. Subjects of the Study

This action research was done for the teaching of vocabulary to the eighth grade students of SMPN 4 Kepanjen especially VIII B class in the academic year of

2022/2023. The total students of the class was 31 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' score in English was not really good, mostly they got the score below KKM which is 80.

(3) Students of VIII B seems to be lack of vocabulary, it showed when the teacher gave them a text, they often come forward to ask what the Indonesian meaning of those words.

2.2. 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 SMPN 4 Kepanjen. 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.

2.3. Procedures of 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

2.4. Research Instruments

The instruments which used in this research were observation, interview and tests including pre-test, and post-test.

2.4.1 Observation Checklist

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 (√).

2.4.2 Interview

In this research teacher chooses interview which is a formal consultation usually to evaluate qualifications students' knowledge in general. In a purpose to get spesific information and data of the students by interview the English teacher that taught the students for 1 until 2 years.

2.4.3 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.

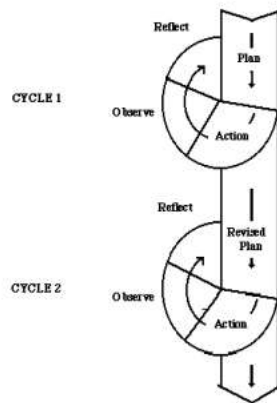
2.5. Procedure of Analysing Data

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.

2.6. 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



This figure above can be explained as follows:

2.6.1 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.

2.6.2 Cycle 1

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

2.6.2.1 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.

2.6.2.2 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 (announcement and short message)

(2) Teacher lead the game.

(3) Teacher explains the rule of playing this game.

(4) Students stand in a circle and follow teacher's lead, maintain a three-beat rhythm, clapping their hands two times (one-two...) and then both hands together (mention the words relate to the theme given).

(5) Students have to mention a word that relate with the theme given by teacher.

(6) Students who either repeat the word already mentioned or say nothing are out.

(7) The game ends when the there are 5 students out and teacher will give some question relate to the topic that has been explained before.

2.6.2.3 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.

2.6.2.4 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 31 students were low motivation in the learning process, the writer would revise the activities in the cycle 2 lesson plan.

2.6.3 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, 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.

2.6.4 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 wellword clap game can be used in teaching vocabulary.

3. Findings

3.1. Findings

After giving the treatment teacher analyze the pre-test and post-test score to find out whether the use of "Word Clap Game" can improve the students' vocabulary, and it shows in the table below:

3.1.1 Pre-test Score

Number	Name	Score
1.	ACHMAD AZIZI PRASETYO	83
2.	ADITYASA RIZAN KURNIAWAN	55
3.	ALAIKA ALIFIYYA PUTRIS	80
4.	ALEXANDER PEARSON HERRMAN	85
5.	ANGGARDA PARAMITA	88
6.	CHELSEA AURORA SARI	48
7.	CINTA ALMIRA MAULIDDINA	65
8.	DINAR RORO ANDINI	80
9.	EKA AHMAD WIJAYA	60
10.	EMA LULU NASITA	80
11.	FAJAR JUMADI ABADI	38
12.	FERDINAND ALFIANSYAH	83
13.	HAFIDH HISYAMMUDIN ABDULLAH	80
14.	KEYLA AVRILYA NURRAHMAH	33
15.	LAKSAMANA ARIA SEBASTIAN BHREVANDI	85
16.	MARCHYLA PATRYCHIA WINATA	83
17.	MOHAMMAD WILDAN RAMADHAN SAPUTRA	83

18.	MUHAMMAD SABIQUL HIMAM MAHBUBI	83
19.	NABIL ROSIHAN WAHYUDI	83
20.	NAILLA GALIH PURNAMA PUTRI	80
21.	NUR SAFIRA NATASYA	85
22.	REVANIA AKMA ANGGRAINI	58
23.	REYFANZA HAFISTA ARSYA	68
24.	ROSA MAULITASARI	83
25.	ROSALINA DINA ROKHIMA	63
26.	SEIF KRISMA SHAQUILLE AHNAF	80
27.	SHALSA DELILA SHAFAH PUTRI	63
28.	SYABITTA HANA KHARISMANIDA	58
29.	SYAULUM KHOLIFATUS SAKDIYAH	35
30.	ZAHROTUN NADYA	80
31.	ZIA ARA KAYLA MAHESWARI	80

The pre-test was done before teacher gave the treatment to the students and the mean of the pre-test was 71.2

3.1.2 Post Test

Number	Name	Score
1.	ACHMAD AZIZI PRASETYO	85
2.	ADYASA RIZAN KURNIAWAN	63
3.	ALAIKA ALIFIYYA PUTRIS	80
4.	ALEXANDER PEARSON HERRMAN	88
5.	ANGGARDA PARAMITA	90
6.	CHELSEA AURORA SARI	67
7.	CINTA ALMIRA MAULIDDINA	78
8.	DINAR RORO ANDINI	85
9.	EKA AHMAD WIJAYA	70
10.	EMA LULU NASITA	80
11.	FAJAR JUMADI ABADI	67
12.	FERDINAND ALFIANSYAH	83
13.	HAFIDH HISYAMMUDIN ABDULLAH	85
14.	KEYLA AVRILYA NURRAHMAH	78
15.	LAKSAMANA ARIA SEBASTIAN BHREVANDI	90
16.	MARCHYLA PATRYCHIA WINATA	88
17.	MOHAMMAD WILDAN RAMADHAN SAPUTRA	88

18.	MUHAMMAD SABIQUL HIMAM MAHBUBI	85
19.	NABIL ROSIHAN WAHYUDI	83
20.	NAILLA GALIH PURNAMA PUTRI	80
21.	NUR SAFIRA NATASYA	88
22.	REVANIA AKMA ANGGRAINI	77
23.	REYFANZA HAFISTA ARSYA	73
24.	ROSA MAULITASARI	80
25.	ROSALINA DINA ROKHIMA	75
26.	SEIF KRISMA SHAQUILLE AHNAF	80
27.	SHALSA DELILA SHAFAH PUTRI	70
28.	SYABITTA HANA KHARISMANIDA	68
29.	SYAULUM KHOLIFATUS SAKDIYAH	78
30.	ZAHROTUN NADYA	83
31.	ZIA ARA KAYLA MAHESWARI	90

While the mean of the post test was 79.8.

With 8.6 difference shows that there is an impact of using “Word Clap Game” in improving students’ vocabulary.

4. Conclusion

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, it shows that they enjoyed the game. The Word Clap Game also improves the students' vocabulary. 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 the teacher gave a treatment, the previous test mean is 71.2. However, after being treated using Word Clap game, the mean of the post-test is 79.8. Later on, I calculated whether there is an improvement or not. The result shows that there is an improvement of the students' with 8.6 difference. So, it could be concluded that there is an improvement in the vocabulary of the students who are taught using Word Clap game.

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