

# USING TEXT TWIST GAMES TO INCREASE STUDENTS' VOCABULARY MASTERY

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## Abstract

Vocabulary is difficult for students to comprehend and many of them fell so hard to memorize. It is because they never practice vocabulary in daily communication with other person. English subject has just been taught for two hours every week and teacher still uses conventional method for teaching vocabulary. By using Text Twist Game, the students will enjoy learning English as well as practicing to learn vocabulary. This game is chosen because it can invite the students to be active and fun in teaching and learning vocabulary without any pressures. The way of playing this game is by arranging some letters which is provided in order to form as many English words as possible within a certain period of time. The objective of the research are how can Text Twist Game improve students' vocabulary mastery and To find out the advantages and disadvantages of Text Twist Game in teaching vocabulary to the tenth grade of MA Abu-Darrin Bojonegoro in the academic year 2017/2018. The research design of this study is classroom action research (CAR). There were two kinds of data: qualitative and quantitative data. The qualitative data were collected by observation, interview, questionnaires and field note. And the quantitative data were collected by a test. In this research, the researcher took a test of their improvement in each cycle. The researcher conducted this research in the tenth grade students' consisting of 36 Students. The students can be said successful if the score of students' vocabulary test are 75 as their minimum score from the maximum score is 100. The mean score of the pre-test 63,5 the mean score of post -test in Cycle I is 73,3 and the mean score of post-test in Cycle 2 is 81,25. By doing the Text Twist Game, unconsciously the students' will recall, write, and discuss to find out English words. Then the learners' will unconsciously be motivated to look word up in dictionary.

**Key words** : Vocabulary, Vocabulary Mastery, Text Twist, Games, Classroom Action Research.

## INTRODUCTION

English is an instrument to students to express their ideas both in oral and written forms. There are four language skill, such as reading, listening, speaking and writing. In order to master those skills the students have to understand some elements of language, like grammar, vocabulary, pronunciation etc. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary is regarded as an essential language component in junior high school. It can help the students their words mastery.

As we know that vocabulary is difficult for students to comprehend, many of students fell so hard to memorize, because they never use in the daily communication with other person. English subject has just been taught for two hours every week, teacher still uses conventional method for teaching vocabulary like just writing down in the whiteboard and to be translated. Then students should memorize those words and of course this condition make the students forget the lesson easily. Therefore memorizing vocabulary need more practice and repetition.

From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively. Thornbury (2002:13) stated that without grammar we convey very little, but without vocabulary we convey nothing. Richards and Renandya (2002:255) say that vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It

means that vocabulary is a crucial element which influences the four English skills that are Listening, Speaking, Reading, and Writing. Thus, the students must have a lot of vocabularies to support their skill.

It is almost impossible to say exactly how many words there are in English. However, it is still important for English learners to learn English vocabularies as many as possible. The idea that vocabulary is a prominent aspect needs to be taken into consideration in learning is supported by Harmer (as cited by Arisandi Setiyawan, 2015: 85) , He claims, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. In line Harmer argument, another expert mentions, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Using media as an aid in teaching and learning process is an interesting topic for many researchers. Therefore, there is a number of studies have been done in these field. Related to this study, the writer choose some references about previous studies which are close to the use of Text Twist Game for teaching vocabulary.

According to Astuti (2014) conducted a research entitled "*The use of cooking academy game to enrich vocational students' English vocabulary*". She wanted to find out how cooking academy game can be used to enrich vocational students' English vocabulary. In addition, she also wanted to know how the use of cooking academy game can improve students' interest and motivation in learning English, especially vocabulary. In this research, she concluded that cooking academy game can be used in English learning process to enrich students' English vocabulary. Moreover, this technique can improve students'

motivation and interest in English learning process. The result of the study showed that the achievement of the students in learning vocabulary through this way improved.

Lutfina Tarita Wulandari entitled *The Effectiveness of Tv Cards (Thematic vocabulary Cards) to Improve the Students' English Vocabulary*. The objectives of using Tv Cards (Thematic vocabulary Cards) were find out how Tv Cards (Thematic vocabulary Cards) used in teaching vocabulary. The research method was a classroom action research. The students showed positive responses and enthusiasm in learning vocabulary using Tv Cards (Thematic vocabulary Cards).

Some researches above discussed about students vocabulary mastery. All of researchers wanted to find good strategy to improve students vocabulary mastery. Moreover, they used media in teaching vocabulary to students. However, using Text Twist Game for teaching vocabulary has not been discussed yet. So, the writer will find out how Text Twist Game is used for teaching vocabulary. It

## METHOD

The research method which was used in this study is a classroom action research. This classroom action research was conducted by the teacher in order to get a solution to the problem until it can be solved. Action research is a reflective process which is conducted by using some kinds of necessary technique in order to solve the problem. Mills (2000: 5) defines action research as a systematic inquiry done by teacher or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how they learn.

will be studied at the tenth grade students of MA-Abu Darrin Bojonegoro.

Based on the background of the study presented above, the writer tries to present statements of the problem of research as follows :

1. How can Text Twist Game be used in teaching vocabulary at the tenth grade students of MA-Abu Darrin Bojonegoro in academic year 2017/2018?
2. How can Text Twist Game improve the students' vocabulary mastery at the tenth grade students' of MA-Abu Darrin Bojonegoro in academic year 2017/2018?

From the statements of the problem above, the researcher clarified the objective of this research is

1. To find out how "Text Twist Game" can be used in teaching vocabulary at the tenth grade students of Ma Abu-Darrin Bojonegoro in academic year 2017/2018.
2. To find out the improvement of the students' achievement after being taught by "Text Twist game" to the tenth grade students' of Ma Abu-Darrin Bojonegoro in academic year 2017/2018.

This study was expected to involve Kemmis and McTaggart (1988) in Burns (2010: 8) mention the four steps in doing action research are planning, action, observation, and reflection.

In this study there were two kinds of data: qualitative and quantitative data. The qualitative data were collected by observation, interview and questionnaires. Observation was done when the teaching-learning-process took place, before and after the researcher use Text Twist Game in teaching vocabulary. It was to know the students' mastery and the students' difficulties in vocabulary. Then the observation was continued by focusing on the use of Text Twist Game in teaching

vocabulary. Besides, the observation was done to describe the effect of teaching vocabulary using Text Twist Game. It was important to determine the improvement steps in order that teaching vocabulary was more active and efficient. The second technique of collecting qualitative data was interview. It was done by the researcher by interviewing the teacher of the class after the teaching-learning-process to add the data. Then, it was continued by discussing every activity by the researcher and the teacher. The third technique of collecting data was giving the students questioner to know the use of Text Twist Game in teaching vocabulary.

The quantitative data were collected by a test. The test was done to measure the students' vocabulary mastery which was obtained from vocabulary test before the researcher used Text Twist Game to teach vocabulary (pre-test) and after the researcher used Text Twist Game to teach vocabulary (post-test).

The results of the mean score were computed as follow:

1. The mean score of each student

$$X = \frac{N}{n} \times 100$$

Notes:

X = the score of each student

N = the number of correct answer

n = the number of the terms

(Agung 1988: 70)

2. The mean score of the whole students

The results of the mean score were computed as follow:

$$X = \frac{\sum}{n}$$

Note:

X = Mean

$\sum$  = Sum of score

N = Number of students

(Masidjo, 1995: 123)

The subject used by the researcher is the students of Class X science 2 MA Abu

Darrin Bojonegoro. They are 36 students totally. They have a high learning motivation and a tight cooperation one to another. Their English achievement is good enough but they have a problem in communicating their own English orally

Of all language skills they are learning, vocabulary skill is the skill that most of the students have weaknesses in. On one side, from the recorded mark that the researcher got, vocabulary skill was still lower than others. Besides, some of the students got vocabulary mark under the school standard (passing grade) 7,5. On another side, based on the research's observation, most of the students still feel shy, nervous, and afraid of making mistakes and to express their own English orally and communicatively in their daily activities either inside or outside the class. When the researcher asked them, some of them said that they were not accustomed to using it, so that they felt unconfident. They were frightened to make mistakes.

## FINDINGS AND DISCUSSION

### Findings

This research was done in two cycle, and there were two meeting in every cycle. Cycle I meeting 1 conducted on April 16th, 2018, meeting 2 on April 17th, 2018. Cycle II meeting 1 on April 23th, 2018, meeting 2 on April 24th 2018. First meetings were used to give treatment and the second meeting was used to do the post-test.

In the first step of the cycle was planning, the researcher designed the lesson plan, instrumen, and criteria of succes. The second was action, the researcher implemented text twist game in the class. Then the third was observing, the researcher observed the implementation of text twist game in vocabulary learning. The last step was reflecting, the researcher focused on analyzing the data and determining the cycle could be stopped or should be continued to the next cycle.

### The Data of Test Result

No	Cycle	Mean	Percentage
1.	Pre-Test	63,5	16,6%
2.	Post-Test 1	73,3	44,4%
3.	Post-Test 2	81,25	83,3%

The result of post test 2 in cycle II was 81,25. It showed the significant increased of students vocabulary mastery, and the used of Text Twist Game in teaching vocabulary was successful. So, this research stoped in two cycle.

The used of text twist game in teaching vocabulary had some advantages and disadvantages:

The advantages:

1. The Text Twist Game made students felt comfortable with condition in the classroom.
2. The Text Twist Game made students were more enthusiastic in studying English lesson.
3. The Text Twist Game can increase the student's ability in mastering vocabulary.

The disadvantages:

1. The Text Twist Game in group work made noisy in classroom.
2. The researcher couldn't control the students one by one when teaching learning process.

### Discussion

1. The Improvement of students' Vocabulary Mastery

As mentioned in the previous chapter, the main purpose of this study was to improve vocabulary mastery by using Text Twist game of the tenth grade students of MA Abu Darrin

Bojonegoro in academic year 2017/2018. Looking from the finding, it was shown that the students' vocabulary mastery could be improved Text Twist Game Method. In details, the score of the students' of pre-test, post-test 1 and post-test 2 can be seen in the figure 4.3.

2. The Students Participation During the Implementation Text Twist Game

As mentioned in the previous chapter, the main purpose of this study was to improve vocabulary mastery through Text Twist Game method of the class X Science 2 of MA Abu Darrin Bojonegoro in academic year 2017/2018. Looking from the finding, it was shown that the students' vocabulary mastery could be improved through Text Twist game method. In details, the score of the students' achievement of pre-test, post-test I and post-test II can be seen in appendix 1.

The mean figure of pre-test was 63,5. The total mean figure of the post-test score obtained by the subjects under study in post-test I 73,3 and in post-test II 81,25. The difference of the mean figure of pre-test and the total mean score of post-test I was 10. The difference of the mean figure of pre-test and total mean score of post-test II was 18. There was a significant difference between the total mean score in post-test I and post-test II. The difference of the mean figure concluded that the teaching of English vocabulary mastery by using Text Twist game method was more effective.

The additional supporting data were collected by administering questionnaire. Based on the results of the questionnaire which had been completely by the subjects under study, it could be seen briefly stated as follows; the proportional total figures of the total response of

the post-questionnaire for the statements 6 = 31, 7 = 23, 8 = 25, 9 = 28, 10 = 22. The figure showed that 31 students feel enjoy in learning vocabulary by using Text Twist Game, 23 students gave the positive response and liked the method, 25 students felt interest when using Text Twist Game in the material, 28 students answered not boring when their teacher use Text Twist Game method to teach in vocabulary, and 22 students more motivate to study english when their teacher teach uses Text Twist Game in vocabulary learning. From the result of the post-questionnaire and the test, it can be concluded that Text Twist game method helped the tenth grade students of MA Abu Darrin Bojonegoro to improve their vocabulary mastery. The students' learning behaviour could change positively.

### 3. The Use Of Text Twist Game Can Improve Class Situation.

Based on the improvement of the students' ability in mastering vocabulary by implementing games during teaching and learning process, it could be concluded that the use of games in teaching vocabulary mastery was effective. It was supported by Uberman

(1998: 20). They argued that "there are numerous benefits that come with using games to help pupils improve in their communicative ability. Research has shown that children learn and develop the fastest when they are at play. Games are also highly motivating and help pupils to make and sustain the effort of learning.

Besides, the students also motivated and challenged when they learn through games. They also have high spirit when one team compete with other. Games automatically create the sense of competition of students. It supported by the argumentation of Huyen and Nga, (2003: 1). They argued that "games also provide a competitive element that enhances effective learning as they keep learners interested in". Therefore, the students could learn English more enthusiastic

Finally, the use of games was success in improving students' vocabulary mastery. The result of test was higher than the minimum criteria of success in this study. It showed that this study was successful.

## CONCLUTION AND SUGGESTION

After conducting the research, there are two points which could be taken as the conclusions, they are:

1. The Text Twist game can be used for teaching vocabulary in the tenth grade students of senior high school. It is well-accepted by the participants. During the activities, they looked active and enthusiastic. It is helpful, fun and interesting. They could also learn new vocabulary stimulated by

arranging some letters, following every instruction provided.

2. According to the data analyses, I found that before given a treatment, the pre-test mean is 63,5. However, after being treated using Text Twist game, the mean of the post-test is 81,25. Later on, I calculated whether there is an improvement or not. The result shows that there is an improvement of the students"

score at 27,3 %. So, it could be concluded that there is an improvement in the vocabulary of the students who are taught using Text Twist game.

There are some suggestions in a purpose of enriching students' vocabulary mastery. They are as follow:

1. For Students

- The technique is effective to improve students' vocabulary.
- The technique can be alternative to overcome students' boredom.
- The technique can motivate the students to learn more effectively and participate more actively.
- The technique by secret message game can motivate the students in order to be more interested in learning vocabulary.

2. For the English Teachers

- The teachers must be creative in teaching learning. It means that teachers would be better to give something different from other teaching-learning process activities.
- This technique is suggested to the English teacher want to conduct in similar research or study.
- The teachers would be better to use media in their teaching so the teaching-learning process will not be boring and can add motivation for students.

3. For Other Researchers

- The researcher hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.
- Expected to use as a starting point to apply further research in the same field.

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