

ABSTRACT

Auliah Dwi Purnama (2022). Enhancing Young Learners' English Vocabulary Mastery by Contextual Word Clap Game (A Quasi-Experimental Study In 7th Grade at Junior High School).

This study was intended to determine students' vocabulary mastery using contextual word clap games for young learners. This study proposed; 1). To find out students' vocabulary mastery without using contextual word clap game in English lessons. 2). To find out students' vocabulary mastery with using contextual word clap game in English lessons. 3). To find out the significant is the difference between the students' vocabulary mastery with and without using contextual word clap game in learning English lessons.

This research applied a quantitative method with a quasi-experimental study approach. The research was conducted at SMPN 1 Telukjambe Timur. The population of this research was 7th grade. However, the sample of this research is VII A and VII B, and it was divided into two groups consisting of 25 students in the experimental group and 25 students in an as controlling group. The data was collected by using pre-test and post-test. The analysis of data was processed in statistical analysis.

The result showed that the statistical analysis of pre-test and post-test scores significantly increased in the control group. The average of the students on the pre-test was 76.44, while the average on the post-test was 85.32. Meanwhile, Statistical analysis of pre-test and post-test scores showed a significant increase in the experimental group. The average of the students on the pre-test was 57.76, while the average on the post-test was 88.24. However, Statistical calculations from post-test scores show that contextual word clap games effectively increase students' vocabulary mastery. This is evidenced by the results of the N-Gain analysis, where the experimental group's mean 0.38 with a high interpretation (mean), while the control group's mean is 0.7 with a high interpretation.

In conclusion, Students' vocabulary mastery skills increased both in the controlling and experimental groups after being given treatment without and using contextual word clap games. Furthermore, the significance in the experimental group is higher than in the control group.

Keywords: vocabulary mastery, young learner, word clap game