

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is an important thing that automatically influences human life. Language is a way for human to aspire to give idea and even express feelings that are written or spoken. Language in this world has been taught starting from kindergarten level up to university and even now. Language is basically always dynamic and has good meaning. Furthermore, Panjaitan (2021:2) stated that language is important to communicate in teaching process, a good communication will be help us in teaching learning process. In this world there are many languages are used, and as the international language which is as the unifying language between one country and another country is English language.

English is a very important tool in the world for communication because it is an international language and it is widely used in in various countries. English is the first foreign language in Indonesia. Understanding the English language will be benefit for ourselve. Beside that English is applied in many aspects of life such as education, technology, politich, and health. English is essential to be taught for the younger people that the students from the beginner up to university level. In English there are some parts that will be studied by the students, for example grammar and vocabulary.

Vocabulary is the basic element of language in learning a language especially to communicate effectively with others. According to some experts, Linse (2005:121) stated that vocabulary is the collection of words that an

individual knows. Neuman and Drawyer as cited in Bintz (2011:44) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While Hornby (2006:1645) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language. Researcher conclude vocabulary is the collection words have a meaning with someone must know to communicate effectively when they talking about particular subject in particular language.

Vocabulary as one of the language elements has a very important role in foreign language learning. It is the basic and very principle requirement for the students in learning English. The researcher realizes that language skills and other language elements will not develop without good achievement of vocabulary because the basic foundation of these language skills is vocabulary. Teaching vocabulary can be done through some ways or some techniques and one of it is by using game in teaching activities. Beside on the teachers experince during practice teaching, using games to teach the students will be more relaxed and more excited.

English has four skills namely listening, speaking, reading, and writing. In those parts, vocabulary is needed. There are some ways to improve students' vocabulary mastery, they are flaschcard, puzzels, text twist game and others. Text twist game is one way to improve students' vocabulary mastery. Indirectly, students can create warm and happy atmosphere where teacher and students' enjoy working together. Students also can share their knowledge and experience to others. Student can develop their vocabulary and can understand the meaning of

the words. In this game, students must be finding the word, which has same to the main word. They can work in-group or individually. They learn to share information about targeted contents and willingly do this because it is naturally following part of the class activity. Even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usage's. Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

The writer experience when practicing work experience at SMP Gajah Mada Medan, students was often bored to remember many vocabularies. However, it was found that the students were lack of interest in learning and it was difficult for them to memorize new vocabulary taught. It needs a trick to make students happy in remembering vocabulary. In order to make the students interested in learning vocabulary, attractive technique is needed to support the teaching and learning

activities. Technique in teaching vocabulary have a different in others technique. Visual-based media becomes one of the interesting techniques that can be applied in class. For those conditions, one of the methods suggested in the approaches introduced by the government is by using visual aids as media in the classroom. As we know there are some media in teaching language, such as songs, games, films, pictures and so on. In this study, we focus on using game in language learning process, especially Text Twist game.

Some students at Senior High School in SMA N 1 N Silau Kahean, still cannot communicate in English. It can be seen from the students' score in table that gotten from preliminary research. They can neither speak or write. The students feel as if English lesson were very frightening and difficult. Hence, they lose motivation to learn English. This problem comes about due to the teaching learning always take place in the same way every classes. In the preliminary research at the Eleventh Grade Students at the SMA N 1 Silau Kahean, the students' vocabulary mastery is still low, because they feel that the vocabulary given is still hard to remember.

In doing preliminary research, the writer got data of vocabulary score which was taken from Text Twist at the eleventh grade of SMA N 1 Silau Kahean. The following table is describing the result of students' score in vocabulary test.

Table 1

**Score of the Students in Priliminary Research at the Ten Grade of SMA
Negeri 1 Silau Kahean**

NO	Students Initial Name	Totally Item	Totally Answer Right	Score
1	AK	10	3	30
2	BE	10	5	50
3	CT	10	3	30
4	DC	10	6	60
5	EH	10	4	40
6	FO	10	5	50
7	GY	10	5	50
8	HA	10	3	30
9	IR	10	2	20
10	JS	10	2	20
11	KH	10	6	60
12	LE	10	4	40
13	MT	10	5	50
14	NG	10	5	50
15	OH	10	3	30
16	PJ	10	3	30
17	QR	10	6	60
18	RG	10	2	20
19	SY	10	4	40
20	TY	10	1	10
21	UT	10	4	40
22	VO	10	4	40
23	WP	10	3	30
24	XK	10	5	50
25	YG	10	2	20
26	ZN	10	5	50
27	ABE	10	5	50
28	BET	10	4	40
29	SGW	10	4	40
30	CAT	10	5	50
31	BUQ	10	5	50

According to the criteria of minimal mastery for English subject in SMA N 1 Silau Kahean, the KKM is seventy two (72). Based on the table above, it can be seen score low that students got score >72. It showed many students do not

get the target vocabulary score that has been set by the school. It can be concluded that the students' vocabulary mastery is still low and should be increased.

Based on those statements, the writer discussed about the factors that make vocabulary learning process is look like difficult lesson. Based on the test with some students in the preliminary research, it was found most of them confused and bored with technique given. In the classroom, students simply behave as listeners and followers. They just implemented what the thing was given by teacher. Whereas the student needs, interests, and activation are not taken care by the teacher. Hence, the students are still hard to achieve maximum vocabulary results in English learning. It means that the factor that make learning vocabulary process is not effective is caused by the monotonous technique. The technique cannot make learning process more interest and the student feels annoyed when the learning process' in the class. The writer means that there is no innovative technique and the teacher only asks the student to open the dictionary and asks them to memorize the difficult vocabulary. The reach the best goal, the writer thought teacher must change the way in teaching English. Like other languages, in learning English, students have to be able to understand words. In fact, it happens that students want to express something in English but they do not know how to express the word appropriately because of the lack of vocabulary. Tankersley says that "vocabulary is the meaning and pronunciation of words that we use in communication. It simply the numbers of words that we understand or can actively use to listen, speak, read, or write". Students have to be able to understand words whether in written or audio form. Many kinds of language

games could be applied in class such as bingo families and many others. The teacher should apply various interesting teaching strategy for vocabulary instruction and then the teacher can use various type of language games for teaching vocabulary. Thus the students can enjoy learning English.

Facing the problem above, the writer suggested creating and implementing a suitable technique so that teaching and learning process can run effectively and reaching the teaching objective. From this condition and situation, the use of teaching technique is necessary, that is why the writer used game to find out whether game can improve the students' vocabulary achievement or not. In this study, the writer applied Text Twist game in learning vocabulary.

Text Twist game is a language game where the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within a certain period of time. This game is played in groups. The group which can arrange the most letters into English words, will be the winner. It means that, the text twist game is a kind of language game that played in a group which emphasized on arranging some letters in task which got from the teacher and the player or students have to rearrange its letters into correct words as fast as possible within a certain period of time. Desmanto says that the advantages of this game are students will be motivated to look words up in dictionary. Also, Text Twist game makes students become more creative to find out the vocabulary. As the impact, students got improvement in vocabulary memorizing skill.

Therefore, in this research, the writer used Text Twist game to know the

Effect of using Text Twist game towards students' english vocabulary. Thus, the title of this research is : "The Effect Of Text Twist Game Towards English Vocabulay Students at SMA N 1 Silau Kahean. Students are still hard to achieve maximum vocabulary results in English learning. It means that the factor that make learning vocabulary process is not effective is caused by the monotonous technique. The technique cannot make learning process more interest and the student feels annoyed when the learning process in the class. The writer means that there is no innovative technique and the teacher only asks the student to open the dictionary and asks them to memorize the difficult vocabulary. The reach the best goal, the writer thought teacher must change the way in teaching English.

Like other languages, in learning English, students have to be able to understand words. In fact, it happens that students want to express something in English but they do not know how to express the word appropriately because of the lack of vocabulary. Tankersley says that "vocabulary is the meaning and pronunciation of words that we use in communication. It simply the numbers of words that we understand or can actively use to listen, speak, read, or write".⁴ Students have to be able to understand words whether in written or audio form. Many kinds of language games could be applied in class such as bingo families and many others. The teacher should apply various interesting teaching strategy for vocabulary instruction and then the teacher can use various type of language games for teaching vocabulary. Thus the students can enjoy learning English.

Text Twist game is one of the visual aids that can be used in teaching learning English. The game is characterized as media to improve students' vocabulary mastery. Beside that by using the game, students can study vocabulary

not only in the class, but also in their house. They can study vocabulary by themselves whenever and wherever they are. Therefore, this research has a purpose to study a problem related to the speech acts as entitled *“The Effect Of Text Twist Game Toward English Vocabulary Students at SMA Negeri 1 Silau Kahean”*

1.2 Problem of the Study

The problem of this research can be formulated as follows : “Does the use of Text Twist Game Affect Toward English Vocabulary Students at SMA Negeri 1 Silau Kahean?”

1.3 Objective of The Study

Based on the problem above, the objective of the study is to find out whether using Text twist game is effective or not in teaching vocabulary at the ten grade of SMA N 1 Silau Kahean.

1.4 Scope of the Study

There are four skills of English namely speaking, listening, reading and writing. In teaching the four skills it needs vocabulary. Vocabulary as one of the language elements has a very important role in foreign language learning. In teaching vocabulary there are some ways namely flashcard, puzzel, text twist game and others. The scope of this study is focused on vocabulary skill. The writer will focus on finding the effect of text twist game toward students’s english vocabulary at SMA Negeri 1Silau Kahean.

1.5 Significances of the Study

The result of this study are expected to give theoretical and practical significant as follows:

1. Theoritically

This study can give contribution to increase the knowleadge and give more understanding of using text twist game to improve students' vocabulary.

2. Practically

This research can give more informations and knowledge related to techniques in teaching vocabulary especially text twist game in the teaching and learning process. Then, the reader can use this study as an additional reference for the next researcher.

The results of this study contributed for:

(1) Teacher

Hopefully, this research would be meaningful for the teachers to be capable of providing information about the process of applying text twist game in teaching vocabulary. Through this study, teacher will also be able to see the students' attainment in learning vocabulary. Then, this study will enrich the way in teaching vocabulary

(2) Reader

For the educator who reads this research, hopefully it can brings further development as a reference and a supporting material.

(3) For The Next Writer

Hopefully, this research would be increase their knowledge for their research and they able to complete their research and learn with this research.

1.6 Hyphothesis

A hypothesis is useful for the researcher's as a determinant of the direction of a study, and needed to show the researcher's thinking and expectation about what the outcome of the research will be. The hyphothesis in this research is formulated as the following :

Ha : Using text twist game is effective in teaching english vocabulary students at SMA Negeri 1 Silau Kahean.

Ho : Using text twist game is not effecctive in teaching english vocabulary students at SMA Negeri 1 Silau Kahean.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms which are applied in this research. Some terms in this study and they need to be theoretical explained. Thus, the following explanation aimed toward the clear explanation.

2.2 Vocabulary

Vocabulary is vital part of language because it is the first basic important language component in learning English. If the students have enough vocabulary, they will able to express their ideas clearly and easily. According to Damiri (2015:12), without having a good mastery of vocabulary, it is impossible for students to have better language skill. If the students have mastered a lot of words, they are able to understand the meaning of the language well. Futrhermore, Linse (2006: 121) stated vocabulary is the collection of words that an individual knows.

Vocabulary refers to words we use to communicate in oral and print language, Susan and Jennifer (2011:5) Receptive vocabulary refers to the words we understand through reading and listening. In order to communicate effectively

using oral and print language, we must be able to flexibly use words that we recognize and understand. Fauziati (2010:61) states that vocabulary is central to language and of critical importance to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having limited vocabulary is also barrier that precludes learners from learning a foreign language.

Vocabulary is words with their meanings, especially in a book for learning a foreign language, Kuchah (2006:1682). Vocabulary is also needed as a basis knowledge to make their activity going on as well as they can. As a writer, the function of vocabulary is to know what the ideas that will be write in their blank page. Then, as a reader the main function of vocabulary is to know what the writer tells about in the written text. According to Caroline (2005) “vocabulary is the collection of words that an individual”. Thus, whatever words found it can be called as vocabulary. If the students’ vocabulary is limited, they will find some difficulties in using English for communication in English. Cameron (2001:84) states,

Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again. Looking at the five steps, we can see that each step is in fact something that needs to happen over and over again, so that each time something new is learnt, or remembered. Vocabulary becomes one of the requirements for people to speak a language we will find the difficult to express something without vocabulary. Thornbury (2002) says without grammar very

little can be conveyed, without vocabulary nothing can be conveyed. But, the language will tell us nothing, if we do not know anything about vocabulary.

From the statement above, we can assume that vocabulary is used to build language it is a basic element in communication. Hence, learning vocabulary plays an important role in understanding the language whether it is used in written or spoken. We need vocabulary to communicate. When we want to talk, if we have limited vocabulary so, we will find it difficult to convey something. That is why vocabulary is called an important part in language, no language exists without vocabulary.

2.2.1 Vocabulary Mastery

According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. According to Kridaklsana (2008), vocabulary represents: (1) language component claiming all information about meaning and word usage (2) vocabulary mastery of the speaker or writer of a language. (3) List of words formed such as a dictionary, but with brief and practical definition. It means that all details about meaning and word usage should be consisted in language component and it is produced by vocabulary. Vocabulary mastery is not only mastering in written form but also in oral form. Overall, vocabulary can be called as list of word that contains information about meaning and word usage and it looks like a dictionaries. According to Kamil and Hiebert (2005), vocabulary is knowledge of meanings of words. So, all of knowledge of word is vocabulary. It means that vocabulary is vital part of language, because a language is formed by words. If we are having good enough

of vocabulary, we will be able to communicate to other people and express our idea clearly and easily.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition. It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned. And Kuchah (2006:928) stated mastery gives knowledge about or understanding of a particular thing.

2.2.2 Technique of Teaching Vocabulary

According to Fauziati (2010:67-75) there are many techniques to teach vocabulary:

1. Semantic Network

A semantic network consists of words which share semantic features or semantic components.

2. Memorization (Vocabulary Card System)

Vocabulary Card System seems to be the most effective and practical way of memorization to accomplish new vocabulary. It is a technique which relies on repetitive rote memorization to combat forgetting.

3. Guessing Meaning from Context

It is undeniable that developing vocabulary can be managed through inferring word meaning from context.

4. The Word Wall Approach

It utilizes a set of six words, filled wall panels, each with different background color corresponding to a different curriculum objective (e.g. phonic elements, word form classes, grammatical forms, or spelling patterns).

5. Collocation

Collocations consist of pairs or groups of words with very high frequency. So, there are many techniques to improve vocabulary. The appropriate technique is depended on the teacher to make the learning process more fun.

According to Harmer (2000: 162-163), there are seven techniques to improve vocabulary:

1. Realia

One way of presenting words is to bring the things they represent into the classroom by bringing “Realia” into the room. Words like “postcard”, “pen”, “ball”, etc. can obviously be presented in this way. The teacher holds up the object (or points to it), says the words and then gets the students to repeat it.

2. Picture

Pictures can be boarded drawing, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual presentation. Picture can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures.

3. Mime, Action, and Gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or picture. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in

this way.

4. Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of “empty” by contrasting it with “full”. We may present these concepts with pictures or mime, and by drawing attention to the contrast in meaning we ensure our students’ understanding

5. Enumeration

We can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items. The same is true of, “vegetable” or “furniture”, for example.

6. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining and facts of words use which are relevant.

7. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for 13 students by discouraging them from interacting with the words

2.2.3 The Importance of Vocabulary

According to David Wilkins as quoted by Thornbury (2002:13), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. According to Fauziati (2010:61), without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. It means that vocabulary is a foundation and basic of a language. Without vocabulary, one cannot transmit their thoughts to others. From those theories above, it can be said that mastering vocabulary becomes the key success of language learning because without mastering vocabulary. It is impossible for language learners to master four basic skill of language.

2.2.4 Teaching Vocabulary

According to Thornbury (2002:2) stated that learners of a second language experience a similar bewilderment even with much simpler texts. They may be confronted by words that are totally unfamiliar or even be meeting concepts that are simply not represented by words in their first language.

2.3 Media

According to Arsyad (2009:4) is a media that bring instructional purpose of messages or information of learning. Media is means of expressing message and information. The meaning of media aimed at something that delivers information (message) between message sender and receiver.

2.3.1 Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Mahajan (2012:6-7),

media are classified into seven categories such as:

1. Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
2. Display Media: a board used to show information in small group. Chalk board, bulletin board, flannel board, and peg boards.
3. Three Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.
4. Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
5. Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
6. Video Media: this media is combination between audio and visual. TV, videocassettes, CD, computers.
7. Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Based on Sahid (2010:3) teaching media can be grouped as follows:

1. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book.
2. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player.
3. Projected Still Media: the media that need projector to show the

information which inform of no-motion picture/writing. For example:
Power Point slide, micro film.

4. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer.

2.4 Game

According to Ismail (2006:2), Educational game is that games can stimulate students' activity to learn something without realizing, and if using modern technology and simple technology. According to Wright , game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. Adiarni (2009:4) states that Educational games is anything that can be used as an equipment to play that contains the value of education and can develop the students ability. From explanation above, the researcher concludes that educational game is a game that contains education in learning so it can bring motivation to the students to learn.

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1. Puzzle

Puzzle is a game that composes an image or object that has been broken down into several sections. Puzzles included in the game containing associate (connecting or weave). A player's task is recast or rearranging a random system. The advantages of Puzzle is a puzzle sport perform systemization brain in from so that the player will be familiarized arrange things easily. Puzzle has great benefit in training the student's intelligence, because with this game really motivated students the ability of thinking to be able to be reunite the image at the corresponding position.

2. Crossword Puzzle

Crossword Puzzle is a game that is terms of Indonesia better known crosswords. Muchson (2008: 3) states that one of the strategies for teaching materials remains embedded in the minds of students, namely through the development of the test in the form of a review of Crossword Puzzle. According to Muchson (2008:7), the procedures in using Crossword Puzzle as a learning media are as follows:

- 1). Explain some terms or names of important related to the subjects taught.
- 2). Develop a simple puzzle relates to the material being taught.
- 3). Develop guides charging words Crossword Puzzle. Use the following types: a short definition, a category that matches the elements, an example, synonyms or antonyms.
- 4). Distribute to students Crossword Puzzle.

5). Set a time limit and give awards to individuals or a group that has the most correct answers.

3. Word square

Word Square is a number of meaningful words are arranged to the right, up, or angled between some random words that are not meaningful. Use of word square requires a basic knowledge of students before using the student must read the material/subject to be studied in or order to find the word in Word square corresponding to the concept of learning.

4. Scrabble

Scrabble is a word game which is played arrange 2 or 4 people who get points based on the value of a word formed from pieces of letters on the boxes of board games (15 columns and 15 rows). Seeds game of square-shaped pieces bearing the letters on either side. Players take up as many as seven copies of letter from the bag and tried to make words horizontally or descending a crossword puzzle. Words that are made should be a word is allowed to be played by standards in accordance with the language dictionaries that are played. Players who collect the highest total point is declared as the winner.

5. Comics

Comics are a story in picture form or list of images successively generate stories. In learning a comic, they are illustrated characters, word, colors in the form of a series of pictures that told stories and gave instructions are made based materials learning material a particular field.

2.5 Text Twist Game

Text Twist game is a language game where the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within a certain period of time. The Text Twist game is barely same with the Scrabble Flash. According Lewis (2011:3), text twist is an online Java based game available at yahoo.com and the inspiration of Scrabble Flash. It means that both Text Twist and Scrabble are barely the same. The text twist game is adopted from Scrabble Flash. It can be concluded that the text twist game which is developed from Scrabble Flash.

This game is played in groups. The group which can arrange the most letters into English words will be the winner. It means that, the text twist game is a kind of language game played in a group which emphasizes on arranging some letters in task gotten from the teacher and the player or students have to rearrange its letters into correct words as fast as possible within a certain period of time.

Text Twist Game is one of the teaching techniques that make the students active in the classroom activity. The way of playing this game is by arranging some letters which the player arranges the most letters into the English word. This game can be played by individual or groups. Damiri (2015), state that it is very common and simple to use *Text Twist Game*. The teacher just shows *The Text Twist Game* and asks questions, it can be competitive game by giving one point for each correct answer. The group which can arrange most letters into English words will be the winner. Using this game in learning vocabulary makes students more familiar with English words, Aulia (2013), and they will be motivated to look up in dictionary.

There are many possibilities words can be arranged from some letters. In

Text Twist Game the players have to arrange some words which consist of three letters or more randomly in blank boxes, and the players have to rearrange the letters into correct words as fast as possible within a certain period of time. This game can be played at any level of students, but in this study, the researcher focused on vocabulary mastery for senior high school. In playing *Text Twist Game*, the teacher shows the students the blank boxes with unstructured words and gives an example of correct words in the box. It can be made into a competitive game by giving one point for each correct answer (Damiri, 2015). In this game, the teacher can use a paper completed with unstructured words and blank boxes as the aid on teaching learning mastery (Damiri, 2015), or they can use online games and stated that the procedure of teaching vocabulary through *Text Twist Game* based on Steven J. Brams is as follows:

1. Dividing the class into four or five terms.
2. Giving the aid (unstructured words with blank boxes) and tell the class to write the answer.
3. Choosing the students from one team and ask them to answer.
4. Each group has seven minutes to fill the word into the blank boxes.
5. The leaders of the teams write the answer on the board.
6. If it is correct, the team is given one point. If it is incorrect, choose one from the other team and look at his/hers. Give him/her the point if it is correct.
7. Writing incorrect word on the board. Tell the class to correct any mistakes they have made.

8. Each team translates the words in the blank box and makes sentence based on the words in the blank box and makes a sentence based on the words in each box.
9. The students may open the dictionary.

2.5.1 The Advantages of Using Text Twist Game

According to Nurdin, the advantages of using game twist as follows:

1. The game helps and encourages many learners to sustain their interest and work.
2. The game also helps the teacher to create the context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give the information .
3. The game causes as much density of practice as more conventional drill exercise.
4. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to sense the working of language as living communication.

According to Aulia, the advantages of using Text Twist game can be seen as follows:

1. By doing the Text Twist game, unconsciously the students will recall, write and discuss to find out English words.
2. The students will be more familiar with English words.
3. The students will unconsciously be motivated to look words up in dictionary.

4. Based on according above, students more creative to find out vocabulary, the students will be more familiar with english word, and memorizing english vocabulary.

2.5.2 Disadvantages

Teaching in through games is not only can make learning proces more fun but also have to know some disadvantages or limitations. The writer asums that it is difficult to use the game, because is using game, the teacher have to know the principles of text twist game and apply the instruction in the class. According to Aulia, the disadvantages of this game can be seen as follow :

- 1) The time allocation will be limited more. In this case, the problem related to the time management. Thus, the students did not finish the task on time.
- 2) There were many subjects who had to ask their friends because there were only several subjects who really understood role of each activity. Therefore, the class will be noisy

2.5.3 Procedure of Text Twist Game

The procedures of teaching vocabulary through text twist game :

1. The reader reads aloud thr letters on the card for the first round. All players write the letters for that round in the spaces at the top of their answer boards.
2. The reader then reads aloud the number of 3,4,5,6 and 7 letters words that can be created from those letters. (These are indicated on the card below the letters). All payers record this on their answer board where indicated.
3. On the command, the reader flips 2 minute sand timer and all players write down as many words a they can using the letters provided.

4. When 2 minute timer has elapsed, the reader looks up the card and challenge number in this solution booklet and reads aloud the 3,4,5,6, and 7 word solution.
5. All players add their scores for round 1 and record on “scoreboard” space.
6. Wipe off all boards, and begin a new round. Player with the highest score after rounds wins the game.
7. In the event of a tie after 5 rounds, all tied players may continue playing additional challenges until a winner is decided.

In this study, the writer modified some procedure point to make make it more effective. When applied in the class. The writer’s limitation when applied the game into manual technique made some points should be modified. It is aimed to make learning procces more effective and practically. The procedure that have can be seen as follows:

1. The teacher divides the students into several groups.
2. Before the students start Text Twist game, the teacher gives the song, The teacher guides the students to remember the vocabulary in the song, with filling in the blank lyrics on the paper that has been given.
3. After that, the teacher collects the lyric paper that the students have done.
4. The teacher explains the rules and procedures of the Text Twist game.
5. The teacher distributes paper questions for the Text Twist game, containing the words of song given before.
6. The teacher guides students in working on game questions.
7. The teacher guides the students to start the game by giving the signal "Go".

8. The teacher guides students to write answers on the paper (scoreboard) that has been provided, namely by making new vocabulary from the letters that have been given.
9. After 2 minutes the teacher then collects 3 letters and proceeds to 4 letters and repeats the same procedure until the 5th round with 7 letters.
10. After all the rounds are passed, all the answers from the students have been collected.
11. The teacher guides the students to appoint one of them as a group representative who writes the answers on the blackboard.

From the procedure above, it can be conclude that the general tasks of this game are arranging letters from cards into some words. The letters can be formed from the word which contains two letters, three letters, four letters, five letters, six letters, until seven letters. Each word have points score and the players who get the highest score is a winner.

2.5.4 Aspects That Make Text Twist Fun

According to Lewis & Ferlazzo (2011:5), this game is appropriate to teach the students because it makes fun, especially to teach vocabulary. From explanation above, the researcher can conclude that text twist game can bring fun atmosphere while teaching vocabulary. It is because this game is friendly to play.

2.6 Previous of the Study

The first study was Aulia (2013:4) conducted a research entitled "*The Use of Manual Super Text Twist Game to Improve Students' English Vocabulary Mastery*". The study concerns in using super text twist game to improve students'

English vocabulary mastery. Therefore, the objective of this study is to obtain how well the game contributes for solving vocabulary problems of Junior High School students. She used several pre-tests and post-test to obtain the improvement of the subjects' vocabulary mastery. Besides, she also uses questionnaires and an observation checklist to support the data. The result of this study is significant which proved by the high increase between the subjects' score of initial pre-test and final post-test. The average of the initial pre-test score was 64, while the average of the final post-test was 80. According to the result, she concluded that game gives positive contribution to the improvement of the subjects' vocabulary mastery. She also recommended the English teacher to use games as an alternative technique for teaching vocabulary.

The last previous study was conducted by Inayatul Mahmudah with the title *The Effectiveness of using Text twist game in teaching vocabulary at the seventh grade of SMPN 4 Kepil in The Academic Year of 2015/2016*. The aims of this study is to describe whether or not using Text twist game is effective in teaching students' vocabulary at the seventh grade of SMPN 4 Kepil in academic year of 2015/2016. The researcher uses Text twist game in teaching vocabulary at the seventh grade of SMP N 4 Kepil in academic year 2015/2016. In this research, the researcher takes 20 students at the seventh grade of SMP N 4 Kepil as the sample among 82 students for her population. Then, the researcher gave pre-test and post test by employing instruments that is multiple choice. The test is administered to measure the students' mastery of vocabulary. The result of this research shows that text twist game is effective in teaching vocabulary. It is

proved by the result of the vocabulary test. As the fact, the mean score of pre-test is 71.50 and the category is Good. The mean score of post-test is 81,00 and the category is Excellent. The score of t-value is -5,745 and the degree of freedom (df) is 19. For 5 % significance level and 19 degree of freedom, the t-table is - 2,024. Then, the Sig is 0.000 lower than 0.05. The result of t-value is lower than t-table ($- 5.745 < -2.024$). It is shown by the mean of post-test that is higher than the mean of pre-test. Based on the result of the research, the researcher concludes using of Text twist game in teaching vocabulary as a teaching method is effective in teaching students' vocabulary at the seventh grade of SMP N 4 Kepil in academic year of 2015/2016. This the relevant one to this research.

2.7. Conceptual Framework

English is foreign language in indonesia. In learning English, students are expected to able to use English vocabulary. In teaching vocabulary, an english teacher should have kinds of technique to make the students interested and they motivated in learning English. The teacher must prepare the material as well, using suitable technique or media in teaching and learning vocabulary. In this case, the teaccher can helps the students by using Text Twist game as a technique in teaching vocabulary. The researcher hopes that the students can learn more interesting in the progress by using Text Twist game in teaching english vocsbulary. The teacher can use this technique as alternative teaching teaching in learning English. For those conditions, one of the methods suggested in the approaches introduced by the government is by using visual aids as media in the classroom. As we know there are some media in teaching language, such as songs,

games, films, pictures and so on. In this study, we focus on using game in language learning process, especially Super Text Twist game. Text Twist game is one of the visual aids that can be used in teaching learning English. The game is characterized as media to improve students' vocabulary mastery. Beside that by using the game, students can study vocabulary not only in the class, but also in their house. They can study vocabulary by themselves whenever and wherever they are. In this research the writer focuses on the effect of text twist game toward english vocabulary students at SMA Negeri 1 Silau Kahean.

The conceptual framework can be seen as follow:

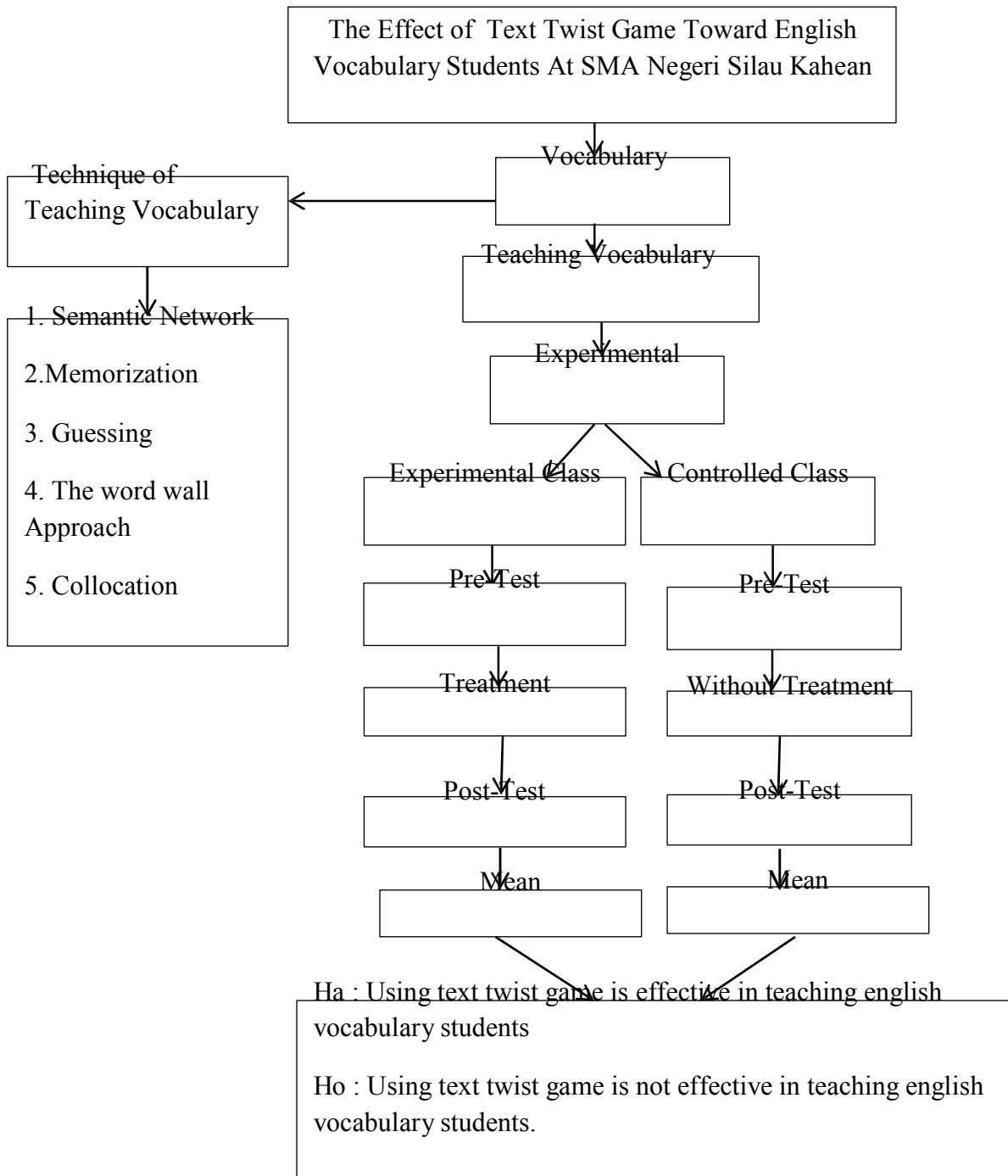


Figure 2.8, *The Effect Of Text Twist Game Toward English Vocabulary Students At SMA Negeri 1 Silau Kahean (Sipayung, Messyi : 2021)*

CHAPTER III

RESEARCH METHODS

3.1 Research Design

According to Sugiyono (2011: 74) states that pre-experimental design is not yet a truly experimental. So the result of a pre-experiment which is the dependent variable was not solely influenced by the independent variable. This happens because there are no control variables, and the sample was not randomly selected. The researcher applies quantitative research because the writer uses one group pre-test and post-test. It had two groups one as control class and the other class as an experimental class. Sugiyono says that there are two groups chosen randomly and given pretest to know whether there is difference situation between in the experiment and control class.

Based on the explanation above, the writer was use two classes as sample of this research consisting of an experimental class which was received treated by using Text Twist game and the other as the control class which was taught without treatment text twist game. Before teaching vocabulary by using Text Twist game to the students, the writer give the students pre-test to know the skill of the students, after using English Text twist game post-test was given to measure the progress made by the students. The research design is described as follows:

Table 2

Group of Pre- Test and Post-Test

Group	Pre-Test	Treatment	Post-test
Experiment	X1	Text Twist Game	X2
Control	Y1	Without treatment	Y2

X or experimental class that was chosen randomly from the population in the school was get the post test, but before giving the post test, the pre-test was holding on in experimental class (X) to get the data score of students' vocabulary master in the second semester of the ten grade at SMA N 1 Silau Kahean. After the data score was collected the class got treatment by using Text Twist game. This aimed to know whether there was significant influence of using Text Twist game towards students' vocabulary mastery or not before and after getting the treatment. Hence, it was seen from the students' vocabulary achievement on pre-test and post-test. So did in Y or control class that also was chosen randomly from the population in the school got the post test, and the control class was taught without treatment. The pre-test also was holding on in the control class before the post test was given. Thus, it was known the influence of both Text Twist and Without Treatment towards students' vocabulary mastery from the classes.

3.2 Population and Sample

According to Daniel, the population is the group of people we want to generalize to. Based on the definition above the writer concluded that the population is every subject that was researched in the research.

According to Balnaves and Peter, sample is part estimates of population parameters. Based on the definition above, sample is piece of population that used in this research

3.2.1 Population of the Research

The population of this research was used at second semester students of the ten grade of SMA N 1 Silou Kahean.

Table 3

The Population of Research

No	Class	Student
1.	X MIA 1	36
2.	X MIA 2	36
Total		72

3.2.2 Sample of the Research

Sample in this research is The ten grade of this school consisted of two class, they are X MIA 1 and X MIA 2. Where, X MIA 1 as the Experimental class and X MIA 2 as the Controlled class.

3.3. Technique of Collecting Data

To collect the data, the writer was used test as a technique to collect the data. According to Donald a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. Based on the definition above, the writer used test to collect the data. The tests were pre- test and post-test. To know about the students' vocabulary mastery through Text Twist games, the writer used vocabulary test where the students answered the multiple choices questions given.

3.3.1 Pre-test

Pre-test was conducted before treatment. It was done in control class and experimental class to find out the students' quality before treatment. The test was in term of written form by giving students multiple choices test that consists 5 options. There are (A), (B), (C), (D) and (E).

3.3.2 Post-test

Post-test was conducted after treatment. The writer use post-test to know the influence of the treatment toward students' vocabulary mastery after being given treatment. The post test was given to the classes after receiving the treatment.

3.4 Research Procedure

There are three steps in conducting this research. They were:

3.4.1 Planning

Before the writer applies the research procedure, the writer made some planning to running the application well. There were some steps in this research. The procedures can be seen as follows:

1. Determining the subject of the research

The subjects of the research were the students at the second semester of the ~~tn~~ grade of SMA N 1 Silau Kahean.

2. Preparing pre-test

The writer prepared a kind of test (called pre-test) that was given to the students. The total number of this test is 25 questions. The writer used the test

instruments that were used in try out. The writer prepared something was used in pre-test such as instrument and others, by doing preparation the writer hold on the pre-test easily.

3. Preparing Text Twist Game

The writer determined the material text twist game to be taught to the students. The material related to familiar vocabulary in humanity or in activity. The materials of vocabulary that taught were noun, verb, and adjectives.

5. Preparing post-test.

The writer prepared a kind of test (called post-test) that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment. The writer prepared something was used in post-test such as instrument, class and others. Hence, the post test was hold on easily.

3.4.2 Application

After making the planning, the writer tried to apply the research procedure. There were some steps in doing in this research:

1. In the first meeting, the writer gave the pre-test.

This test was multiple choices consist of 25 questions that have answer options (A), (B), (C), (D), and (E). Pre-test was given in google classroom (online learning) to evaluate the test. The pre-test was given to X MIA 1 and X MIA 2 class.

2. In the second meeting, the writer gave the treatment

After giving the pre-test, the writer conducted the treatment in the experimental class. In this meeting writer gave in the class not with online learning. In the control class, the class teacher conducted without treatment game text twist. While in the experimental class, the writer gave the treatment by using Text Twist game.

4. In the last meeting, the writer gave post-test. After the writer doing the treatment in experimental class, the writer give post-test as a technique to measure whether the technique can give significant influence significant or not to the student's vocabulary mastery. In this meeting writer gave this test in google classroom. This test gave control and experimental class.

5. Data collection.

After given a pre-test and post-test, the writer was collect all data from the experimental class and control class

6. Reporting

The last point in the research procedure was reporting. There were three steps in reporting. The steps were as follows:

1. Analyzing the data that were already received from pre-test and post test.
2. Making report on the findings

3.5 Scoring Procedure

Before getting the score, the writer determined the procedure to be use in scoring the students' work. In order to do that. The writer used Arikunto's formula. The score of pre-test and post-test calculated by using the following formula:

$$S = \frac{R}{n} \times 100$$

Where:

S = Score

R = Totally answer right

n = Totally item

100 = Cumulative Range 0-100

3.6 Validity and Reliability

There are Validity and Reliability. They are as follows :

3.6.1 Validity

According to Arikunto, validity is a measurement which shows the degree of validity of an instrument. It means that validity is to know the result of test is good, the writer will measure test. To measure that the test has good validity, the writer used content validity, construct validity and internal validity.

To measure construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept construct validity is related to our theoretical knowledge of the concept we are wanting to measure. We might hypothesize that our concept or achievement measure has a number of different dimensions. In the other words, construct validity is just like a concept, both of them are abstraction and

generalization that need to be defined so clearly that can measured and examined. Therefore construct validity is focus on kind of the test that used to measure the ability.

3.6.2 Reliability

Reliability is a measuring instrument. Ary says that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring. A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

Arikunto (2006 : 189) recommends formula in computing the reliability of instrument of the research by using Kuder Richardson 21 formula (KR21).

$$r = \frac{(M^2 - \sum M_i^2)}{(K - 1)}$$

Where : r = reliability of the test

K = number of the item in the test

M = mean score of the asserts that reliability of the test can be categorized as the following:

- 0.00 - 0.20 = the reliability is very low
- 0.21 - 0.40 = the reliabilty is low
- 0.41 - 0.60 = the reliabilty is fair
- 0.61 - 0.80 = the reliabilty is high
- 0.81 – above = the reliabilty is very high

3.7 The Technique for Analyzing the Data

In this study the data was obtained from the experimental group and the control group. The data was analyzed by using t-test formula. The formula for the t-test was described as the following:

$$\sqrt{\frac{\frac{dx^2}{N_x} + \frac{dy^2}{N_y}}{2}}$$

Where:

t = t-test

M_x = mean score of the experimental group

M_y = mean score of the control group

dx = the deviation square of experimental group

dy = the deviation square of control group

N_x = the sample of experimental group

N_y = the sample of the control group