

**THE EFFECTIVENESS OF WORDS CLAP GAME FOR  
IMPROVING STUDENTS' VOCABULARY MASTERY AT  
MTsN 1 MAGETAN**

**THESIS**



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2024**

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IMPROVING STUDENTS' VOCABULARY MASTERY AT  
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**THESIS**

Presented to Islamic Institute of Ponorogo in Partial Fulfillment of  
Requirement for the Degree of Sarjana in English Language Teaching Department



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2024**

## ABSTRACT

**NUR UHADA AJMALI, RADHEA.** 2024. *The Effectiveness of Words Clap Game for Improving Students' Vocabulary Mastery at MTsN 1 Magetan.* Thesis, English Language Teaching. Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Fenty Andriani, M.Pd.

**Keywords:** *Teaching English, Words Clap Game, Students' Vocabulary Mastery*

Vocabulary is a basic part of language. Vocabulary mastery is very crucial that must be mastered by someone in learning English, which is a foreign language. However, many students have problems in memorizing and they feel confuse using new vocabulary. Therefore, the teacher needs interesting and funny game in teaching-learning process to improve students' vocabulary mastery. One of the game is Words Clap Game. Words Clap Game can be an alternative Game to learn vocabulary. It can improve students' vocabulary mastery.

The objective of this research is to find out the significant difference between students' vocabulary mastery who are taught by using Words Clap Game and those who are not.

This research was conducted at MTsN 1 Magetan in academic year 2021/2022. This research applied a quantitative research used quasi experimental design. In this research, the population was the seventh grade students at MTsN 1 Magetan. The sample was 54 students. The VII E class as the experimental class and the VII D class as the control class. Both of them consist of 27 students. The data were gathered through test and documentation. This research was conducted by applying the following procedures giving a pre-test, applying the treatment, and giving a post-test.

After getting the score of the test, the data were analyzed and processed using the T-test formula by using SPSS program 26 version. The result of this research showed that the value of t-test is 8,299. The result computation using t-test formula of 5% significant level with df 52 is 2,00 (t-test > t-table). So,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it can be concluded that there is a significant difference between student's vocabulary mastery who are taught by using Words Clap Game and who are not.

## APPROVAL SHEET

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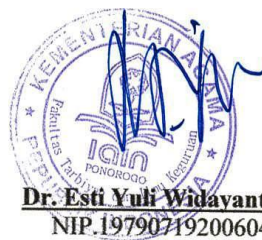
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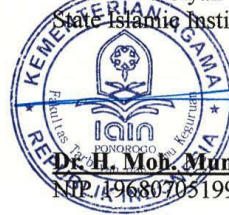
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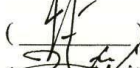
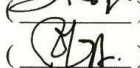

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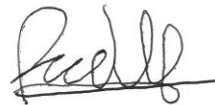
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Radhea Nur Uhada Ajmali

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Judul Skripsi : “The Effectiveness of Kinesthetic Words Clap Game for  
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Radhea Nur Uhada Ajmali





# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Students nowadays confront certain difficulties when learning vocabulary. The terms vocabulary and memory are interchangeable. Memorization is a tedious process that can become a difficulty for children while learning new terminology. Other issues that make them uninteresting include not knowing the meaning of terms, failing to look up words in a dictionary, and having difficulty comprehending the teacher's explanations.

Vocabulary is a tool for communication that allows people to put words together to build sentences. Vocabulary is both a vital component of language and a kind of bartering tool: it is used to communicate ideas. It is easier to share thoughts in conversation when one has a larger vocabulary. Learning to read, talk, writes, and listen requires a strong vocabulary. People cannot properly communicate or convey their feelings through speech or writing if they lack an adequate vocabulary.

Because a restricted vocabulary in a foreign impedes successful communication, vocabulary knowledge is frequently seen as a key tool for second language learners. "While very little can be told without grammar, nothing can be conveyed without vocabulary<sup>1</sup>. Vocabulary is an important aspect of all four basic language skills: listening, speaking, reading, and writing, and it plays an important role in language teaching.

Teachers face several difficulties as a result of the significance of vocabulary learning. They want to know how educational programs may help

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<sup>1</sup>D. Wilkins, *Linguistics in Language Teaching*. (London: Arnold, 1972). 111-112.

with the acquisition of so many words. When students try to assign vocabulary to their long-term memories, they run into some difficulties. Language learners in Ponorogo, particularly high school students, experience the same problem<sup>2</sup>.

In *A Study on Students' Difficulties in Learning Vocabulary*, Rohmatillah discovered that practically all students struggled with pronouncing words, writing, and spelling. Inflections, or different grammatical forms of words, were one specific cause of pupils' difficulty learning vocabulary. Furthermore, pupils had difficulty remembering word meanings and applying them effectively in context. Students were likewise perplexed when they came across idiomatic terms or expressions<sup>3</sup>.

The researcher discovered that many of the issues faced by students and Islamic junior high school pupils in Magetan are similar. The researcher discovered that students at MTsN 1 Magetan do not feel secure enough to talk or write in English through conversations and interviews with English teachers and students throughout both the 2021 and 2022 academic years. They are jittery and fearful of making a mistake. The kids' vocabulary is insufficient, and they struggle with grammatical norms. It's challenging for pupils to expand their vocabulary since they haven't found strategies that work for them in the classroom or at home<sup>4</sup>.

In light of these findings, the researcher feels that students would benefit from engaging vocabulary activities that will assist them overcome their

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<sup>2</sup> Preliminary research, October 28<sup>th</sup>, 2021, in Ponorogo.

<sup>3</sup> Rohmatillah in her research about *A Study on Students' Difficulties in Learning Vocabulary*, (Lampung: IAIN Raden Intan Lampung), 84.

<sup>4</sup> Interviewed on Friday, 16<sup>th</sup> April 2022.

classroom passivity. These activities should assist children in remembering, maintaining, and comprehending the words they have learnt. To address the issue, the teacher should employ effective approaches and procedures to raise students' accomplishment levels, particularly in the area of vocabulary development. For teaching vocabulary relevant to various disciplines, there are a variety of ways that may be employed.

When teaching vocabulary, it is critical to pique the pupils' interest in the subject matter. According to Diamond and Gutlohn, if teacher can get children interested in playing with words and language, teacher will have achieved at least half of our aim of developing word-conscious students who will pursue words as a lifelong passion. This means that it is critical for the teacher to use engaging teaching approaches to get pupils to acquire new terminology.

Children in typical classrooms are supposed to sit quietly in their seats, listen, and then recall what they have heard. Many times, kids do not have the chance to learn with their bodies and hands, which is an important element of writing with a pencil on paper. Some individuals feel that in order to accommodate diverse learning styles, a teacher would have to educate in a variety of methods. Teachers who build a teaching style that is a synthesis of methods that addresses the entire brain will be effective in reaching all of their students at the same time.

Based on the issues raised above, teacher must be able to select and game that will keep students engaged in the learning process. In the classroom, one way is to employ games. A game is anything that may be played with certain rules to determine who wins and who loses. Games are associated with

enjoyment, mobility, and competitiveness. "A game is an activity that has rules, a goal, and is enjoyable".<sup>5</sup> One of the most essential reasons to use games is that they are a lot of fun for both the teacher and the students.

There are a variety of reasons why students should play games in class when learning English, one of which is to make studying more enjoyable. Students will unconsciously participate in using English through games, which will also directly stimulate students' interest in learning English. Games can be used at any time during the lesson, whether at the beginning to pique students' interest in learning, in the middle as a fun exercise, or at the end to relieve pressure after learning English.

Playing games while studying has proven to be beneficial to students. Students will comprehend the subject matter more quickly when it is presented in the form of a game, and they will become more engaged in class. Students will feel a strong feeling of community and sportsmanship among their peers. Word Clap Game is one game that might help pupils improve their vocabulary. "The Word Clap Game is a game played by a group of kids in which they utilize Clap to cooperate with words".<sup>6</sup>

Based on the statement above, the researcher chooses using games in improving English vocabulary. Julia Dobson said that: "Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation".<sup>4</sup> It means that game is one of ways to relax routine of classroom, so that it will make fun. Moreover, as it is stated in *Games for Language*

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<sup>5</sup> Hadfield, J. 1984. *Elementary communication games*. Hong Kong: Thomas Nelson Ltd. p.5.

<sup>6</sup> Thornburry, S. 2002. *How to teach vocabulary*. Longman: Malaysia. p.13.

*Learning book:*” Game’ to an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others”.<sup>5</sup> It means that any activity is interesting because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy in playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

From the background described above, the researcher is interested in investigating. **“The Effectiveness of Words Clap for Improving Students' Vocabulary Mastery at MTsN 1 Magetan”**.

## **B. Scope and Limitation of the Study**

To avoid a deviation of the discussion, the study is focused on some concerns identified as follows :

1. The subject of this study is the Ninth Grade Students at MtsN 1 Magetan Academic Year 2021/2022.
2. The object of this study is the effectiveness of words Clap Game for improving students' vocabulary.
3. The material of this study in teaching vocabulary is singular and prural nouns in song lyric using words clap game.

## **C. Statement of the Problem**

Based on the background and the limitation of the research, the problem of this research as follows:

Do the students who are taught by using Words Clap Game get better score in

vocabulary mastery than those who are not?

#### **D. Objective of the Study**

Considered the background and problem formulation describe above, the objective of the research was to find out the effect of using Words Clap Game method to mastery vocabulary.

#### **E. Significances of the Study**

The study is expected to be able to give contribution in the teaching learning process both academically and practically:

1. Academically, it can help teacher or researcher to find out the alternative way to teaching English as foreign language, especially knowing the effectiveness of Words Clap Game for vocabulary mastery at MTsN 1 Magetan.
2. Practically, there are many practical significances of this study:
  - a) For the students, it can provide motivation to learn English and can increase their vocabulary in fun way.
  - b) For the teachers, this study will help the teacher to apply another model for teaching vocabulary.
  - c) For the next researcher, this study is expected to be useful for reference for the next research about teaching vocabulary by using Words Clap Game.

#### **F. Organization of the Thesis**

The researcher writes this thesis in five chapters. They are:

Chapter I (Introduction), the first of chapter is Introduction. Introduction is general description of the thesis. The first chapter consists of

background study, limitation and statement of the problem, objective, and significance of the study, and organization of the study. The researcher also explains the importance of teaching-learning vocabulary and the difficulties of learning vocabulary.

Chapter II (Literature Review), the second of chapter is review of related study. The review of related about definition of teaching, definition of vocabulary, types of vocabulary, definition of Words Clap Game, the benefits of Words Clap Game, and factors that caused in using Words Clap Game.

Chapter III (Research Methodology), the third of chapter is research methodology. The research methodology consists of research design, population and sample, instrument of data collection, technique of data collection, and the technique of data analysis.

Chapter IV (Research Result), the fourth of chapter is result of research. This chapter shows about the result of this study. It loads of the process of analyzing data and interpretation of this study.

Chapter V (Closing), the fifth of chapter is conclusion. The conclusion consists of conclusion and suggestions.

## CHAPTER II

### PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

#### A. Previous Related Study

This section of the thesis serves as the research's basis, presenting a survey of relevant literature that is regarded vital for gaining understanding of connected theories from a variety of sources. Several hypotheses and facts connected to them are discussed in this chapter. These prior discoveries are related to Games and English instruction.

The first on is the research investigated was Nuridaya Lahming, 2019, “Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo”<sup>7</sup>. This research was focused on using word clap game to teach vocabulary at the third grade of SDIT Darussalam Palopo. The objective of this research was to find out whether word clap game improve the students’ vocabulary at the third grade students of SDIT Darussalam Palopo. In this research, researchers used theory by Thornbury<sup>8</sup>. The researcher applied pre-experimental method.

The finding of the research were showed to describe the result of data that analyzed statically and tabulating of data. It compared of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students pre-test and post-test. The discussion about this research is this study evaluated the effectiveness

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<sup>7</sup> Nuridaya Lahming, 2019, *Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo*.

<sup>8</sup> Scott, Thornbury. 2002. *How to Teach Vocabulary*. Longman: Malaysia, p.102.



of using the "word clap" game in teaching vocabulary to students. Initially, the students took a pre-test to measure their vocabulary skills, and most felt confused due to a lack of understanding of the test words. Following this, the researcher conducted five teaching sessions using the "word clap" game, where students learned vocabulary related to family, objects, adjectives, places, and animals. After these sessions, a post-test indicated a significant improvement in the students' vocabulary skills. Data analysis and hypothesis testing showed that the "word clap" game was effective in enhancing students' vocabulary. This finding aligns with other research indicating the game's effectiveness in teaching vocabulary and improving speaking skills. The researcher concluded that the "word clap" game is a beneficial method for teaching vocabulary, especially for students who are new to learning.

Conclusion, The researcher concluded that the Word Clap Game improved vocabulary among third-grade students at SDIT Darussalam Palopo. This was evidenced by the mean score of 64.07 in the pre-test and 93.97 in the post-test. After providing the treatment, the analysis showed a p-value of 0.00 with an alpha of 0.05, indicating that  $p$  was less than alpha ( $0.00 < 0.05$ ). This result confirms that the null hypothesis was rejected and the alternative hypothesis was accepted, demonstrating the effectiveness of the Word Clap Game in enhancing vocabulary.

The second piece of research by Hj. Sholatul Hayati, Myrnawati CH, and Moch. Asmawi, under the research title is "Effect of Traditional Games,

Learning Motivation and Learning Style on Childhoods Gross Motor Skill”<sup>9</sup>. This research was aimed at finding out the effect of traditional games, learning motivation, and learning styles on childhood gross motor skills at Group B Kindergarten, Banten Province. The researcher used a theoretical basis based on the following by Wong, who describes the learning styles are a tendency to use a visual, auditory, or kinesthetic modality when there is a choice of ways to learn and process new information<sup>10</sup>. Research method used experiment by 2x2x2 factorial design and involving sample of 60 students selected randomly.

The data shows that children's gross motor skills score higher in the Boy-boyan game (44.37) compared to Dampu (41.83). High learning motivation leads to a higher average score (46.23) than low motivation (39.97). Similarly, the kinesthetic learning style scores better (45.15) than the visual style (40.42). ANOVA analysis has been conducted on these results. Discussion, The research result empirically proved that traditional games have a significant influence on the children's gross motor skills. The Boy-boyan game shows higher result in influencing the children's gross motor skills than the traditional games of Dampu. It indicated that the traditional game of Boy-boyan was more effective or better in improving the children's gross motor skills than the traditional games of Dampu. The conclusion of this research is The research's findings concluded that there are significant differences in children's gross motor skill seen by three factors such as traditional games, learning motivation and learning styles. The gross motor skill in children who given traditional

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<sup>9</sup> Hj. Sholatul Hayati, Myrnawati CH, Moch. Asmawi (2017), *“Effect of Traditional Games, Learning Motivation and Learning Style on Childhoods Gross Motor Skill”*

<sup>10</sup> Wong, Linda. (2009). *Essential Study Skills*. Boston: Houghton Mifflin Company.

game of Boy-boyan, a high learning motivation and kinesthetic learning style is higher than children who did not give them at all. There is an interaction effect between traditional game and learning style on the children gross motor skill, between learning motivation and learning style on the children gross motor skill. Thus, the gross motor skills need to be getting more attention and enhancing through traditional games by considering the learning motivation and learning styles.

The third piece research by Novi Sulastri. “Using Word Clap Game with a Song to Improve Students’ Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo)”<sup>11</sup>. The aim of this research was find out the appropriate way using word clap game with a song to improve students’ vocabulary at the eighth grade of SMPN 5 Palopo. The researchers used theories from Scott Thornbury<sup>12</sup>. In this case researcher using Classroom Action Research ( CAR ) design since it is most appropriate research design which is related to solve the classroom problems which consists of two cycles.

Based on the results evaluation of the cycle 2 in table so that the average value of learning outcomes of class VIII students of SMP 5 Palopo is obtained by the average formula:  $\frac{2203}{28} = 79$ , so the average score of students using word clap game with a song in learning English vocabulary above shows that of the 28 students who took the evaluation test in the first cycle, students who got  $\geq 75$  were 24 students and those who scored below the KKM as many as 4 students. Discussion, as in previous research Wiji Lestari

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<sup>11</sup> Novi Sulastri, 2018. Using Word Clap Game with a Song to Improve Students’ Vocabulary (A Classroom Action Research at the Eighth Grade of SMPN 5 Palopo).

<sup>12</sup> Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002)

demonstrated that using a word clap game enhances students' vocabulary and classroom engagement, with observations gathered through field notes and test results. Febriana Eka Setyaningsih was similarly found the students' improvement in vocabulary mastery with favorable feedback from students. The researcher also found that incorporating a song into the word clap game contributes to the success in improving students' vocabulary. Based on the all explanation researcher could say that research was success to improve students' vocabulary by using word clap game with a song. The conclusion as the data In cycle I, students scored an average of 74%, which improved to 79% in cycle II, indicating successful outcomes using the word clap game with a song. The conclusion is game kept students active, and teacher incentives like praise and prizes boosted interest and competition.

The last is the research by Andi Tenri Wulandari A.M, under the research title "*The Effect of Word Clap Game in Learning Vocabulary (A Pre Experimental Research at the Seventh Grade of SMPN 1 Kajuara)*"<sup>13</sup>. The aim in this research was how the use of Word Clap Game gave effect for the students in learning vocabulary to the seventh grade at SMPN 1 Kajuara. This research aimed to know whether the use of Word Clap Game gave effect or not for the students in learning vocabulary. The researchers use theories from Jill Hadfield<sup>14</sup>, The researcher used a pre experimental research with one group pretest and posttest design which consisted of eight meeting included the treatments. The research findings showed that the seventh grade students of

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<sup>13</sup> Andi Tenri Wulandari A.M 2020. *The Effect of Word Clap Game in Learning Vocabulary (A Pre Experimental Research at the Seventh Grade of SMPN 1 Kajuara)*.

<sup>14</sup> Hadfield, J. 1987. *Advanced communication games*. Longman.

SMPN 1 Kajuara had poor score in pretest. After treatment, their vocabulary mastery increased significantly. The students' mean score were 41.75 in pretest and become 76.10 in posttest. The discussion, the reasearch confirms Lestari , Setyaningsih, and Ayuningtyas , showing that the Word Clap Game improves students' vocabulary. This simple, no-equipment game makes learning fun and adaptable to any setting. 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  $\bar{\alpha}$  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 game for students in learning English in school to improve their vocabularies.

## **B. Literature Review**

### **1. Teaching English**

Teaching is the activity that sharing of knowledge and experience from teacher to student. Harmer states that, teaching means that to give (someone) knowledge or to instruct or to train (someone).<sup>15</sup> It means that to show someone how to do something or to change someone's ideas. Moreover, Brown says that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom

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<sup>15</sup> Jeremy Harmer, *How to Teach English*, (London: Longman, 2002),

game.<sup>16</sup> It means that teaching is the teacher as a guide or facilitator for the students in teaching and learning process.

Teaching should be viewed as systematization processed situation, conditions, materials, and opportunities in order to help students acquire and build their knowledge. From theory above, it can be conclude that teaching is transferring knowledge from the teacher to the students to understand the lesson of the subject.

### **C. Vocabulary**

#### **a. The Definition of Vocabulary**

Vocabulary is all about words in language. Vocabulary is one of the important things in English. Experts have some purposed about vocabulary. Thornburg states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.<sup>17</sup> It means that vocabulary has a big effect to support the successful of learning English.

Richards and Renandya state that, vocabulary is a core component of language proficiency and provide much of the basis for how learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around then such as listening to the radio, listening to native speakers using language in different contexts, reading or watching

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<sup>16</sup> Douglas Brown, *The Principle of Language Learning and Teaching*, (San Francisco State University: Longman, 2000), 7.

<sup>17</sup> Scoutt Thornburry, *How to Teach Vocabulary*, (London: Person Education Limited, 2002), 13

television.<sup>18</sup>

Angling states that vocabulary knowledge provides the essential building blocks of language, and without vocabulary, neither language production nor language comprehension is possible.<sup>19</sup> From this statement vocabulary has an important place in language, especially in English. In other words, vocabulary is the knowledge of words' meanings.<sup>20</sup>

From theories above, it can be concluded that vocabulary is knowledge of word meaning which very important component in language especially in English. Without vocabulary teacher cannot communicate with each other and also without vocabulary teacher cannot exchange our mind. The more teacher can master vocabulary, the more ideas teacher can have, so teacher can communicate and share our ideas more easily. Adverb

Adverb is a word or phrase that qualifies a word group to expressing a relation of place, time, manner, etc. Adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>21</sup> It means that adverb can be use to modify verbs, adjectives, and other adverb. While Syah and Enong said that adverb is a word that explains.

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<sup>18</sup> Richard, et al, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 255.

<sup>19</sup> J. M. Anglin, *Vocabulary development: A Morphological analysis. Monograph of the Society for Research in Child Development*. (Cambridge: Cambridge University Press. 1993), 2.

<sup>20</sup> Elfrida H Hibert, Michael L. Kamil, *English Teaching and Learning Vocabulary*, (Mahwah: Lawrence Erlbaum Associates Publishers, 2005) p.3.

<sup>21</sup> Marcella Frank, *Modern English A Practical Reference Guide*, (New York University, 1972), p.141.

## b. Types of Vocabulary

There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thorn burry. Thorn burry explained that there are at least four types of vocabulary, there are adverb, adjective, noun, and verb.<sup>22</sup>

### 1) Adverb

About how, where, and when a thing happened.<sup>23</sup> It means that adverb is related to explain about how the process, time, and location where the thing happened. There are two types of adverb:

a). Classified by meaning<sup>24</sup>, there are: (1) Manner, (2) Place and Direction. Prepositional forms appearing after the verb may be included among the adverbs of place and direction. Some archaic versions of location and direction adverbs can still be found in literature. (3) Time; a definite time, these adverbs have noun form and some maybe used in plural noun.

b). Classified by Function<sup>25</sup>, there are (1) Sentence Adverbs, these adverbs often have a loose grammatical connection with the rest of sentences and looked upon modifying the whole sentences than the verb. Example: actually, fortunately. (2) One sentence or clause and the preceding sentences or clause. As in the case of sentences adverbs, they probably should be considered as

<sup>22</sup> Ibid, Scoult Thornburry, 4.

<sup>23</sup> Syah and Enong, *Modern English Grammar*, (Jakarta: CV Simplex), p.72.

<sup>24</sup> Marcella Frank, *Modern English A Practical Reference Guide*, (New York University, 1972), p. 142.

<sup>25</sup> Marcella Frang, *Op.Cit*, p.144.



modifying the whole sentence and clause better than verb alone.

## 2). Adjective

Adjective is a word or phrase related to a noun to modify or describe it. Adjective is modifier that has a grammatical property of comparison.<sup>26</sup> While Syah and Enong said that adjective is a word that uses to expand and narrow the meaning of noun.<sup>27</sup> It means that adjective use to describe a noun. Based on the theory above, it can be concluded that adjective is a word that describe grammatical properly and noun. There are two types of adjective:

### a) Determiners

Determiners are a tiny set of structure words that lack a distinctive form: article, demonstrative adjective, possessive adjective, numeral adjective, indefinite quantity adjective, relative, and interrogative adjective.

b) Descriptive Adjective Only inflectional and derivational endings can be added to descriptive adjectives, which usually reflect an inherent characteristic or a physical state such as age, color, and inflectional and derivational endings can be added to this type of adjective.

## 3). Noun

Noun is a word used to identify a class of people, things, or

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<sup>26</sup> Marcella Frang, *Op.Cit*, p.109.

<sup>27</sup> Syah and Enong, *Op.Cit*, p.27.

place. Noun is one of the most important parts of speech.<sup>28</sup> Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence, while, to Syah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.<sup>29</sup> It means that noun is related with name of something like people, place, things, animal and other. For example: James, students, house, chair, roses, and cat.

Based on theory above, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

There are many types of nouns, types of noun classified by meaning are:

a) Proper Noun

In writing, a proper noun starts with a capital letter.

Personal name, names of geographic units such as countries, cities and rivers, national and religious names, names of holidays, names of temporal units, and words used personification are all include.<sup>30</sup>

b) Concrete and Abstract Nouns

A concrete noun is a word that refers to a physical object that can be sensed. While a word for a notion is an abstract noun. It is a concept that teacher have in our heads.<sup>31</sup>

c) Countable and Uncountable Noun

<sup>28</sup> Marcella Frank, *Op.Cit*, p. 6.

<sup>29</sup> Syah and Enong, *Op.Cit*, p. 15.

<sup>30</sup> Marcella Frank, *Op.Cit*, p. 6.

<sup>31</sup> Marcella Frank, *Op.Cit*, p. 07

A countable noun can usually be made plural by additions. Uncountable nouns come in several forms, including mass nouns. Nouns that are not countable are abstract nouns.

#### d) Collective Nouns

Collective nouns are a word for a group of people, animals, or objects considered as a single units.<sup>32</sup> Example of collective nouns are: class, crew, audience, committee, etc.

In addition a nouns have many functions in sentence, they are:<sup>33</sup>

##### (1) Subject of verb

What is being discussed, or who is being discussed. In both person and number, the verb agrees with the subject. The female, for example, is taking a break.

##### (2) Complement of verb

After the verb or object of verb, this completes the prediction. For example: teacher require financial ass-instance.

##### (3) Subjective complement (predicate noun)

To refer back to the subject, use it after the connecting verb. A subjective complement has the same identify as the subject, although the object of a verb has a separate identity.

For example: Soekarno was the first president of Indonesia.

##### (4) Objective complement

<sup>32</sup> Marcella Frank, *Op.Cit*, p.07

<sup>33</sup> Marcella Frank, *Op.Cit*, p.09

The direct object is being followed by an object with the same identity as the direct object. For example: the country elected George W. Bush as a president. While nouns markers can also indicate to the next verb, adjective, or adverb, their primary function is to signal nouns.<sup>34</sup> (a) Determiners; article, possessive, demonstrative, numbers, and word of indefinite quantity, (b) Preposition.

#### 4) Verb

The direct object is being followed by an object with the same identity as the direct object. For example: the country elected George W. Bush as a president. While nouns markers can also indicate to the next verb, adjective, or adverb, their primary function is to signal nouns.<sup>35</sup>

- (a) Determiners; article, possessive, demonstrative, numbers, and word of indefinite quantity,
- (b) Preposition.

Frank states that verb is the most complex part of speech.<sup>36</sup> Its varying arrangements with nouns determine the different kinds of sentences statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.

While Syah and Enong state that verb is a word that is showed

<sup>34</sup> Marcella Frank, *Op.Cit*, p. 18-19.

<sup>35</sup> Marcella Frank, *Op.Cit*, p. 18-19.

<sup>36</sup> Marcella Frank, *Op.Cit*, p. 47.

measure and condition of a thing.<sup>37</sup> It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others. From the statement above, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing.

Verb has the grammatical properties of person and number, properties which require agreement with the subject. Vocabulary is a listing of all words that need to be known and learnt and the types of vocabulary are adverb, adjective, noun and verb. All the types of vocabulary need to be known and learnt for the successful of mastering vocabulary. In this research the teacher use vocabulary as general such as adverb, adjective, noun and verb. There are many types of verbs based on the character, they are:

- (1) They may have, because these types can cross, a verb can belong to more than one, so they are: Predicating and linking verbs.

The principal word in the predicate that says something about the subject is called a predicating verb. A verb of action has traditionally been used to describe the predicating word. A linking verb is a verb that expresses complete foreknowledge. It simply states that the true predicate will follow. The essential word is frequently an adjective in the complement.

- (2) Transitive and intransitive verbs

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<sup>37</sup> Djalinus Syah and Azimar Enong, *Op.Cit*, p. 30.

a) Direct object is taken by a transitive verb. An object is not required for an intransitive verb. The passive voice, only transitive verbs are allowed. The intransitive nature of all linking verbs is evident.

(3) Reflexive verbs

One of the compound with self as its object is required for a reflexive verb. For instance, wash one's hands, express yourself, and so forth.<sup>38</sup> Classified by Form of Verb<sup>39</sup> there are two types of verbs by its form, they are:

(4) Auxiliaries or lexical verbs

Auxiliaries or lexical verbs are two or more that serves as the whole predicate verb. The auxiliary is the first element of the verbs phrase, while the lexical verb is the second. The lexical verb bears the brunt of the semantic content. Example of auxiliary verb: Be (am, is, are), have/has/had, do/does/did, etc. then the example of lexical verb: run, laugh, see, think, make, pull, walk, etc.

(5) Finite and non-finite

The function of the verb in the phrase determines the form of these verbs. A finite verb is a lexical verb that acts as the complete verb in the predicate, with or without auxiliaries.

Incomplete verbs, often known as non-finite verb, serve as part

<sup>38</sup> Marcella Frank, *Op.Cit*, p. 49.

<sup>39</sup> Marcella Frank, *Op.Cit*, p. 50.

of speech other than verbs. The verbal forms, also known as non-finite forms, are not limited by person or number, but they do have voice and some tenses.

A verb serves as the grammatical core for the object prediction. It could be a grammatical center expressing only connectivity, or it could be the strongest predicating word in the sentence's central core. Other function is determined in reference to the verb since it is so fundamental.<sup>40</sup> The verb that comes after or before a subject, object, or complement. In most questions, and in sentences or clauses that begin with specific types of negative adverbs.

### c. Concept of Teaching Vocabulary

Vocabulary is crucial in language learning since without it, learners will be unable to communicate with others. The extent of a student's vocabulary knowledge determines the quality of their language. Teaching, according to Elihami is a process of hawing or assisting someone in learning how to learn, providing evaluation, leading in the study of something, supplying knowledge, aand causing to know to understand<sup>41</sup>.

Brown suggests several methods for teaching vocabulary, including: to determine the teaching goal, such as: to improve ESL students' reading vocabulary skills, to teach ESL students word-building skills, to teach

<sup>40</sup> Marcella Frank, *Op.Cit*, p. 51.

<sup>41</sup> Elihami, E. (2020). *Improving Management for Learning Al Islam and Kemuhammadiyah in Nonformal Department*. *Jurnal Edukasi Nonformal*, 1(1), 160-165.

ESL students to guess word meanings from context clues, to get students to make word building; that is derived from suffixes, prefixes, to definition clues, which includes parentheses and footnotes, synonyms and antonyms, to inference clues; these clues have three types, such as example, summary, and experience. Based on the foregoing, it can be concluded that an English teacher should be able to select and employ acceptable games for attracting students' attention and encourage children to understand both the form and the meaning of the words at the same time.

#### **d. The Definition of English Vocabulary Mastery**

Some experts have given a variety of vocabulary definitions. Before discussing vocabulary mastery, it is critical to understand what vocabulary is. For foreign language learners, mastering a vast vocabulary is critical. Foreign language learners will have some difficulty developing the four language abilities if they do not grasp it.

Hatch and Brown state that vocabulary refers to a list or collection of words for a specific language or a list of words those individual language speakers utilize.<sup>42</sup> Because vocabulary is a list, the only mechanism at work is alphabetical order. The selection of language and the methods used to teach vocabulary are critical aspects. To understand the meaning of words, a process of contextual learning is required. Vocabulary is an essential component of second language proficiency;

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<sup>42</sup> Budi Setiawan, "Improving the Students' Vocabulary Mastery Through Direct Instruction", (Sebelas Maret University, 2010).



knowing the meanings of words is one of the key aims of language learning. It is required to communicate effectively in a second language.<sup>43</sup>

Vocabulary mastery is defined as a large amount of vocabulary (words) in a language that contains information about their meaning, form, and usage in a communication context. It is the fundamental knowledge that pupils must understand before they can master English.<sup>44</sup> The mastery of a pupil differs from that of another. It is caused by differences in the ability of the students. Thus, pupils' mastery refers to their ability to learn new things from a subject or study. Vocabulary mastering is critical in the process of reaching language teaching objectives, which include the mastery of four language skills. Language vocabulary knowledge will be introduced, because communication is one of four experiences every day. So, vocabulary is a vital aspect of learning English, and mastery of vocabulary will aid students' progress in the English language. Vocabulary mastery can be defined as the total ability to understand the stock of words and their meanings in a specific language.

#### **e. Vocabulary Assessment**

A quiet simply deciding how teacher test vocabulary is linked to how teacher teach it. Most teachers today, however, would not advise students to memorize long lists of vocabulary. They instead attempt to

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<sup>43</sup> *Op.Cit*, p.8.

<sup>44</sup> Imas Febriansyah, "Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015", (Yogyakarta State University, 2015).

present vocabulary in context. When testing vocabulary, the researcher should avoid testing individual words. Another choice teachers must make when assessing their students' vocabulary knowledge is whether to test it separately or as part of a larger skill assessment. Discrete testing of the choice of format(s) to use will be critical to the success of vocabulary assessment. When deciding on a format, the teacher must consider three major factors. To begin, the concept of test validity must be considered. The concept of content validity is the idea that teacher test what teacher teach and how teacher teach it. As a result, when selecting test formats, only those with which students are familiar should be used. In a testing situation, students should never be exposed to a new format. This would be a major breach of test validity. Other testing pillars, such as practicability and wash back, should also be considered.

From a practical standpoint, the researcher should choose formats that are simple to mark and produce results that are simple to interpret. The formats the researcher selected should also have a positive impact on teaching and learning. Alternatively, as Nation states, "answering the item should provide useful repetition of the vocabulary and possibly even extend learners' knowledge."<sup>45</sup> When deciding on the number of items to include, it is important to understand the concept of test reliability.

Reliability refers to the degree of consistency of test scores. In general, the more items on a test, the more reliable it is considered to

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<sup>45</sup>I.S.P. Nation, *Learning vocabulary in another language*. (New York: Cambridge University Press, 2001), p.373.

be.<sup>46</sup> There are two steps in developing a vocabulary assessment as follows:

### 1) Discrete Vocabulary Test

If the researcher wanted to explicitly test vocabulary, the first thing to decide is whether they want to assess recognition or production. Multiple-choice questions (MCQs) and matching are common formats for assessing vocabulary recognition.

#### a) Multiple-Choice Question Formats

One of the most common formats in professionally developed language tests is multiple-choice questions (MCQs). They are widely used to assess recall and comprehension levels of learning.<sup>47</sup> MCQs come in a variety of shapes and sizes, but their basic structure is a stem and response options, which include the key or correct answer and the distracters or incorrect answers. The student must then select the best or correct response option. Students construct meaning by relying on the context clues provided in the stem. For beginning level students, more than one sentence stem may be required.

There are four main advantages to using MCQs. For starters, they are extremely reliable because, if properly written, there is only one correct answer. Another advantage is that they are quick and simple to mark, making them very practical from the

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<sup>46</sup> Christine Coombe, *Assessing Vocabulary in the Language Classroom*.

<sup>47</sup>Christine Coombe, Keith Folse, & Nancy Hubley, *A practical guide to assessing English language learners*. Ann Arbor, (MI: University of Michigan Press, 2007), p. 116.

standpoint of a teacher. Another advantage is that MCQs can be used to assess knowledge at various levels, from beginner to advance. Finally, students from most parts of the world are familiar with the format.<sup>48</sup>

The disadvantages of MCQs revolve around the scope of knowledge they can assess. MCQs are not suitable for testing productive language skills or language as communication. The ability to test primarily recognition knowledge limits the scope of what can be tested using this format.<sup>49</sup> The MCQ format can be used in a variety of ways to assess vocabulary knowledge. Synonym recognition, definition, meaning in context, and odd man out are a few examples.

#### b) Matching Formats

Matching is another common objective format used in vocabulary assessment. In most cases, matching questions present the student with two columns of information. The task for the student is to find the matches between the two columns. The items in the left column are referred to as premises, while the items in the right column are referred to as options. This format has an advantage over MCQs in that there are more distracters to choose from.

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<sup>48</sup> Christine Coombe, *Assessing Vocabulary in the Language Classroom*.

<sup>49</sup> Christine Coombe, Keith Folse, & Nancy Hubley, *A practical guide to assessing English language learners*. Ann Arbor, (MI: University of Michigan Press, 2007), p. 117.

## 2) Embedded Vocabulary Assessment

When testing vocabulary in an embedded manner, vocabulary is viewed as a component of a larger construct. Embedded vocabulary assessment examines a student's use or quality of vocabulary in relation to a text that the student has written, read, listened to, or spoken.<sup>50</sup>

a) Assessing Vocabulary in Reading Comprehension Assessing vocabulary in context is one of the most common questions that teachers include on reading comprehension tests. This can be accomplished in a variety of ways.

### b) Assessing Vocabulary in Writing

Today, the majority of large-scale, high-stakes exams assess the quality of vocabulary found in a student's writing sample. The International English Language Testing System (IELTS) evaluates 'Lexical Resource.' When grading Test of Written English (TWE) essays, raters also consider vocabulary usage incorporate five scales in their ESL Composition Profile, one of the most widely used analytic scales for writing marking. This well-known instrument has five scales: content, organization, language use or grammar, vocabulary, and mechanics.

### c) Assessing Vocabulary in Speaking

Several well-known instruments, such as the TOEFL and

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<sup>50</sup> Christine Coombe, *Assessing Vocabulary in the Language Classroom*, p. 121.

the IELTS, assess the quality and range of a student's vocabulary during speaking exams, similar to writing assessment scales. False includes vocabulary as one of four categories on which a student is assessed in a very teacher-friendly scale of speaking assessment. He looks for range, the correct and appropriate selection of words in speech, and their impact on meaning in his vocabulary category.

In this case, the researcher used Multiple-Choice Questions (MCQs). This is students' vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, and meaning in context.

According to John Read (2000:1)<sup>51</sup> it is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. For native speakers, although the most rapid growth occurs in childhood, vocabulary knowledge continues to develop naturally in adult life in response to new experiences, inventions, concepts, social trends and opportunities for learning. For learners, on the other hand, acquisition of vocabulary is typically a more conscious and demanding process. Even at an advanced level, learners are aware of limitations in their knowledge of second language (or L2) words. Vocabulary assessment seems straightforward in the sense that

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<sup>51</sup> John Read. (2000). *Assessing Vocabulary*. New York: Cambridge University Press.

word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:

**Table 2.1. Example of Assessing Vocabulary**

Kinds	Example
Multiple choice ( <i>chose the correct answer</i> )	The principal was <u>irate</u> when she heard what the students had done. a. Surprised b. Interested c. Proud d. Angry
Completion ( <i>write in the missing word</i> )	At last the climbers reached the s____ of the mountain
Translation ( <i>give the L1 equivalent of the underlined word</i> )	They worked at the <u>mill</u> .
Matching ( <i>match each word with its meaning</i> )	1. Accurate        ___ a. Not changing 2. Transparent   ___ b. Not friendly 3. Constant       ___ c. Related to seeing things 4. Visual           ___ d. Greater in size 5. Hostile         ___ e. Careful and exact f. Allowing light to go through g. In the city

Source: John Read (2000:2)

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardized tests. A professionally produced multiple-choice vocabulary test is highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge.

According to Pearson one of the purposes of vocabulary assessments is to find out where your students are on the word

learning continuum of development with respect to (1) their knowledge of specific content area words-word specific vocabulary assessment, and (2) their knowledge of the meaning system-generative vocabulary assessment<sup>52</sup>.

1) For word-specific vocabulary knowledge, developmental assessments will help you determine how familiar your students are with respect to the key words, terms, and concepts in your content area (e.g., using the vocabulary knowledge rating scale above to find out how familiar your students are with the Westward Expansion in Social Studies, personification in English, or radioactive decay in science).

2) For generative vocabulary knowledge, developmental assessments will help you determine approximately where your students' morphological knowledge lies on the strand 1—strand 2 continuum (i.e., determining whether they would benefit best from strand 1 instruction in basic prefixes, suffixes, and base words or strand instructions)

### 3. Game

#### a) Definition of Games

Games, according to Jill Hadfield, are an activity with rules, an aim, and an element of fun.<sup>53</sup> "Julia Dobson, on the other hand, has her own

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<sup>52</sup> David, F.R. (2011) *Strategic Management: Concepts and Cases, Global Edition*. 13th Edition, Pearson Education, Inc., Upper Saddle River, 235-240.

<sup>53</sup> Hadfield, J. 1984. *Elementary communication games*. Hong Kong: Thomas Nelson Ltd. p.5.



thoughts about gaming."A good language game, in my experience, is a fantastic way to break up the regular of classroom practice since it gives enjoyment and relaxation while maintaining very much within the framework of language acquisition and may even enhance that learning," says the author.

From the above explanations, it can be assumed that games are an activity with rules and a goal, and that they are a way to break up the routine in the classroom by providing fun, relaxation, and enjoyment for students in the teaching learning process, and that they are also an element in which students can have fun while learning.

The game's objectives must be clear so that students know what they may expect from the activities. Teachers may employ a method when playing games in order to make them more engaging. "A covert plot or trick," according to the Oxford Learner's Pocket Dictionary. It means that the teacher can use a method to make games more exciting so that students are eager to play.

As a result of the preceding explanation, it can be stated that games are part of engaging activities that may be done in the classroom as a secret plan or trick to entertain students and make the teaching learning process entertaining for both the teacher and the students.

Why Games Make Us Better and How They Can Change the World" by Jane McGonagall, games are not just entertainment tools but also powerful learning tools. McGonagall argues that games can motivate,

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engage, and teach players useful skills in real life, such as problem-solving, teamwork, and perseverance. Thus, games can be considered an effective learning game<sup>54</sup>.

## b) The Types of Games

According to Jill Hadfield, there are two sorts of games:

It is explained in *games for language learning* book that there are four types of games. They are class games, individual games, pair-work games, and group-work games.<sup>55</sup> It means that it is especial value in ensuring that every learner has optimum opportunity for oral practice in using language, and it also make student can interact each other.

According to Jill Hadfield divided games into two kinds, they are:

- 1) Competitive games, in which players or teams race to be the first to reach the goal.
- 2) Co-operative games, in which players or teams work together towards a common goal.<sup>56</sup>

From the explanation above, it can be assumed that games can be played by one person or more that players who they have to be winner or reach the goal as quick as well. Then, games also can be played by teams, group-work, individual, and pair –work, so that they have to competitive each other.

Meanwhile, Mario Rinvolucri and Paul Davis state there are many

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<sup>54</sup> Reality is Broken: Why Games Make Us Better and How They Can Change the World. Penguin Books, 2011.

<sup>55</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* ....p.3

<sup>56</sup> Jill Hadfield, *Advanced Communication Games* ..... p. iii

kinds of language games:

Competitive games. This game usually uses formats taken from radio and television games. It makes sense to borrow happy contexts from the students' world of entertainment. Competitive activities that pit pairs against pairs and three against three are excellent for fostering collaboration and mutual help each team<sup>57</sup>.

- 1) Cognitive game. This is collaborative sentence-making game. It exercises mostly open-ended, where the student expands one sentence into two utterances by adding either one or two words.
- 2) Feeling and grammar. In this section the students concentrate on expressing real things about themselves and people round them. They do in using prescribed structures. With some types of learner this is much more effective than direct, primary focus on the grammar.
- 3) Listening to people. In this game, students create a very situation in a language classroom. The grammar is being practiced in a person centered atmosphere of concentration on meaning.
- 4) Movement and grammar. This game, offers students move while practicing and internalizing grammar. They are moving but not wasting time.
- 5) Meaning and translation. This game allows the intermediate until the advance students to decide whether the sentences given are meaningful or rubbish.

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<sup>57</sup> Mario Rinvolucri and Paul Davis, *More Grammar Games*, (Cambridge, Cambridge University Press, 2005).

6) Problem solving. In this game, students have to find multiple solutions to technical human and cultural problems. They also express themselves with a given set of vocabulary and structures.

7) Here, it can be conclude that many games can be played by students, and they also have to know the rule of games, before they play it. Then, from explanations above, it can be stated that many kinds of games can be played by students based on the necessary, functions, context, and situations. It means that if the teacher wants to teach about grammar, he or she have to consider what kind of games that may be played.

### c) The Function of Games

Specific explanation is given by Hurwitz and Goddard that games will help students to develop another of specifically linguistics skills, such as<sup>58</sup>:

#### 1) To spell

Teacher gives the example first how to spell word correctly, and Students say, repeat what the teacher said or write the letters of a word in the correct order.

#### 2) To define

Students say or explain what the meaning of a word or phrase, so that they can make sentence well.

#### 3) To use a dictionary

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<sup>58</sup> Abraham, B. Hurwitz and Arthur Goddard, *Games to Improve Your Child's English*, New York, p. 17

Students use a dictionary to get what is the meaning of a word and how to pronounce of a word, and so on.

4) To pronounce words correctly

Students practice how to pronoun words well and they can check in dictionary how to pronounce words correctly.

5) To express his ideas in coherent sentences and paragraphs

These games will help students to practice express his ideas in coherent sentences and paragraphs

6) To use figures of speech and verbal imagery

Playing this games usually use figures of speech and verbal imagery.

7) To add new words

These games can help students improve their vocabulary

8) To punctuate

Students can use or know about punctuation, such as: full stop, comma, and question mark.

9) To recognize verbal incongruities and nuances of meaning.

Students can identify and recognize verbal incongruities and nuances of meaning.

From the explanation above, it can be concluded that the function of game not only to get have fun, but also it can practice student ability in mastering English, for example it to spell word, to pronounce word, and so on. So it has many functions in practicing students' ability.

Meanwhile, Hurwitz's book, *Games to Improve Your Child's English*,  
how

Games make learning fun. Here they are:

- 10) The impulse to play games is part of child's nature.
- 11) With games it is easy to overcome a child's indifference or even hostility to the work involved in studying, memorizing, or reviewing. And to transform these negative attitudes into a lifelong love of learning.
- 12) Games are motivational devices. They give your child incentives to further and continued learning that allows him to proceed on his own and at his own paces, as far as he can go. They make learning what are generally regarded as "dry" subject, like spelling and grammar, a pleasure, at the same time the challenge of competition provides the child with an additional stimulus and spurs him to extend his verbal abilities as far as he can.
- 13) Playing games will make both the teaching and the learning easy and fruitful
- 14) Students look forward to playing new games with you, and in later years his memories of you will be associated with the happy times he had in your company.<sup>59</sup>

Commonly, students consider that games are competitions that can be played between one person and more, so that students often think

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<sup>59</sup> Abraham, B. Hurwitz and Arthur Goddard, *Games to Improve Your Child's English*....p.13-14

that games just to make have fun. Here, it can be stated that games not only as a competition, but also as a motivation for student to learn as well as possible. According to Andrew Wright, David Betteridge, and Michael Buckby in *Games for Language Learning* book, games have functioned as follows:

1. Games provide on way of helping the learners to experience the language rather than merely study it.
2. Games involve the emotion, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.<sup>60</sup>

From explanations above, it can be concluded that games are one way to help student not only play games but also learn lesson through games. Besides it also can be conclude that learning through games better than learning use traditional method, for example the teacher as a center in teaching learning process. It means that game is one way to can get have fun, and enjoy when student is learning.

#### **d) The Purposes of Using Games**

Gretchen E. Weed stated that using games in teaching language has many purposes as follows:

1. Physical activity: to release physical and nervous tension and to

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<sup>60</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*....p.2

promote mental alertness by breaking the routine of drills.

2. **Enjoyment:** to create a climates of fun and interest that will help the students look forward to their English lessons. And games learned in class are also something they can do outside of class to have fun.
3. **Cultural content:** to use games as a way of revealing general patterns of culture that should add to the students' grasp of the ways of English- speaking peoples. A simple little game indicates the role of individual competition and recognition of a winner-who alone receive a prize if one is given.
4. **Language learning:** to serve as an adjunct to the game of teaching of grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound.<sup>61</sup>

Many purposes of using games that have explained above, so that it can be argued that games are an alternative to help students have fun in learning vocabulary which games can be activities to break the routine of drills, enjoy their selves when they are learning, and it also can do in or outside of class. Besides of games to be indication as a competitions to get the winner of games, and it also to be a game of teaching grammar and sound system of new language.

#### **e) The Advantages of Using Games in the Classroom**

Gretchen E. Weed stated that using games in teaching language has advantages, including games are a welcome break from the usual routine of the language class, they are motivating and challenging, learning a

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<sup>61</sup> Gretchen E. Weed, *Using games in teaching children*, (Tokyo), p. 303



language requires a great deal of effort games help students to make and sustain the effort of learning, and games provide language practice in the various skills speaking, writing, listening and reading they encourage students to interact and communicate

#### **4. Words Clap Game**

##### **a. Definition of Words Clap Game**

Words clap game is a game that uses clap and collaboration with other students. The students stand or sit in a circle and following the teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!)<sup>62</sup>. They have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.

This game is like the champion in the class, someone who can mention words more than the other; he is the winner. The teacher just stands or sits in the middle of the students and gives command to the students to say the word after four beats. The teacher has to prepare the theme to be applied in that game.

The teacher role is that just monitor and resource center, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere In addition, the teacher should carry paper and pen to note any persistent errors or area of difficulty. These can be dealt with in a feedback session after the game.

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<sup>62</sup> Scott Thornbury, *How to Teach Vocabulary*, (Person Education Limited 2002),p. 13

### **b. Advantages and Disadvantages of Using Word Clap Game**

According to the following aspects, the advantages and disadvantages of the Words Clap Game are<sup>63</sup>:

#### 1. Advantages of Word Clap Game

- a) This game is simple because students just clapping their hands
- b) This game gives us enjoyment and pleasure
- c) This game gives motivation to learn English language
- d) This game not makes students bored
- e) This game can be applied for all learning

#### 2. Disadvantages of Word Clap Game

- a) When this game applied, the class will be crowded because sound of the claps is rather hard.
- b) The game cannot be successfully when the teacher and students did not compare-end with the rhythm.

### **c. Procedures of Teaching Vocabulary by Using Word Clap Game**

Generally, at the first the teacher and students have to know the role and the way how to use this game. To prepare this game, teacher does not need to prepare such thing, just prepare the students and the theme. According to Thornburg there are several steps of the game, there are:

1. Teacher prepares the theme.
2. Teacher leads the game.
  1. Teacher explains the rule of playing this game.
  2. Students stand or sit in a circle and follow teacher's lead, maintain a four-beat rhythm, clapping their hands on their thighs three times (one-

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<sup>63</sup> Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002)

two-three...) and then both hands together (four!).

3. Students have to mention a word from a pre-selected lexical set (for example, fruit and vegetable) or every fourth beat.
4. Students who either repeat the word already mentioned, or break the rhythm or say nothing are out.
5. The game ends when there is only one student left as the winner<sup>64</sup>.

The researcher will modify the steps in playing Word Clap Game, there are:

1. The researcher leads the game
2. The researcher prepares the topic about (lyric of song).
3. The researcher explains the rule of playing this game.
4. The researcher divide students in to some groups, each group consists of 6 or 7 students. Students sit or stand in a circle, and appoint each one of the groups that will mention the name of the object first or mention the word according the topic.
5. The first student from the group will mention the first word of the topic and the next student will mention the meaning of the word mentioned, and so on. Clapping theme is (lyric of song).

For example, for lyric of song the first student "I say love" after that (clap their hands three times) "What the meaning?" the second students say "the meaning is peace".

6. Students who repeat the words that have been mentioned must out in the circle, but each student who cannot answer is given one chance by

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<sup>64</sup> Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002)

saying "pass". Students can only use the word "pass" three times after that it cannot be used again.

7. The game ends when there is only one student left as the winner.

Based on the assumed above, the researcher takes the conclusion will use words clap game as the way to improve students' vocabulary mastery.

#### **D. Conceptual Framework**

Vocabulary is an important part of language. In teaching vocabulary, there are many games that can be used. In the sense of foreign language teaching and learning, presenting vocabulary by using word clap game is constitute leads the students to learn vocabulary. In this research, the researcher will teach singular and prural nouns.

A singular noun refers to one person, place, thing, event, or idea, such as: book, car, house, apple. A plural noun refers to more than one of these, typically formed by adding -s or -es, such as: books, cars, houses, apples<sup>65</sup>.

Nuridaya state that the analyses, the pre-test mean is 64,4, while the post-test mean is 77,1. Based on the results, it can be concluded that Word Clap game can be used as a strategy to improve the students' vocabulary mastery<sup>66</sup>. Based on the statement above the researcher concluded that word clap game can imorve students vocabulary.

#### **E. Hypothesis**

Hypothesis is a hypothesis or forecast that is made as a starting point for future investigation. A hypothesis, according to Freankel and Wallen, is a declaration of what precise consequence or outcomes are predicted to occur. A

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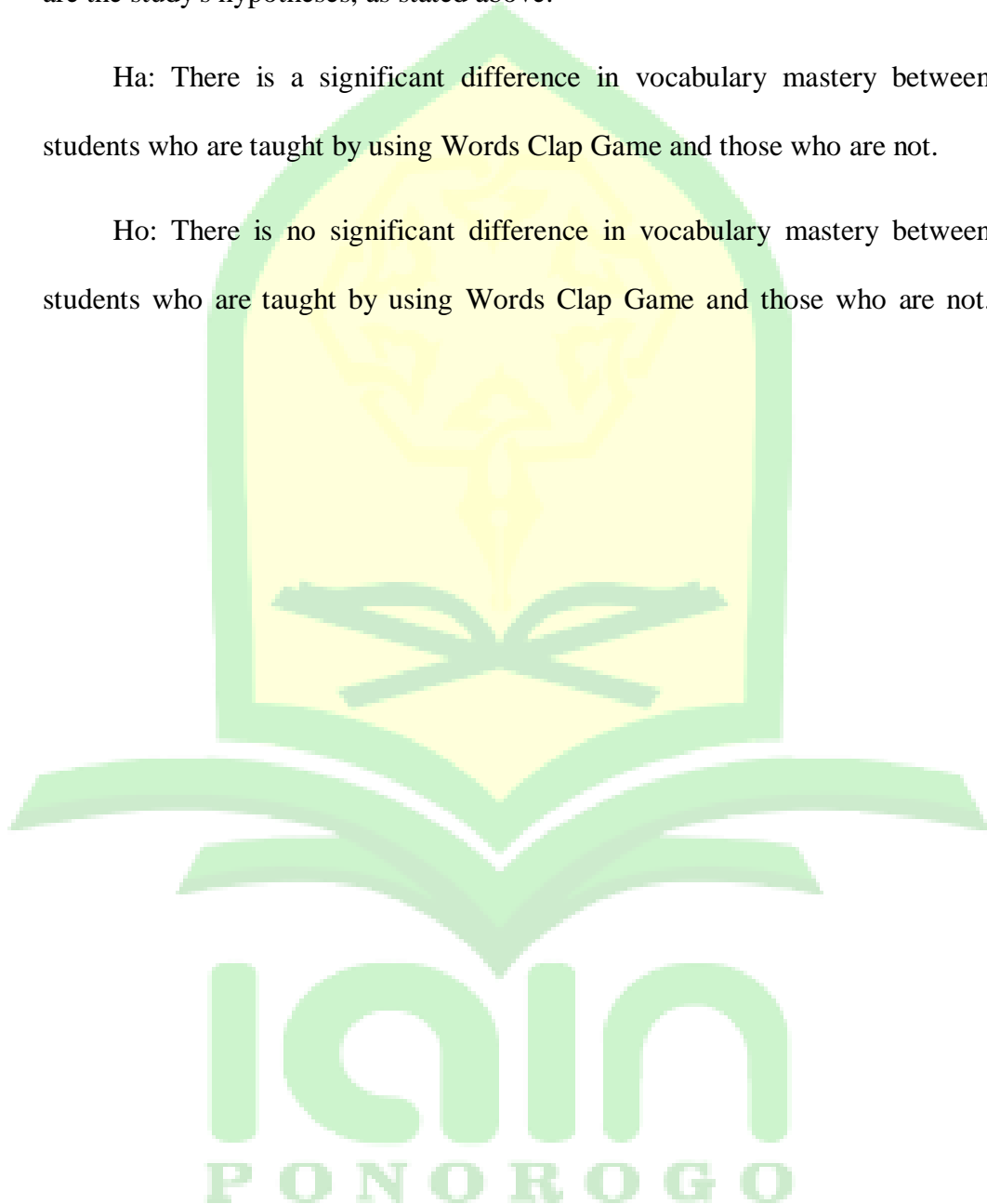
<sup>65</sup> Scott. Thornbury, *How to teach vocabulary*, (England: Longman, Pearson Education limited, 2002)

<sup>66</sup> Nuridaya Lahming, 2019, *Using Word Clap Game to Teach Vocabulary (An Experimental Research on the Third Grade Students of SDIT Darussalam Palopo*.

study's hypothesis should explicitly identify any predicted correlations between the variables (factors, qualities, or conditions) being researched, as well as the fact that they can be evaluated within a realistic time frame<sup>67</sup>. The following are the study's hypotheses, as stated above:

Ha: There is a significant difference in vocabulary mastery between students who are taught by using Words Clap Game and those who are not.

Ho: There is no significant difference in vocabulary mastery between students who are taught by using Words Clap Game and those who are not.



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<sup>67</sup> Jack R. Frankel, *How to Design and Evaluate Research in Education*, (Singapore: Megraw Hill, 2012), 20.

## CHAPTER III

### RESEARCH METHOD

This chapter provides the research methodology with a purpose to guide the research in order to work automatically. It consists of research design, the population and sample, the research instrument, the data collection technique, and the data analysis technique.

#### A. Research Design

The research method in this study is quantitative research. According to Creswell, quantitative research is an approach for testing objectives theories by examining the relationship among variables.<sup>68</sup> The researcher used quantitative research to find out the significant difference between students' vocabulary taught by using Words Clap Game and those who are not of the seventh grade students at MTsN 1 Magetan. Quantitative research has two types of design, they are experimental design and non-experimental design.

In this study, the researcher used experimental research. Experimental research methods can be defined as a method of research used to locate a particular influence to one another in condition completely.<sup>69</sup> This research used quasi experimental method. Nunan had been characterized that, quasi-experimental has both pre-test and post- test experimental and control group, but no random assignment of subjects.<sup>70</sup> The experimental group is taught vocabulary by using Words Clap Game while the control group is taught by using teaching without

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<sup>68</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 2.

<sup>69</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Penertbit Alfabeta, 2015), 107.

<sup>70</sup> David Nunan, *Research Methods Language in Learning*, (Cambridge: Cambridge University Press, 1992), 41.

Words Clap Game.

In this study, the researcher used quasi experimental method with one experimental group and one control group. The research design is:

*Table 3.1 Research Design*

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

Notes:

- O<sub>1</sub> : Pre-test of experimental class
- O<sub>3</sub> : Pre-test of control class
- X : Treatment by Words Clap Game
- O<sub>2</sub> : Post-test of experimental class
- O<sub>4</sub> : Post-test of control class

In this research, the researcher used Words Clap Game as the independent variable and teaching vocabulary as the dependent variable. This research was conducted in three steps, they are:

### **1. Pre Research Step**

The first step is preparation. The researcher decided the experimental class and control class, also prepared the lesson plan and instrument to get the data.

### **2. Research Step**

The second step is acting. In this second step, the researcher applied the treatment in experimental class. The researcher taught the class by using Words Clap Game. In this step, the treatment to get the data from two tests, they are pre-test and post-test.

### 3. Data Analysis Step

The third step is collecting the data. The researcher was analyzed the data in two steps to collected the data. The steps were as follows:

- a. Collect the post-test score from experimental class and control class.
- b. Test the data using T-test.

## B. Population and Sample

### 1. Population

Population is a big group which the generalization can be made. It is well defined as a whole subjects, class of people, events or objects <sup>71</sup>. The population of this research is the seventh grade students of MTsN 1 Magetan in the academic year 2021/2022. In MTsN 1 Magetan, there are twelve classes for seventh grade, and divided into four types of classes, namely SKS classes, religion, program and regular classes. Every class consist 27 until 32 students, and total of the students are 372 students.

### 2. Sample

According to Ali, a sample is a portion that represents the population, taken using certain techniques<sup>72</sup>. Meanwhile, Arifin defines a sample as a subset of the population that will be investigated, or it can also be said that a sample is a miniature version of the population<sup>73</sup>. Similarly, Sugiyono states, A sample is a portion of the total and its characteristics within the

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<sup>71</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2010), p. 148.

<sup>72</sup> Ali, Mohammad dan Muhammad. (2014). *Metodologi dan Aplikasi Riset Pendidikan*. Jakarta : Bumi Aksara, p. 90.

<sup>73</sup> Arifin, Zainal. (2011). *Penelitian Pendidikan: Metode dan Paradigma Baru*. Bandung: Remaja Rosda karya, p. 215



population<sup>74</sup>. From these explanations, it can be concluded that a sample is a portion of the population taken using specific techniques.

In this study, the sampling technique used is cluster sampling. Cluster sampling is a category of sampling techniques. The reason the researcher used this technique is that they didn't create sample groups but instead used existing student groups.

This is in line with what Arifin stated: Cluster sampling is a method of selecting samples based on a group of individuals, rather than selecting individuals separately<sup>75</sup>. The use of cluster sampling in sampling is based on predetermined population areas. In this case, existing classes in schools were chosen, namely class VII E as the experimental class and class VII D as the control class. The basis for choosing class VII E as the experimental class and VII D as the control class was due to recommendations from the relevant subject teacher, at MTsN 1 Magetan in the academic year of 2021/2022.

### **C. Instrument of Data Collection**

Creswell states that, an instrument is a tool for measuring, observing, or documentation quantitative data. Identified before the researchers collect the data, the instrument may be in form a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.<sup>76</sup> The instrument of this research is test. The test will be divided into pre-test and post-test. The

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<sup>74</sup> Sugiyono. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfabeta, p. 118

<sup>75</sup> Arifin, Zainal. Op.cit, p. 222

<sup>76</sup> John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*. (Boston: Pearson Education, Inc., 2012), p. 151.

test consist of 20 multiple choice questions from Words Clap Game about vocabulary. Pre-test is given to know students' achievement before students getting the treatment. Post-test is given to know students' achievement after getting the treatment by using Words Clap Game.

There are various methods for gathering data in order to carry out the research. The following instruments were utilized in this study:

### 3. Test

The researcher used pre-test and post-test to see the difference between students who are by using Words Clap Game and there who are not used it.

The assessment of the writing test is adapted from rubric from vocabulary. An analytic rubric provides information broken down information broken down into different categories. There are effective word/idiom and usage word form mastery.

In collecting the data the researcher tested the student by give a task in individual based on the topic given. In scoring data of vocabulary test, he used category that evaluates for criterions. Each criterion was scored 20 point. All criterion students would get 100 point. Every aspect of vocabulary was arranged from 9-20. The Categories are effective word/idiom and usage word form mastery.<sup>77</sup>

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<sup>77</sup> Jacob, Zingraf, Wormuth, Haartfile, and Hueghey 1981 cited in coombe (2013)

Jacob, Zingraf, Wormuth, Haartfile, and Hueghey determines that it is appropriate to assess vocabulary skills as follows in a rubric<sup>78</sup>:

**Table 3.2 Scoring Rubric for Vocabulary**

No	Scale	Criteria	Indicator
1.	20-18	Excelent to Very Good	Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register
2.	17-14	Good to Average	Adequate range; occasional errors of word/ idiom form, choice usage but meaning not obscured
3.	13-10	Fair to Poor	Limited range; frequent errors or word/idiom form choice usage; meaning confused or obscured
4.	9-7	Very Poor	Essentially translation; little knowledge of English vocabulary, idiom, word forms or not enough to evaluated

a. Pre-test

Pre-test was conducted before starting treatment. Before using Words Clap Game, the pre-test is used to determine how far students' vocabulary mastery has progressed. Difference before and after the treatment are identified to the pre-test. The researcher used pre-test for both the experimental class and control class. The type of test is multiple choices. It comprises of 20 multiple choice items, which students must answer the questions.

b. Post-test

The researcher conducted the pre- test and treatment before conducting the post- test. The purpose of the post-test is to determine

<sup>78</sup> Jacob, Zingraf, Wormuth, Haartfile, and Hueghey, *English composition program, testing esl composition: a practical approach*, (2013)

students' vocabulary mastery have improved after using Words Clap Game. Both experimental class and control class were given post-test by the researcher. It consist of 20 multiple choice items. The researcher employed 20 questions of multiple choices to be applied to the students based on the instrument of data collection by employing pre-test and post- test. The researcher used the following criteria to grade the students' work:

- 1) 1 to answer the question correctly
- 2) 0 to answer the question incorrectly.

In the quantitative research, a good instrument has two criteria, there are validity and reliability.

a) Validity test

In quantitative research, validity refers to whether one can draw meaningful and useful inferences from scores on particular instruments or not.<sup>79</sup> In this research, the researcher used the validity test to know whether the instrument vocabulary mastery is valid. Validity test is used to find out the  $r_{xy}$ , the consulted with  $r_{table}$  with 5% significance level for product moment with df of db was  $N-2= 28-2=26$ . The r index was 0,374. If the value of  $r_{xy}$  is higher than  $r_{table}$  the items is valid. Meanwhile, if the value of  $r_{xy}$  is lower than  $r_{table}$  the items are not valid.

To measure the validity test, the researcher put 28 students from VII C as respondents. The researcher gave 20 multiple choices to

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<sup>79</sup> Ibid, p.151.

measure the items. The researcher counted the validity test used IBM SPSS program version 26.

The calculation of the items validity instrument, could be shown in table 3.2 as follows: Table

**Table 3.3 The Result of Validity Calculation**

<b>Item</b>	<b>“r” Calculated</b>	<b>“r” Index</b>	<b>Criteria</b>
1	0,713	0,374	Valid
2	0,606	0,374	Valid
3	0,619	0,374	Valid
4	0,606	0,374	Valid
5	0,673	0,374	Valid
6	0,653	0,374	Valid
7	0,627	0,374	Valid
8	0,619	0,374	Valid
9	0,816	0,374	Valid
10	0,634	0,374	Valid
11	0,738	0,374	Valid
12	0,816	0,374	Valid
13	0,634	0,374	Valid
14	0,648	0,374	Valid
15	0,816	0,374	Valid
16	0,620	0,374	Valid

17	0,620	0,374	Valid
18	0,648	0,374	Valid
19	0,738	0,374	Valid
20	0,648	0,374	Valid

#### 4. Reliability Test

Reliability is to consistency of score that is an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different ratters.<sup>80</sup> It can be concluded that reliability is used to measure an instrument of the test from the research whether consistent if the instrument is used repeatedly.

In this research, the researcher used SPSS program 26 version to measured reliability of vocabulary mastery multiple choice test. The calculation of the reliability using SPSS program as follows:

**Table 3.4 The Result of Reliability Test**

Cronbach's Alpha	N of Items
.938	20

From the calculated table 3.3 above, the result of reliability was the value of students' reliability instrument of multiple choices is 0,374. As a result, the reliability value calculated using an r- table with a significance level of 5%. The r-table has a value of 0,374. The test is dependable since the r-index dependability of multiple choice ( $0,938 > r\text{-table } (0,374)$ ).

<sup>80</sup> Marguirite G, Lodico. Et, al, Method in Educational Research: From Theory to Practice, (USA: A, Wiley Imprint, 2006), 87.

## D. Data Collecting Technique

There are two instruments to collect the data such as follows:

### 5. Documentation

Documentation is a note of facts or information that will be processed in the research's activity. Documentation was a piece of written or printed material that provides a record off evidence or event an agreement, ownership, identification etc.<sup>81</sup> Documentation of this research is taken from school. It is about school's history, location, vision, and mission. Besides that, the researcher also collect data from result of test that is given to students, the teacher's lesson plan, and photograph of teaching learning process.

### 6. Test

Frankel stated that a test measures an individual knowledge, or skill in a given area or subject.<sup>82</sup> Arikunto also stated that test is a series of questions or other instruments which are used to measure the individual or group skill, knowledge, intelligence, capability, or talent.<sup>83</sup> In this study, the researcher uses written test with essay test form. There two test in this research consist of pre-test and post-test. Pre-test is given to students before getting the treatment is to know the students' vocabulary mastery before is given treatment. Post-test is given after getting treatment by using Words

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<sup>81</sup> Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan*, (Jakarta: Rineka Cipta),p. 193.

<sup>82</sup> Jack R. Frankel, *How to Design and Evaluate Research in Education*, (Singapore: Mcgraw Hill, 2012), p. 127.

<sup>83</sup> Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan*, (Jakarta: Rineka Cipta),p. 193.

Clap Game. The result of the test is calculated by using scoring rubric for vocabulary.

## **E. Data Analysis Technique**

The data has collected by using a research instrument to be analyzed. The researcher using SPSS program 26 version. Before testing the hypothesis, the data was fulfilling the assumption test.

### **1. Assumption Test**

After pre-test and post-test were given to the students, the result of test was analyzed with assumption test; they are normality and homogeneity, it was calculated by using SPSS.

#### **a. Normality**

Normality test is used to know whether the data from both group samples which examined comes from the population or distribution or not.<sup>84</sup> Normality test is test to know the data both of pre-test and post-test that is distributed whether normal or not. The data is called normal if the result of calculation indicate participants are in the middle. In this research the researcher will use SPSS 26 version for windows to investigate the normality testing. The steps to find out the normality test such as follows:

- 3) Open the IBM SPSS program.
- 4) Input the data to the data view by first fill the variable view with write down the name of the classes.

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<sup>84</sup> James Dean Brown, *Testing Language Program: A Comprehensive Guide to English Language Assessment*, (New York: Me Graw Hill, 2005), 27.



- 5) Click of analyze – non parametric – sample K-S.
- 6) Drag the data into test variable.
- 7) Click OK.

After calculation, it determines by the following criteria:

- a) If value was under than t- table ( $t\text{-value} < t\text{-table}$ ), it means that  $H_0$  is accepted and  $H_a$  is rejected.
- b) If value was higher than t- table ( $t\text{-value} > t\text{-table}$ ), it means that  $H_0$  is rejected, and  $H_a$  is accepted.

That is hypothesis of data:

$H_0$ : Data is normally distributed.

$H_a$ : Data is not normally distributed.

#### **b. Homogeneity**

Homogeneity test is used to know the similarity of the populations. Homogeneity test is use to know before the researcher compare of some groups. In this research, the researcher used SPSS program 26 version to calculate the homogeneity test. The steps of homogeneity test as follows:

- 8) Open IBM SPSS program.
- 9) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test, and Y as the kind of classes.
- 10) Click analyzes – compare means – one way anova.
- 11) Click options – checklist Homogeneity of variance

5). Click OK. That is hypothesis of data:

Ho: data is homogeneous.

Ha: Data is not homogeneous.

## 2. Testing Hypothesis

Hypothesis testing is to know the result of this research about the sample. The researcher will use SPSS 26.0 to analyze T-Test. Criteria of hypothesis testing can be determining as follow:

If  $t\text{-value} < t\text{-table}$ ,  $H_0$  is accepted and  $H_1$  is rejected.

If  $t\text{-value} > t\text{-table}$ ,  $H_0$  is rejected and  $H_1$  is accepted.

a). Null Hypothesis ( $H_0$ ): There is no significant difference between students' vocabulary mastery before and after taught by using Words Clap Game at the seventh grade students of MTsN 1 Magetan.

b). Alternative Hypothesis ( $H_1$ ): There is significant difference on students' vocabulary mastery before and after taught by using Words Clap at the seventh grade students of MTsN 1 Magetan.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents about general findings, data description, and discussion.

#### A. General Findings

##### 1. Brief History of MTsN 1 Magetan

Madrasah Tsanawiyah Negeri (MTsN) 1 Magetan is Islamic Junior High Schools in Magetan Regency. It is located on Jl.Raya Maospati Ngawi, Kelurahan Baluk, Kecamatan Karangrejo, Kabupaten Magetan. It was established in 1978 by Decree of the Minister of Religion of the Republic of Indonesia Number 16 of 1978 dated March 16, 1978, since the establishment of MTsN 1 Magetan has had a change in leadership as follows:

*Table 4.1 Leadership Figures at MTsN 1 Magetan*

1.	Drs. Purwo Setya Sugondo
2.	Jirman Abdul Aziz Basri
3.	Sudiro, S.Ag
4.	Anis Tri Handayani. S.Pd
5.	Drs. Jarot Suwanto
6.	Murdian, S .Pd
7.	Agustina Rinawati, S .Pd.I

Madrasah Tsanawiyah Negeri 1 Magetan has shown improvement in its existence and quality for religious character education under the

leadership of principal figures madrasah above. Madrasah Tsanawiyah Negeri 1 Magetan hopes to be able to contribute more to the syiar of Islam and progress in science and technology, which is based on the stability of Imtaq.

With the passage of time, this madrasah's efforts to improve its quality have not ceased. The development of facilities and infrastructure at Madrasah is one type of effort to improve the quality of education and teaching at Madrasah Tsanawiyah Negeri 1 Magetan. With the sharing of quality improvement programs, madrasah can improve the form of educational services provided to all students, including regular, special intelligence. and special talents, as well as maximize all of the potential that Madrasah Tsanawiyah Negeri (MTsN) Magetan students have. To realize the above ideals, all existing components are always determined to always unite the vision, mission and cohesiveness, so that a conducive environment can be created so that the teaching and learning process follows the common aspirations.

## **2. Vision, Mission, Purposes and Objectives of MTsN 1 Magetan**

### **a. Vision**

**PROGRESS IN ACHIEVEMENT AND BEHLAQUUL  
KARIMAH.**

#### **Indicators**

- 1) To excel in the competition to continue to a higher Madrasah/School level.
- 2) Excellent in evaluation scores in learning outcomes.
- 3) Excellent in science and subjects.
- 4) Excellence in competition and culture.

- 5) Excellence in sports and health competitions.
- 6) Excellent in discipline and extracurricular activities.
- 7) Excellent in discipline and extracurricular activities.
- 8) Excellent in Social Concern.
- 9) Excellent use of English as the daily language in Madrasah.

b. Mission

- 1) Fostering the spirit of achievement in students.
- 2) Develop a critical, religious, creative and democratic mindset.
- 3) Develop students' creativity according to their potential.
- 4) Growing appreciation of Islamic religious values to form students who have good morals.
- 5) Cultivate the nature of discipline, honesty and responsibility.

c. Purposes

The expected purposes of providing education at Madrasah Tsanawiyah Negeri 1 Magetan are:

- 1) Meet the needs of students who have a unique cognitive development and effectiveness characteristics.
- 2) Students' basic rights must be met through their own educational needs.
- 3) Fulfill students' intellectual curiosity and future goals.
- 4) Attend to students' self-actualization needs.
- 5) Considering students' role as a community assets and the community's need for role filling.
- 6) Assist students in becoming future leaders.

- 7) Increasing the quality of outputs and outcomes for MTsN 1 Magetan.
- 8) Allow students with above-average abilities to complete the learning program more quickly.

d. Objectives

- 1) Classroom space is available for the expansion of new student admissions.
- 2) The availability of student self-development activity spaces
- 3) The availability of adequate toilets and the requirement for safe drinking water (adding water tendons).
- 4) Availability of adequate communication and information access (internet).
- 5) The availability of office and madrasah administration rooms.
- 6) Improving students' ability as community members to establish reciprocal relationships in social, cultural, and natural settings imbued with Islamic teachings.

## **B. Data Description**

The objective of this research is to find out whether or not there is a significant difference between students who are taught by using Words Clap Game and who are not taught by using Words Clap Game at MTsN 1 Magetan. In this research, the population was used seven grader students of MTsN 1 Magetan were studied during academic year of 2021/2022. The researcher used two classes as a sample. It consists of 57 students. The VII E class as experimental class and the VII D class as control class.

## 1. Research Schedule

There were four meetings in this research in the experimental class (VII E). There was pre-test for the first. Then there were two treatments (first treatment and second treatment by using Words Clap Game) and a post-test at the end of the meeting. Also, in control class (VII D), there were four meetings in this research, where the first was given pre-test to students. Then, there were twice of treatment (first treatment and second treatment using teachers' lecturing) and a post-test at the end of the meeting. The research schedule is shown in the table below:

**Table 4.2 Experimental Class (VII E)**

<b>Date</b>	<b>Activity</b>
April, 19 <sup>th</sup> 2022	Pre-Test
April, 20 <sup>th</sup> 2022	First Treatment
April, 26 <sup>th</sup> 2022	Second Treatment
April, 27 <sup>th</sup> 2022	Post-Test

**Table 4.3 Control Class (VII D)**

<b>Date</b>	<b>Activity</b>
May, 3 <sup>th</sup> 2022	Pre-Test
May, 6 <sup>th</sup> 2022	First Treatment
May, 24 <sup>th</sup> 2022	Second Treatment
May, 27 <sup>th</sup> 2022	Post-Test

## 2. Research Procedures

The researcher administered a pre-test to both of the classes before the researcher conducting treatment. This activity was aimed to learn about the

students' vocabulary mastery of both classes before the researcher gave treatment. The type of test was written test. The test focused in vocabulary. The researcher gave treatment after she gave a pre-test.

In the experimental class, the researcher taught students using Words Clap Game. The teaching procedures using Words Clap Game as follows:

In the first meeting, the researcher gave a pre-test before the material using a game "Words Clap Game". The pre-test is looking at the condition of the students before the researcher applying a treatment. In this case the researcher chooses the material. The material which the researcher chooses is about vocabulary in chapter "I like song". So, the researcher gave a pre-test about it to students that consist of 20 items of multiple choices.

In the second meeting, the researcher gave a first treatment to students in the classroom. The researcher explained the material using the "Words Clap Game" with students in class. In this section that had given for the first treatment explained about chapter "I like song". After the researcher had carry out learning, then the researcher explained about the material in front of class. In this meeting, the researcher and the students discussed about the material. Also, the researcher reminded the students to write a summary and the researcher asked to the students if they're had a question about the material. At the last time, the researcher gave a conclusion to the students.

Same as the second meeting, in the third meeting the researcher gave a second treatment. The researcher explained the material using the "Words Clap Game" with students in class. In this game that had given for the second treatment explained about chapter "I like song". After the researcher



had justify using the game, then the researcher explained about the material. Then, the researcher and students discussed about the material. Also, the researcher reminded the students to write a summary and asked them if they are had a question. At the last time, the researcher given a conclusion to the students.

In the last meeting, post-test was gave to the students. The researcher gave a post-test to measured how much students' vocabulary mastery that they are understood.

Meanwhile, in the control class (VII D) were the same as the experimental class (VII E), but the differences both class were in the game that used in. After conducted pre-test, the researcher taught the control class (VII D) by using game like normally as teacher used. Then, the researcher also gave a post-test in this class. Both classes used the same materials, but the difference between them was the game used in the teaching-learning process.

### **3. The Result of Students' Pre-test Score in Experimental Class**

The researcher used multiple choice tests to get the data. It was used to analyze students' vocabulary mastery. The table below showed the students' vocabulary mastery before the students were taught by using "Words Clap Game. The students' scores were:

**Table 4.4 Result of Student's Pre-Test Score in Experimental Class**

<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>
1	ABP	35
2	ABSA	45
3	AKF	60
4	CSS	35
5	CT	35
6	CA	40
7	DNAM	45
8	FAA	50
9	HPP	70
10	HFAM	60
11	JKAD	35
12	KHF	55
13	MFA	55
14	MMRW	55
15	MHIJ	60
16	MIA	65
17	MMA	30
18	MN	40
19	NA	45
20	NNFF	65
21	NBM	70
22	NA	70
23	RMAR	55
24	TS	40
25	ZTA	45
26	ARP	65
27	AZA	60
<b>TOTAL</b>		<b>1385</b>

According to table 4.4, the highest pre-test score is 70, while the lowest pre-test score is 30. The total score for pre-test is 1385, with a mean score of pre-test is 51,29

**Table 4.5 Frequency Distribution of Pre-Test in Experimental Class**

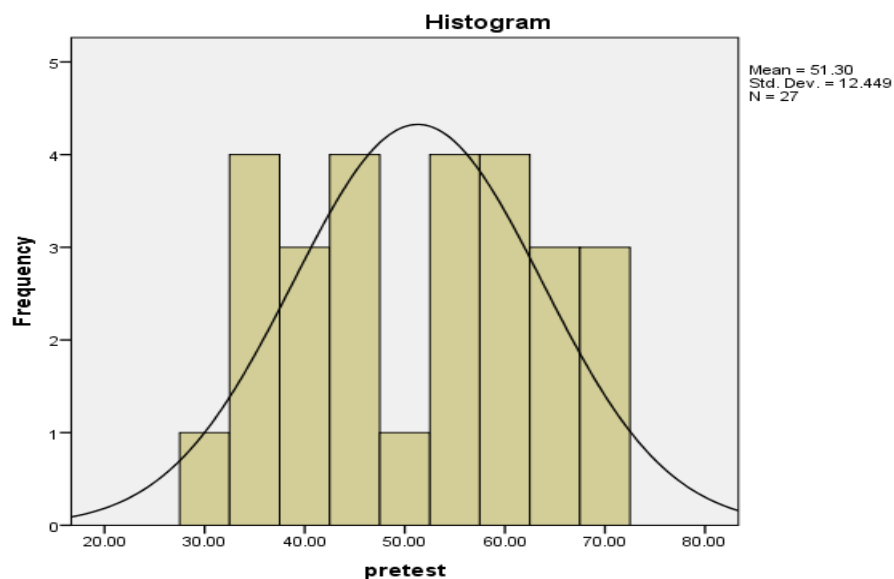
		pretes			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	3.7	3.7	3.7
	35.00	4	14.8	14.8	18.5
	40.00	3	11.1	11.1	29.6
	45.00	4	14.8	14.8	44.4
	50.00	1	3.7	3.7	48.1
	55.00	4	14.8	14.8	63.0
	60.00	4	14.8	14.8	77.8
	65.00	3	11.1	11.1	88.9
	70.00	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

The table 4.5 shows that the students' vocabulary scores ranged from low to high. There were 3.7% from 1 student gained score 30, 14.8% from 4 students gained score 35, 11.1% from 3 students gained score 40, 14.8% from 4 students gained score 45, 3.7% from 1 student gained score 50, 14.8% from 4 students gained 55, 14.8% from 4 students gained score 60, 11.1% from 3 students gained score 65, 11.1% from 3 students gained score 65, 3.6% from 1 student gained score 44, 10.7% from 3 students gained score 45, 11.1% from 3 students gained score 70.

The histogram shown below is based on table 4.5:


  
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 P O N O R O G O

*Figures 4.1 Histogram of Pre-Test in Experimental Class*



The histogram 4.1 showed, that stated  $M = 51.30$  and  $SD = 12.449$  to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- Pre-test score less than  $M - 1. SD$  ( $51.30 - 12.449 = 38.851$ ) for category low
- Pre-test score between  $M - 1. SD$  ( $51.30 - 12.449 = 38.851$ ) to  $M + 1. SD$  ( $51.30 + 12.449 = 63.749$ ) for category medium.
- Pre-test score more than  $M + 1. SD$  ( $51.30 + 12.449 = 63.749$ ) for category good.

The result indicated that the pre-test score which is less than 38.851 is classified as low, the pre-test score which is between 38.851 to 63.749 is classified into medium, the pre-test score which is more 63.749 is classified as good.

#### 4. The Result of Students' Pre-test Score in Experimental Class

The table below showed the students' vocabulary mastery after the students were taught by using Words Clap Game. The students' scores were:

*Table 4.6 Result of Student's Post-Test Score in Experimental Class*

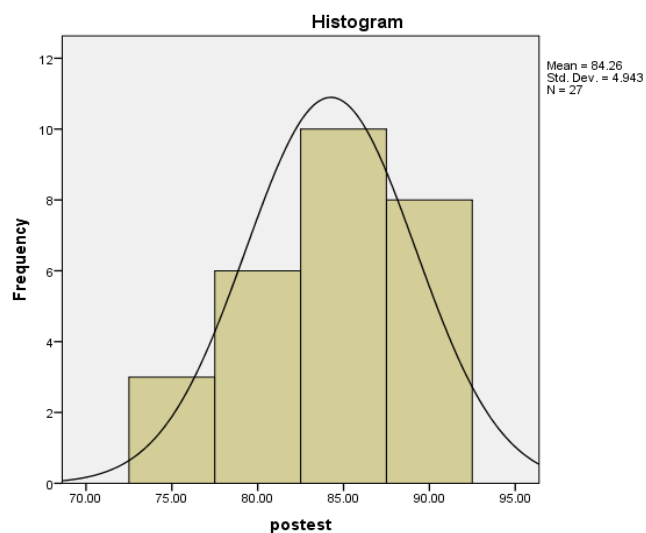
NO	NAME	POST-TEST
1	ABP	85
2	ABSA	85
3	AKF	90
4	CSS	85
5	CT	80
6	CA	75
7	DNAM	85
8	FAA	75
9	HPP	90
10	HFAM	85
11	JKAD	90
12	KHF	80
13	MFA	90
14	MMRW	75
15	MHIJ	85
16	MIA	90
17	MMA	80
18	MN	80
19	NA	85
20	NNFF	80
21	NBM	85
22	NA	90
23	RMAR	80
24	TS	85
25	ZTA	85
26	ARP	90
27	AZA	90
<b>TOTAL</b>		<b>2275</b>

According to table 4.6, the highest pre-test score is 90, while the lowest post-test score is 75. The total score for post-test is 2275, with a mean score of the post-test is 84.25.

**Table 4.7 Frequency Distribution of Post-Test in Experimental Class**

		<b>postes</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	3	11.1	11.1	11.1
	80.00	6	22.2	22.2	33.3
	85.00	10	37.0	37.0	70.4
	90.00	8	29.6	29.6	100.0
Total		27	100.0	100.0	

The table 4.7 shows that the students' vocabulary scores ranged from low to high. There were 11.1% from 3 students gained score 75, 22.2% from 2 students gained score 80, 37.0% from 10 students gained score 85, 29.6% from 8 students gained score. The histogram shown below is based on table 4.7:

**Figures 4.2 Histogram of Post-Test in Experimental Class**

The histogram 4.2 showed, that stated  $M = 84.26$  and  $SD = 4.943$  to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- a. Post-test score less than  $M - 1. SD$  ( $84.26 - 4.943 = 79.317$ ) for category

low.

b. Post-test score between  $M - 1. SD$  ( $84.26 - 4.943 = 79.317$ ) to  $M + 1. SD$

( $84.26 + 4.943 = 89.203$ ) for category medium.

c. Post-test score more than  $M + 1. SD$  ( $84.26 + 4.943 = 89.203$ ) for category good.

The result indicated that the pre-test score which is less than 79.317 is classified as low, the post-test score which is between 79.317 to 89.203 is classified into medium, the post-test score which is more 89.203 is classified as good.

#### 5. The Result of Students' Pre-Test Score in Control Class

The table below showed the students' vocabulary mastery before gave treatment in control class. The students' scores were:

**Table 4.8 Result of Student's Pre-Test Score in Control Class**

NO	NAME	PRE-TEST
1	AAAK	55
2	AB	35
3	APP	45
4	AHIR	55
5	DFA	40
6	DFP	35
7	DPS	55
8	HAZ	50
9	IQA	30
10	JAQ	40
11	KNP	30
12	KAP	50
13	MSAP	45
14	MDN	40
15	MF	55
16	MKAA	50
17	MNF	35
18	MRA	35
19	MRNI	45

20	MYK	60
21	MZI	65
22	MNAA	45
23	RP	40
24	RAS	30
25	RAG	45
26	RRA	55
27	SPD	45
<b>TOTAL</b>		1210

According to table 4.8 above, the highest pre-test score is 65, while the lowest pre-test score is 30. The total score for pre-test is 1210, with a mean score of the pre-test is 44,81.

**Table 4.9 Frequency Distribution of Pre-Test in Control Class**

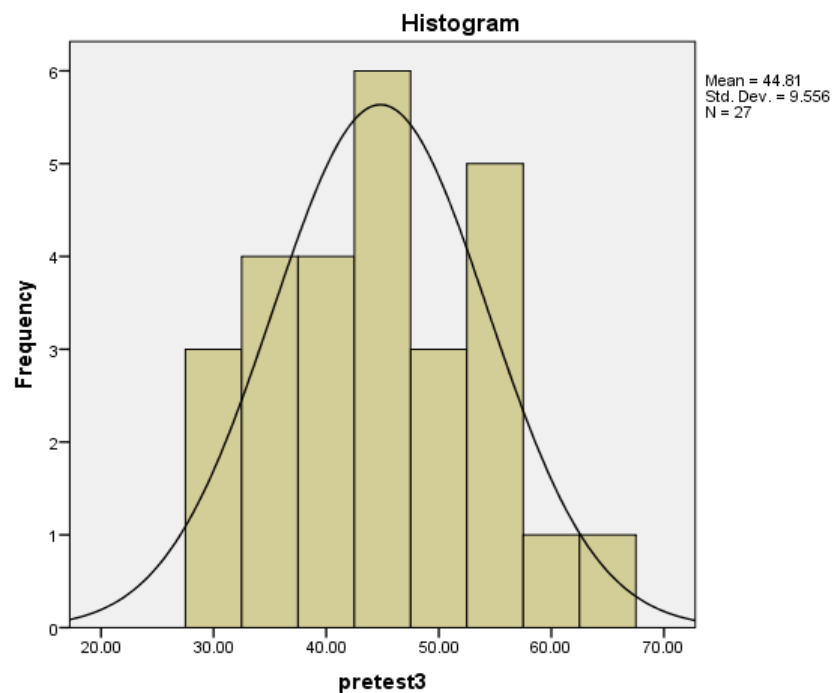
**pretas2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	3	11.1	11.1	11.1
	35.00	4	14.8	14.8	25.9
	40.00	4	14.8	14.8	40.7
	45.00	6	22.2	22.2	63.0
	50.00	3	11.1	11.1	74.1
	55.00	5	18.5	18.5	92.6
	60.00	1	3.7	3.7	96.3
	65.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

The table 4.9 shows that the students' vocabulary score ranged from low to high. There were 11.1% from 3 students gained score 30, 14.8% from 4 students gained score 35, 14.8% from 4 students gained score 40, 22.2% from 6 students gained score 45, 11.1% from 3 students gained score 50, 18.5% from 5 students gained score 55, 3.7% from 1 student gained score 60, 3.7% from 1 student gained score 65. The histogram shown below is based on table 4.9:



*Figures 4.3 Histogram of Pre-Test in Control Class*



The histogram 4.3 showed, that stated  $M = 44.81$  and  $SD = 9.556$  to determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- Pre-test score less than  $M - 1. SD$  ( $44.81 - 9.556 = 35.254$ ) for category low.
- Pre-test score between  $M - 1. SD$  ( $44.81 - 9.556 = 35.254$ ) to  $M + 1. SD$  ( $44.81 + 9.556 = 54.366$ ) for category medium.
- Pre-test score more than  $M + 1. SD$  ( $44.81 + 9.556 = 54.366$ ) for category good.

The result indicated that the pre-test score which is less than 35.254 is classified as low, the pre-test score which is between 35.254 to 54.366 is classified into medium, the pre-test score which is more 54.366 is

classified as good.

#### 6. The Result of Students' Post-Test Score in Control Class

The table below showed the students' vocabulary mastery after gave treatment in control class. The students score were:

*Table 4.10 Result of Student's Post-Test Score in Control Class*

NO	NAME	POST-TEST
1	AAAK	75
2	AB	75
3	APP	80
4	AHIR	75
5	DFA	70
6	DFP	70
7	DPS	70
8	HAZ	75
9	IQA	80
10	JAQ	75
11	KNP	75
12	KAP	65
13	MSAP	80
14	MDN	75
15	MF	65
16	MKAA	70
17	MNF	75
18	MRA	75
19	MRNI	80
20	MYK	75
21	MZI	75
22	MNAA	70
23	RP	65
24	RAS	80
25	RAG	70
26	RRA	70
27	SPD	75
<b>TOTAL</b>		1985

According table 4.10 above, the highest post-test score is 80, while the lowest post-test score is 65. The total score for post-test is 1985, with a

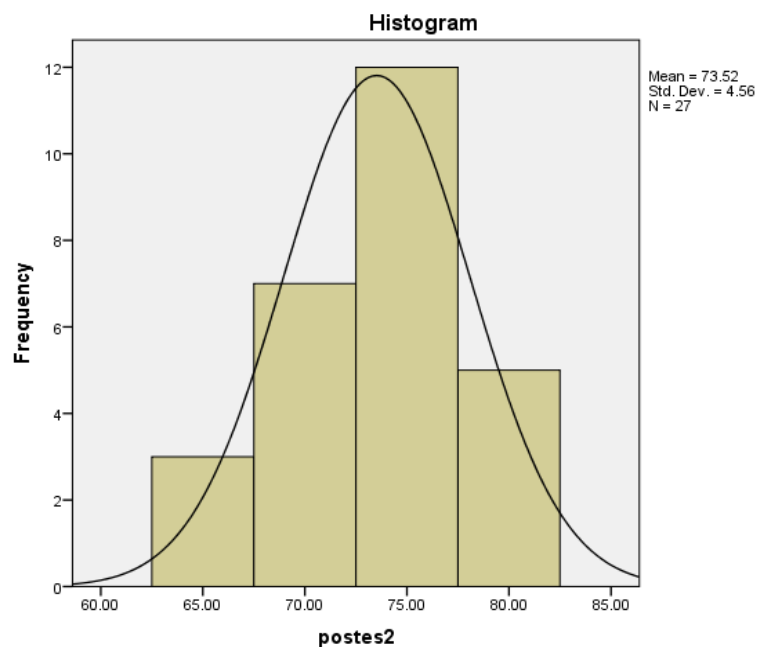
mean score of the post-test is 73,51.

**Table 4.11 Frequency Distribution of Post-Test in Control Class**

postes2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	3	11.1	11.1	11.1
	70.00	7	25.9	25.9	37.0
	75.00	12	44.4	44.4	81.5
	80.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

The table 4.11 shows that students' vocabulary score ranged from low to high. There were 11.1% from 3 students gained score 65, 25.9% from 7 students gained score 70, 44.4% from 12 students gained score 75, 18.5% from 5 students gained score 80. The histogram shown below is based on table 4.11

**Figures 4.4 Histogram of Post-Test in Control Class**



The histogram 4.4 showed, that stated  $M = 73.52$  and  $SD = 4.56$  to

determine the category for students' vocabulary mastery was good, medium or low, the researcher classified the scores using the following criteria:

- a. Post-test score less than  $M - 1. SD$  ( $73.52 - 4.56 = 68.96$ ) for category low.
- b. Post-test score between  $M - 1. SD$  ( $73.52 - 4.56 = 68.96$ ) to  $M + 1. SD$  ( $73.52 + 4.56 = 78.08$ ) for category medium.
- c. Post-test score more than  $M + 1. SD$  ( $73.52 + 4.56 = 78.08$ ) for category good.

The result indicated that the pre-test score which is less than 68.965 is classified as low, the post-test score which is between 68.96 to 78.08 is classified into medium, the post-test score which is more 78.08 is classified as good.

## **C. Data Analysis**

### **1. The Result of Assumption Test**

#### **a. Normality Test**

The normality test is used to see whether there is distribution response to the instrument was normal. The Kolmogorov-Smirnov test was used in this research to test the normality of the data because the sample was  $< 30$  students for each class. Theoretically, if the value of  $p$  is greater than 0.05, the data is normal. If it is less than 0.05, the data deviates significantly from a normal distribution.

The researcher used the Kolmogorov-Smirnov formula and the calculation was used SPSS for windows. The calculation results are as follows:

## 1) Normality Test of Experimental Class

**Table 4.12 Normality Test of Experimental Class  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		27
Normal Parameters <sup>a,b</sup>	Mean	51.2963
	Std. Deviation	12.44933
Most Extreme Differences	Absolute	.138
	Positive	.138
	Negative	-.135
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table 4.12 above, it showed that the sig. 2 tailed of the class was 0.200. It can be concluded that the data from this research was normal because, the value was higher than 0.05 ( $0.200 > 0.05$ ).

## 2) Normality Test of Control Class

**Table 4.13 Normality Test of Control Class  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual

N		27
Normal Parameters <sup>a,b</sup>	Mean	44.8148
	Std. Deviation	9.55565
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.116
Test Statistic		.122
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table 4.13 above, it showed that the sig. 2 tailed of the class was 0.200. Because the value was higher than 0.05 ( $0.200 > 0.05$ ), it can be concluded that the data from this research was normal.

#### b. Homogeneity Test

Homogeneity test is used to know the similarity of the populations. It used to know before teacher compare some of classes. In this research, the researcher used SPSS 26 version program for windows to calculate the homogeneity test.

**Table 4.14 Homogeneity Test of Experimental and Control Class**

vene Statistic	Df 1	Df 2	Sig.
00	1	52	.753

According to the data in the table of homogeneity test above, the

data was 0.753. Because the value of a statistic is greater ( $0.753 > 0.05$ ), it can be concluded that the variant of the data was homogeneity.

c. Hypothesis Test

The researcher tested the hypothesis after passing the normality and homogeneity tests. The T-test was used by the researcher to analyze the data in SPSS program. The result of the data calculation as follows:

**Table 4.15 Mean Score of Experimental and Control Class**

Group Statistics					
	kelas2	N	Mean	Std. Deviation	Std. Error Mean
posstest2	kelas eksperimen	27	84.2593	4.94269	.95122
	kelas kontrol	27	73.5185	4.56045	.87766

According to the data in the table above, the data showed that the total of experimental and control classes was 54 students. The mean for the experimental class was 84.25, while the mean for the control class was 73.51. It is possible to concluded that there were differences in the mean of post-test scores of students between experimental and control classes. Furthermore, to prove whether the differences was significant or not, the researcher need to interpret the following output of "Independent Sample Test".

**IAIN**  
**PONOROGO**

**Table 4.16 Calculation of T-Test Independent Sample Test**

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posstest2	Equal variances assumed	.100	.753	8.299	52	.000	10.74074	1.29426	8.14362	13.33786
	Equal variances not assumed			8.299	51.667	.000	10.74074	1.29426	8.14322	13.33826

Referring to the table above, it is obtained that the value of the  $t_0$  is 8,299 with the degree of freedom (df) is 52. The researcher used the degree of significance of 5%. The degree of freedom (df) is 52, and the value of degree significance of 5% is 2,000 as shown in the significance table. If it is compared with the value of degree significance of 5 %, the result is  $2,000 < 8,299$ . In other words, it means that there is significant difference on students' vocabulary mastery before and after being taught by using Words Clap Game at the seventh grade student of MTsN 1 Magetan.  $H_0$  was rejected, but  $H_a$  was acceptable.

#### **D. Discussion**

On April 19th, 2022, the researcher gave pre-test in experimental class and on May 3th, 2022 in control class. The researcher gave a test to get a data or score of pre-test before the students were given a treatment. After giving the pre-test, the researcher gave the first treatment in experimental class for a second meeting on April 20th, 2022, and on April 26th, 2022 the researcher gave a second treatment for a third meeting. The researcher taught vocabulary by using Words Clap Game for experimental class. Also, in control



class, the researcher gave the first treatment in the class for a second meeting on May 6th, 2022, and on May 24<sup>th</sup>, 2022 the researcher gave a second treatment for a third meeting. The researcher taught vocabulary by using technique like normally as teacher used. After giving pre-test and treatment in both of the classes, the researcher gave a post-test. The researcher gave a test for get the data or score of post-test after the students were given a treatment. Both of the classes were given post-test in a fourth meeting. The researcher gave post-test on April 27<sup>th</sup>, 2022 in experimental class and on May 27<sup>th</sup>, 2022 in control class.

So, the researcher has answered the hypothesis that Words Clap Game is effectively for teaching vocabulary at the seventh grade students of MTsN 1 Magetan in academic year 2021/2022. In this interpretation, the researcher compared of the results of the data t-test with the results of the t-table. If t-test is higher than t-table, it means  $H_0$  is rejected, and  $H_a$  is accepted. It can be seen in the table 4.16 above, the table indicated that there is difference coefficient of students taught by using Words Clap Game and the students who are not taught by using Words Clap Game was 8,299.

There are two hypotheses of this research:

1. Null Hypothesis ( $H_0$ ): There is no significant different in vocabulary mastery between students who are taught by using Words Clap Game and those who are not.
2. Alternative Hypothesis ( $H_a$ ): There is a significant different in vocabulary mastery between students who are taught by using Words Clap Game and those who are not.

From the calculation above, the result of this research showed that t-test was 8,299 and t-table of df 52=2,000. It means value of output t-test showed that was higher than t-table (8,299>2,000). So that,  $H_0$  was rejected and  $H_a$  was accepted. That can be given conclusion that “there is significant difference between students’ vocabulary mastery before and after taught by using Words Clap Game at the seventh grade students of MTsN 1 Magetan”.

Moreover, students expressed strong desire for being guided and supported by their teachers to effectively utilize Words Clap Game for English learning<sup>85</sup>. This research proves that Words Clap Game can be used as learning game in teaching-learning English especially can improve students’ vocabulary mastery. Words Clap Game can also make it easier for teachers to deliver the material, and students can also easily accept the material because students feel interested and happy. With Words Clap Game was making students had not been boring in learning English. The material delivery in Words Clap Game is clearer, more concise, and easier to understand; additionally, the use of vocabulary and spelling is beneficial for students who are not fluent in English.<sup>86</sup>

Learning English, especially vocabulary in an interesting and alternative way using Words Clap Game, has easy game and various features, so Words Clap Game can be implemented in learning English especially vocabulary. Use of Words Clap Game as a language learning game is under consideration today. According to Heinich, teachers need to

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<sup>85</sup> Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002)

<sup>86</sup> Interviewed on Saturday, May 29<sup>th</sup> 2022.

use instructional game to achieve their objectives. Game are called instructional game when they convey a message related to instructional objectives, such as facilitating communication. Students expressed the positive impact of English material content that can improve their vocabulary mastery by using the game of Words Clap Game.



## CHAPTER V

### CLOSING

This chapter discusses about the conclusion and recommendations of the research.

#### A. Conclusion

This research has investigated Words Clap Game in improving vocabulary mastery of the seventh grade students at MTsN 1 Magetan. Based on the data analysis of the findings gained from students' vocabulary mastery in experimental and control class, it is concluded that the contribution of Words Clap Game is significant in improving students' vocabulary mastery. The researcher concluded that there is a significant difference between students who are taught by using Words Clap Game and who are not taught by using Words Clap Game. It is confirmed that Words Clap Game is an effective to improve students' vocabulary mastery. The index of  $t_o$  is 8,299, it is higher than the index of  $t_t$  (2,000) at the level of significant 5%.

#### B. Recommendation

This research showed that students' vocabulary mastery by using Words Clap Game can improve students' vocabulary mastery. In relation above, the researcher provides some recommendation as follows:

##### 1. For Teacher

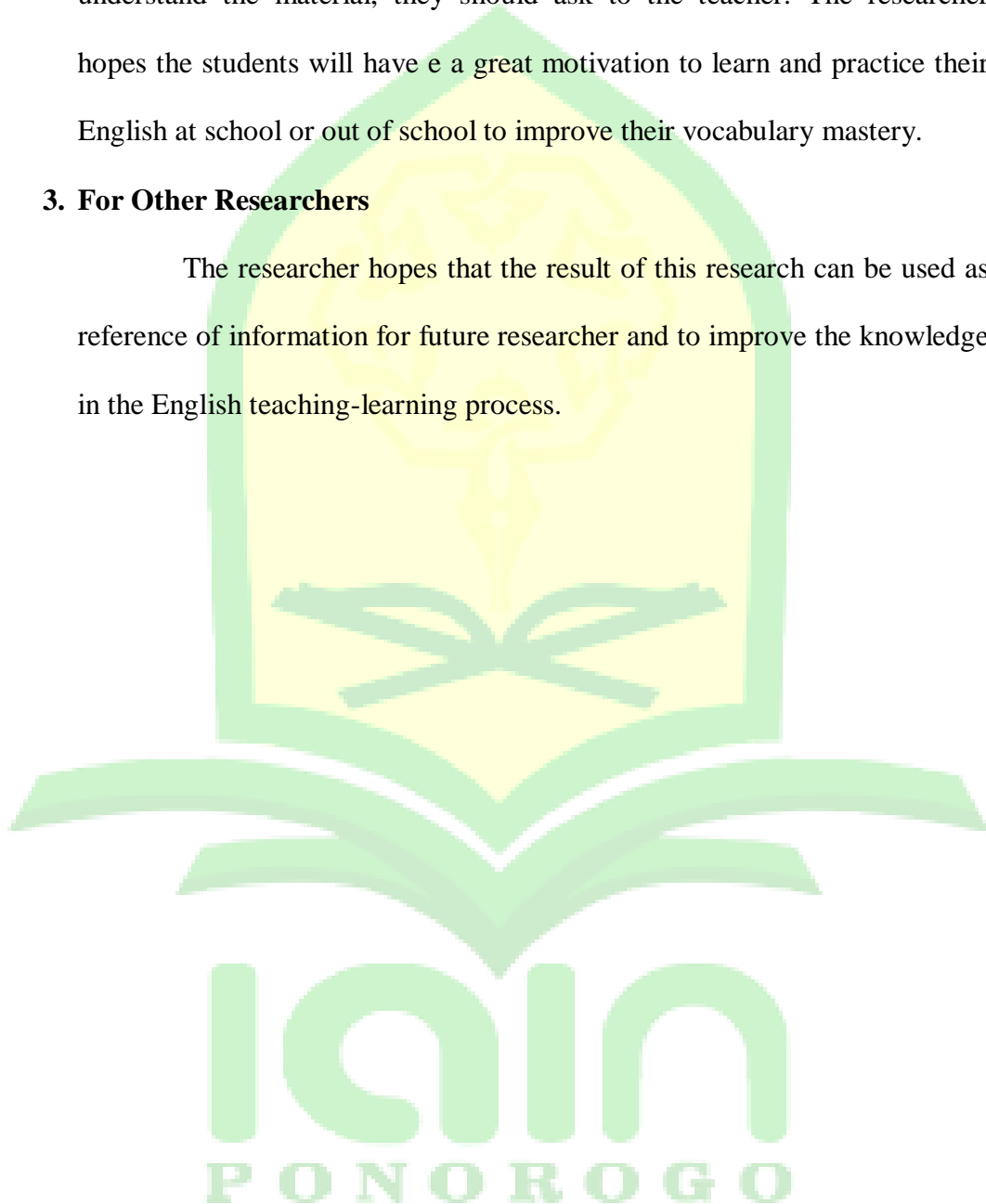
The teachers should be innovative in their use of interesting and funny game in the teaching-learning process. Besides, Words Clap Game can be used as an alternative game in teaching vocabulary.

## **2. For Students**

The students should be more active in the class. If they still don't understand the material, they should ask to the teacher. The researcher hopes the students will have a great motivation to learn and practice their English at school or out of school to improve their vocabulary mastery.

## **3. For Other Researchers**

The researcher hopes that the result of this research can be used as reference of information for future researcher and to improve the knowledge in the English teaching-learning process.



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