

**USING TEXT TWIST GAME TO TEACH VOCABULARY OF THE NINTH GRADE
STUDENTS OF SMPN 1 BONGLO SATAP BASTEM**



IAIN PALOPO

A THESIS

*“Submitted to the English Language of S1 Tarbiyah Department of State Institute for
Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in
English Education”*

By

AGUSTIWANDA

Reg. Num: 15.02.02.0026

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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Supervised by:

- 1. Dr. Rustan S, M.Hum**
- 2. A. Tenrisanna Syam, S.Pd., M.Pd**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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Name : Agustiawanda

Reg. Number : 15.0202.0026

Study Program : English

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IAIN PA



Agustiawanda
NIM. 15.0202.0026

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This thesis entitled “*Using Text Twist Game to Teach Vocabulary of the Ninth Grade Students of SMPN Bonglo SATAP Bastem.*”, which is written by **Agustiawanda**, Reg. Num.15.02.02.0026, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Monday, **19th of August 2019**, coincided with **20th Dzulhijah 1440 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

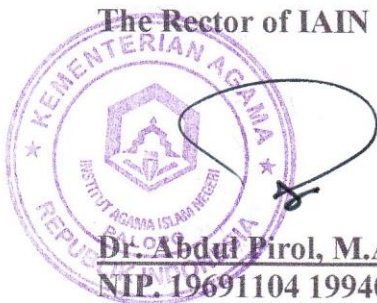
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| 1. Dr. H Rustan S.,M.Hum | Chairman | (.....) |
| 2. Andi Tenrisanna Syam,S.Pd.,M.Pd | Secretary | (.....) |
| 3. Amalia Yahya, S.E.,M.Hum. | Examiner I | (.....) |
| 4. Dewi Furwana, S.Pd.I.,M.Pd. | Examiner II | (.....) |
| 5. Dr. H Rustan S.,M.Hum | Consultant I | (.....) |
| 6. Andi Tenrisanna Syam,S.Pd.,M.Pd | Consultant II | (.....) |

Approved by,

The Rector of IAIN Palopo



Dr. Abdul Pirol, M.Ag
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and
Teacher Training Faculty

Drs. Nurdin Kaso, M.Pd
NIP. 19681231 199903 1 014

EXAMINER APPROVAL

Thesis Entitled : Using Text Twist Game to Teach Vocabulary of the Ninth Grade Students of SMPN 1 Bonglo Satap Bastem.

Written By :

Name : Agustiwanda

Reg. Number : 15.0202.0026


Faculty : Tarbiyah

Study Program : Bahasa Inggris

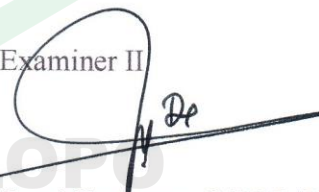
Has been corrected and approved to be examined.

Palopo, 22 Agustus 2019

Examiner I


Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

Examiner II


Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:


Nama : Agustiwarda
NIM : 15.02.02.0026
Program Studi : Tarbiyah Dan Ilmu Keguruan
Judul Skripsi : Using Text Twist Game to Teach Vocabulary of
the Ninth Grade Students of SMPN 1 Bonglo
Satap Bastem

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.


Demikian untuk diproses selanjutnya.

Wassalamu Alaikum Wr. Wb.

Pembimbing 1


Dr. H. Rustan S.M. Hum
NIP. 19651992031054

Pembimbing 1


A. Terrisanka Syam S.Pd., M.Pd
NIP. 198604232015032005

CONSULTANT APPROVAL

Thesis Entitled : Using Text Twist Game to Teach Vocabulary of the Ninth Grade
Students of SMPN 1 Bonglo Satap Bastem.

Written By :

Name : Agustiwanda

Reg. Number : 15.0202.0026

Faculty : Tarbiyah

Study Program : Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, 22 Agustus 2019

Consultant I



Dr. Rustan S, M.Hum

NIP. 19651992031054

Consultant II



A. Tenrisaana Syam, S, Pd., M, Pd

NIP. 198604232015032005

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The Researcher

IAIN PALOPO

ABSTRACT

Agustiwanda, 2019. *Using Text Twist Game to Teach Vocabulary of the Ninth Grade Students of SMPN 1 Bonglo Satap Bastem*. Thesis Tarbiyah Department. Consultant (1). Dr. Rustan S, M.Hum (2). A. Tenrisanna Syam, S.Pd., M.Pd

Key Words: *Teaching, Vocabulary, Text Twist Game.*

This research is about the use of text twist game to teach vocabulary of the ninth grade students of SMPN 1 Bonglo Satap Bastem. The problem statement of the thesis is does text twist game improve the students' vocabulary mastery of the ninth grade of SMPN 1 Bonglo Satap Bastem? The objective of this research is to find out whether or not text twist game improve the students' vocabulary mastery of the ninth grade students of SMPN 1 Bonglo Satap Bastem.

The researcher used pre-exsperimental method. The population was all ninth grade students of SMPN 1 Bonglo Satap Bastem. There were 13 students in academic year 2018/2019. Because the size of population was petite so that the taking sample technique is total population sampling technique. The instrument of this research was vocabulary test. There were 100 items. The form of the test was translate words into Indonesian. The writer used pre-test and posttest.

The researcher analyzed the data quantitatively by using inferensial statistics SPSS 22.0. The students' result of the mean score in the pretest of pre-experimental was lowest than the mean score in the posttest ($25.38 < 86.92$). The researcher found that the p Value was 0.00 and the alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). the researcher concluded that null hypothesis (H_0) was rejected and alternative was hypothesis (H_1) was accepted. It means that text twist game can improve the students' vocabulary.



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CHAPTER I INTRODUCTION

A. Background

Vocabulary is the crucial component to enrich English skills. In any foreign language, learning vocabulary is one that emphasized to the students. So that they can master the four skills, such as speaking, listening, reading and writing. Richard and Renandya (2002), revealed that vocabulary is composed of language proficiency and provides much of the basis for how well students speak, listen, read and write.¹ While according to Hornby (1995), vocabulary is the total number of words in a language. From the point of view above, the writer can conclude that vocabulary is the total number of words and the people cannot understand when they want to speak, read, write and listen without vocabulary. Guiding students to master vocabulary requires a teacher to provide enjoyable learning strategies and learning methodology in class. There are so many subtleties, unclear rules, and exceptions that it is not surprising that generations of teachers have used various approaches to teach vocabulary to train educated English writers. In the past, memorization techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that values literacy and wants to adapt to more effective methods to achieve the best results in teaching vocabulary.

Learning vocabulary is not easy for students. These problems were discovered by the researcher during the observation on students of SMPN 1 Satap Bonglo

¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 225

Bastem. The researcher started observation on 22-23 October 2018. She found that the students seldom studied English, the teacher taught only once in a week, and the students were never taught vocabulary. This happens because the conditions there are not very supportive. Why the researcher says that, because only 4 teachers are teaching at this school and their residence is far from school. Even the principal lives in belopa. After the researcher interviewed the headmaster with other teachers, they said that they wanted to come to teach every day, but if the rain had come down their vehicles it was difficult to travel to school. Because the trip to this school must climb the mountain. That's why the students were lack knowledge of English. Therefore, the researcher wants to develop students' vocabulary by using a text twist game. As we know that if a teacher teaches by using interesting games or media, the students would also feel better in accepting and understanding the lessons we give.

Therefore, the teacher is advised to use a text twist game because according to Jay (2006) text twist game is an activity in which learners play word scrambling game. In this game, players have assembled words ranging from three to six-letter. The player is given six letters (in no particular order) to form as many words as they can before the time runs out. Some of the letter jumbles can form many different words while others enable players wracking the brain to figure out even one. The pressure to find words as can be in a limited time is enough to make anyone nervous. It's what makes the game difficult. As long as the player can keep calm, there will be a better chance to win each round. All the students

must be active in this game so they can learn well.² Wandalestari (2017) found that text twist game can improve student's vocabulary. Trianasari (2015) found that manual super twist text games can improve students' vocabulary.³

B. Problem Statement

Based on the description of the background above, the researcher can formulate the problem statement. Does text twist game improve the students' vocabulary mastery of the ninth grade of SMPN 1 Bonglo Satap Bastem ?

C. Objective of the Research

The objective of this research is to explore whether or not text twist game improve the students' vocabulary mastery of the ninth grade students of SMPN 1 Bonglo Satap Bastem.

D. Significance of the Research

This research serves three practical significances in teaching and learning vocabulary. First, it is useful for students. The researcher extremely expects that all of the students will be able to have more knowledge about vocabulary. Second, it is useful for the teacher. This research expects to help the teachers guiding the students to improve their vocabulary. Besides, the teachers can apply text twist game as a reference to teach vocabulary so the learning process can be more guided. Finally, this research will be useful for further researcher.

² Jay (2006). Text Twist Game

³ Dessy Trianasari, *The Use of Manual Super Twist Text Game to Improve Students' Vocabulary (a Classroom Action Research at the Tenth Grade of SMA 1 Jekulo Kudus on Academic Year 2014\2015)*.

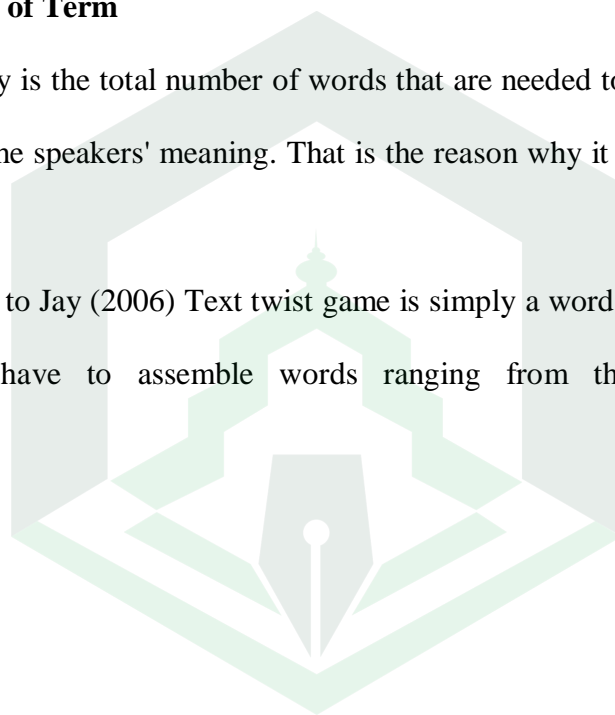
E. Scope of the Research

The researcher focused on teaching *vocabulary*. The researcher taught noun, verb and adjective. There are thirty-four nouns, thirty-three verbs, and thirty-three adjectives. The researcher hoped that the students would master 100 vocabularies. This research is under the English language teaching discipline.

F. Definition of Term

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.⁴

According to Jay (2006) Text twist game is simply a word scrambling game, in which you have to assemble words ranging from three to six letters.



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⁴ Mofarahalqahtani (2015). *The Importance of Vocabulary in Language Learning and How to be Taught. International Journal of Teaching and Education*, Vol. III(3), pp. 21-34.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents current previous findings related to this research. It also presents some pertinent ideas related to the topic of the research. A basis for an investigation the researcher presents in conceptual framework.

A. Previous Related Studies

Wandalestari (2017) aimed to find out the students' vocabulary through text twist game. She conducted a research on the seventh grade of SMPS IT Al-Hijrah Lau Dendang, there were 21 students. She found that text twist game enhance student's vocabulary. This research talked about vocabulary as the same the researcher's research. The differences is the method of the research above was classroom action research while this research is pre-experimentant.⁵

Trianasari (2015) aimed to find out the students' vocabulary through text twist game. she conducted a research on the tenth grade of SMA 1 Jekulo Kudus, there were 34 students. She found that manual super twist text game enhance students' vocabulary. This research talked about vocabulary as the researche's research. The differences are the method and game. Trianasari's research was class action research using manual super twist text game while this research is pre-experimental using text twist game.⁶

⁵Wanda Lestari, *Improveng Students' Vocabulary By Using Text Twist Game at Pprivate Islamic Junior High School Al –Hijrah 2 Lau Dendang 2016 / 2017 Academic year.*

⁶Dessy Trianasari, *The Use of Manual Super Twist Text Game to Improve Students' Vocabulary (a Clasroom Action Research at the Tenth Grade ofSMA 1 Jekulo Kudus on Academic Year 2014\2015).*

Sholihin (2012) aimed to found out the students' vocabulary through text twist game. He conducted a bresearch on the seventh grade students of SMP Islam Al Madina Kalliombo Pecagaan Jepara, there were 28 students. He found that text twist game enhance students' vocabulary. This research talked about vocabulary as the same with the researcher's research. On the other hand, Sholihin applied classroom action research and this research applied pre-experimental.⁷

B. The Concept of Vocabulary

1. The Definition of Vocabulary

Teaching English, vocabulary appears as one of the central problem, because implementation of language is fundamental requirement to communicate out ideas, though, emotion, personality, and desires. However it must be distinguished between word and vocabulary. It is true that vocabulary is the word itself but in terms, their meanings are different.

Some experts put the basic definition of vocabulary as the amount of word of language that someone recognize or understand in which he or she canpronounce in speaking, reading, writing or listening. For example, Good in Muliati (2011), vocabulary is the context and function words of language which are learned so thoroughly that become a part of understanding, speaking, and alter reading and

⁷Sholihin, *Improving the Vocabulary Mastery of the Seventh Grade Students of SMP Islam Al Madina Kaliombo Pecagaan Jepara in the Academic Year 2012/2013 By Using Text Twist Game as a Media (A Classroom Action Research)*.

writing vocabulary. It also means word having been heard or seen even though not produced by individual himself to communicate with others.⁸

Vocabulary seems to be associated with the number of words more often than not, and someone vocabulary was often identified as much as number of word that he or she knows. In fact, vocabulary knowledge was not just knowing a word and the word itself has its own complexity.

Read (2000), argued that word is not an easy concept to define, ether in theoretical term or for various applied purposes. He implied that there are some basic points that have to be spelt out in defining word particularly in vocabulary assessment.⁹

One of the points that Read pronounced was the distinction between tokens and types, which applies to any count of the words in a text. The number of tokens is the same as the total number of word forms, which mean that individual words occurring more than once in the text are counted each time they are used. On the other hand, the number of types is the total number of different word forms, so that a word which is repeated many time counted only once. Vocabulary is wealth of words which is processed by a certain language. Vocabularies as all of words are in language. Words which are mastered by someone. Vocabulary is the all the language and words either used or understood by a person or group of people.

Generically, vocabulary is the knowledge of meanings of words so that we

⁸ Muliati. *Improving students' vocabulary mastery through context clues by synonyms and antonyms at the second year of MTS Syekh YusufSungguminasa Gowa. A thesis from uin alaudin Makassar. 2011.*

⁹ Read, J. *Assessing Vocabulary. Second Edition. United Kingdom: Cambridge University Press, 2000.*

can use it in speaking and writing (Elfrieda H. Hiebert and Michael L. Kamil, 2005). Vocabulary is all the words used or understood by a person in speaking (D.J. Henry and Susan Pongratz, 2007).¹⁰

Read (2000) said that the words are basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole-text are formed.¹¹

In addition, according to Hornby (1995) vocabulary is (1) all words that person knows or uses, (2) all the words in a particular language, (3) the words can that people use when they are talking about the particular subject, (4) a list of words with their meaning, especially in a book for learning a foreign language.¹² Vocabulary is an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are sign or symbols for ideas. They are how people exchange their thought. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. Vocabulary is a total number of words make up language. Language means communication although it is not only coming communication among human being, it is certain important for us. Webster in this study, competence means the students' ability to recognize and understand a certain subject.

Furthermore, vocabulary was the core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write.

¹⁰ Hiebert, H. Elfrieda, and Michael L. Kamil. *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates, Publishers, 2005.

¹¹ Read, J. *Assessing Vocabulary*. Second Edition. United Kingdom: Cambridge University Press, 2000.

¹² Hornby. *Advanced Learner's Dictionary*. New York: Oxford University Press.1995.

The vocabulary was stocks of words in a language that can support the learners to learn the skill of the language. Besides, Azar (2012) also says that in learning a foreign language, vocabulary plays an important rule. It is one element that links the four skills of speaking, listening, reading, and writing altogether.¹³ Nilawati (2009), vocabulary was a center of language and the critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his or her ideas in both oral and written form. Therefore the students should have to obtain vocabulary mastery.¹⁴

According to Richard and Renandya (2002), vocabulary is composed of language proficiency and provides much of the basis for how well students speak, listen, read and write. Vocabulary is the basic component to help the students in mastering the language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Thus, Students have to develop their vocabulary.¹⁵

Hornby (1995) defines vocabulary as the total number of words in a language. vocabulary is a list of words with their meanings. While Ur (1998) states that vocabulary can be defined, roughly, as the words we teach in a foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words

¹³ Azar, A. S. *The Effect of Games on EFL Learners' Vocabulary Learning Strategies*. *International Journal of Basic and Applied Science*. 01(02)252- 256. Retrieved from <http://www.insikapub.com/Vol-01/No- 2/11JBAS%281%29%282%29.pdf>. 2012.

¹⁴ Nilawati, S.C. *The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students*. *The thesis of English Department Semarang State University*. 2009

¹⁵ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002),225

but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words.

According to Zimmerman cited in Coady and Huckin (1998), vocabulary is central to language and of critical importance to the typical language learning. Vocabulary is a component of a language that has an important role in forming the language itself. In other words, a language has no meaning without vocabulary. Thus, the importance of vocabulary has been long recognized in language development. In learning a language especially English, it is necessary to know some vocabulary in that language to be able to use it in communication. As Richards and Renandya (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading, or watching television.¹⁶

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.¹⁷

¹⁶ Jack C Richard – Willy A. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2002), 255.

¹⁷ Mofarahalqahtani (2015). *The Importance of Vocabulary in Language Learning and How to be Taught. International Journal of Teaching and Education*, Vol. III(3), pp. 21-34.

Hence, mastering vocabulary becomes a principal base in language learning which is very helpful for the students to master the language being learned. For that, the students need to improve their vocabulary mastery in learning a language. When they have known the vocabulary of that language, it will be easy for them to get comprehension about the language both simplified and unsimplified materials and to process different kinds of oral and written texts.¹⁸ It is because vocabulary builds four language skills. Moreover, according to Hatch and Brown vocabulary is a list or set of words for a particular language or a list or a set of words that individual speakers of language might use.¹⁹ Thus, vocabulary is used to express the idea of the speakers. In short, vocabulary has an important role in language learning.

2. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is the competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master to know a word are:²⁰

¹⁸ Jack C Richard – Willy A. Renandya, *Methodology in Language Teaching*, p. 255

¹⁹ Evelyn Hatch – Cheryl Brown, *Vocabulary, Semantics and Language Education*, (Cambridge: Cambridge University Press, 1995), 1.

²⁰ Norbert Schmitt. *Vocabulary in Language Teaching*, New York: Cambridge University Press, p. 5. 2000.

- a. The meaning of the word
- b. The written form of the word
- c. The spoken form of the word
- d. The grammatical behavior of the word
- e. The collocations of the word
- f. The register of the word
- g. The associations of the word
- h. The frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having a too limited vocabulary, the students will find difficulties in mastering reading and other skills.²¹

3. The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives a greatly different return for learning, it is important to make

²¹ Anita Yuliana Siregar. *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11. 2013

sure that learner has good control of high-frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course makes vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that confuses the learners it is a simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.²²

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication.

A term used to classify words based on their functional categories is called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Nouns can occur in certain places in a sentence and serve a certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve a special function. In English, the functional categories include pronouns and interjections.²³

4. Types of Vocabulary

The following are some type of vocabulary that described by the teacher of different as follow:

²² Paul Nation. *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20. 1994

²³ Hall J. Eugene. *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8. 1993

Generally, some experts distinguish two types of vocabulary: active and passive vocabulary. Harmer (2008) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the stock of words that have been taught by the teacher or learn by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not able to pronounce.²⁴

Haycraft (1997) divided vocabulary into two, active and passive vocabulary. Active vocabulary is the words that the students understand, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary is the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves.²⁵

Based on the previous explanation, it can be concluded that there are two types of vocabulary; active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use and pronounce constructively in speaking and writing. While passive vocabulary could be defined as the words that the students recognize and understand when they meet them, and they might be able to pronounce constructively in speaking and writing.

Harmer (2007) states that there are two types of vocabulary, they are as follows.²⁶

²⁴ Harmer, J. *The Practice of English Language Teaching*. New York: Cambridge University Press. 2008.

²⁵ Haycraft, J. *An Introduction to English Language Teaching*. England: Longman. 1997.

²⁶ Harmer, Jeremy. *The Practice of English Language Teaching Fourth Edition*. Cambridge: Pearson Education Limited. 2007

- a. Active vocabulary refers to the vocabulary that the students have been taught or have learned and which they are expected to be able to use.
- b. Passive vocabulary refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral contexts.

While Good in Rohani (2011) divides vocabulary into four kinds, they are as follows.²⁷

- a. Oral vocabulary consisting of words, which are actively used in speech. The significance of the character of oral vocabulary is that it is actively used by the speaker and in an unrehearsed situation.
- b. Writing vocabulary consisting of words that are actively used in writing since it is not under the constraints of time. It is substantially under range than the vocabulary of unrehearsed.
- c. Listening vocabulary is the stock of words to which one responds with meaning and understanding in writing of others.
- d. Reading vocabulary is the stock of words to which one responds with meaning and understanding in writing of others.

Nation mentions two types of vocabulary. They are receptive and productive vocabulary.²⁸

Receptive vocabulary; knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look

²⁷ Rohani. "Improving the Students' Vocabulary through Make A Match Method at The Second Year of SMP Negeri 2 Mangarabombang Kabupaten Takalar". Thesis. Makassar: Tarbiyah and Teaching Science Faculty UIN Alauddin. 2011

²⁸ I.S.P. Nation, Teaching and Learning Language, (New Burry House 1990), 29.

like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from word with a similar form and being able to judge if the word sounds right or looks right.

Productive vocabulary knowing a word involves being able to pronounce the word, to write and to spell it, to use it in the grammatical pattern along with the word in usually collocates with it. It also involves not using the word too often if it is typically a low-frequency word and using it in a suitable situation, using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

Harmer gives another term for types of vocabulary, namely active and passive vocabulary.²⁹ Active vocabulary refers to items the learners can use appropriately in speaking or writing and it is also called productive vocabulary although it is more difficult to put into practice. It means that to use productive vocabulary, the learners are supposed to know how to pronounce it well. They must know and be able to use the grammar of the language target. They are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills. Passive vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive.

5. Vocabulary in Language Teaching and Learning

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and

²⁹Jeremy Harmer, *The Practice of English Language Teaching* (UK: Ashford Colour Press Ltd, 2007), p.159.

written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. Hunt and Beglar in Cahyono (2011) states that there are three approaches to vocabulary teaching and learning as follows.³⁰

- a. Incidental learning vocabulary as a product of doing other language activities, such as reading and writing.
- b. Explicit instruction refers to the intentional learning of vocabulary through instruction, which is essential for beginning students whose lack of vocabulary limits their reading ability.
- c. Independent strategy development concerns with equipping the learners with strategies for vocabulary learning.

Allen in Minallah (2010) classifies the technique in teaching vocabulary for beginner classes as follows.³¹

- a. Let the students look at several words that are introduced in the first-year textbook, words representing nouns, verbs, adjectives, and other kinds of words.
- b. Showing some pictures, especially the pictures the students draw.
- c. Showing the real object.

³⁰ Cahyono, B. Y & Utami Widiati. *The Teaching of English as A Foreign Language in Indonesia*. Malang: State University of Malang Press. 2011.

³¹ Allen, Virginia French. *Teaching Techniques in English as a Second Language: Techniques in Teaching Vocabulary*. China: Oxford American English, 1983.

- d. Definition in simple English, using vocabulary that the students knew already.

Hatch and Brown in Azar (2012) state there are essential steps of learning vocabulary:³²

- a. having source for encountering new words
- b. Getting a clear image for the form of new words
- c. Learning the meaning of new words
- d. Taking a strong memory connection between the form and the meaning of the words
- e. Using the words.

Besides, Wallace in Ismayanti (2010) states that the main principles of teaching and learning vocabulary are as follows.³³

- a. Aims

Whatever a program or an activity is accounted, it always goes with a distinct aim. In teaching vocabulary, we have to be clear about our aims, how many of vocabulary listed we expect learners to be able to do, if it is not clear at this point, it will be difficult to assess how successful the vocabulary learning has been attained.

³² Azar, A. S. *The Effect of Games on EFL Learners' Vocabulary Learning Strategies*. *International Journal of Basic and Applied Science*. 01(02)252- 256. Retrieved from <http://www.insikapub.com/Vol-01/No-02/11JBAS%281%29%282%29.pdf>. 2012.

³³ Ismayanti. "Using Koosh Ball to Improve The English Vocabulary of The Second Year Students of MTs Syekh Yusuf Sungguminasa Gowa". *Thesis*. Makassar: Tarbiyah and Teaching Science Faculty UIN Alauddin. 2010

b. Quantity

Having decided on what involved in vocabulary learning, we may then decide on the quantity of vocabulary to be taught, the number of new words that our students can learn. If we expect the words that will be taught to become part of students' active vocabulary, then put the number of words as low as round five until seven new words. The actual number will depend on several factors varying from class to class and learner to learner. When there are too many words, the students may become confused discourage and frustrated.

c. Need

In most cases, the choice of vocabulary taught to the students, the teacher uses course books is syllabuses. In any case, the teacher in choosing the vocabulary that is going to be taught will relate to the aim of the course and the objectives of an individual lesson. It is also possible for the teachers, in a sense, to put the responsibility of choosing vocabulary to be taught to the students. In other words, the students are put in a situation where they have to communicate the words they need, as they need then, using the words as the information.

d. Frequent expose and repetition

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learned the target words, the simple way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify the meaning. If the words have to be part of the student's productive vocabulary, they must be allowed to use them, as often as necessary from them to recall the words at all,

with the correct spelling and pronunciation and identify their meaning.

e. Meaningful presentation

In presenting the vocabulary lesson, the students must have a clear and specific understanding of what word denotes or refers to. This requires that the words presented in such a way their denotation and references are perfect and unambiguous.

f. Situational presentation

The words presented are appropriate to the student's situation with a favorable condition, enough time consuming and convenient method, the students will automatically succeed in learning vocabulary.

g. Presenting context

Words very seldom occur in isolation, so is important for students to know the usual collocation that words occur in. So, from the very beginning, the words must appear in its natural environment as it were among the words naturally collocates with. Collocations are words which are commonly associated.

h. Learning vocabulary in the mother tongue and the target language

There are five steps to learn or to achieve vocabulary in the mother tongue and the target language as follows:

- 1) There is a felt need
- 2) The mother tongue learning learner mostly controls his own rate of learning
- 3) The mother tongue is exposed to an enormous quantity of his own language and has tremendous scope for repetition of what he learns,

4) The language is nearly always encountered in inappropriate context

5) Since the words are learned as they arise out of a felt need in particular situation they usually have a clear denotation.

i. Inference procedures in vocabulary learning

Inference is also one of the strategies in learning vocabulary in which the learners are ahead on a practice by using a definite knowledge to have a clear understanding of the words they learned. The students infer the meaning of the words by listening or reading then used in certain contexts and certain situations.

6. Techniques in increasing vocabulary

Learning vocabulary is no simple matter. Everyone has a special technique. In learning English vocabulary, the students have to memorize them well and use them in real communication, at least in the classroom.

Harmer provided some strategies in teaching vocabulary. They are realia, pictures, mime, action and gestures, contrast, enumerations, explanation, and translation.

a. Realia

Teaching vocabulary through this strategy, the teacher brings the realities thing (object) used in the classroom and introduce it to the students such as pen, pencil, ruler, book, etc. According to Retno (2008), the ways to increase their vocabulary using realia are by providing the real object as a media in teaching vocabulary and providing pictures that are related to the objects. The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students

and decreasing the monotonous teaching-learning process, especially in teaching vocabulary.

b. Pictures

Teaching vocabulary using pictures familiarly focuses on the objects of thing which cannot be taken into the classroom, such as car, plane, train, house, etc. Types of the picture can be in broad drawing, wall pictures, and charts, flashcards, magazine pictures, etc.

c. Mime, action and gestures

It is impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Action, in particular, is probably lettered explained by mime.

d. Contrast

Teaching vocabulary, by contrast, is closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

e. Enumeration

Teaching vocabulary through enumeration, the teacher introduces word by enumeration them with their general meaning, for instance, animals, the teacher introduces this word and asks the students to find out some specific words related to animals such as cat, dog, lion, snake, etc.

f. Explanation

The teacher introduces words by explaining or describing the object and tasks then the students guess what the object is.

g. Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy is very useful for beginner learners.

For much of this century, the principal focus of English language teaching has been on the grammar of the language. The vocabulary was often given little priority in second or foreign language programs, but recently there has been a renewed interest like vocabulary and its role in learning and teaching. As Rivers argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.³⁴ Also, Krakawian claims that in communication-oriented teaching the most pressing concern for the learners is the need to master an adequate foreign language vocabulary. Therefore, the development of a rich vocabulary is an important element in the acquisition of a second or foreign language. It means the more one's vocabulary develops, the easier it is to add new words.

In communication, vocabulary is often more important than grammar. However, most of the students neglect to learn it. They are directly frustrating

³⁴David Nunan, *Language Teaching Methodology* (London: Longman, 2000), 117.

when they discover they cannot communicate effectively because they do not know many of the words they need. Whereas working with words can be enjoyable and satisfying for the students although it is quite challenging because words are more complex than they appear to be on the surface. It is virtually infinite.³⁵

Students acquire their first language as they encounter and need them in life. Learning is consolidated by frequent and even daily use of the words in real communication. However, in the classroom, they have to make a special effort to memorize words that they seldom use in communication. It may sometimes seem to them that they need the words only for tests. For this reason, teachers need to consider carefully what vocabulary to introduce in each lesson, and also how to reactivate previously introduced vocabulary. This selection of vocabulary should take the students' interests and needs into account as well as the general topic of the lesson.³⁶

C. The Definition of Noun, Verb, Adjective and Adverb

1. Definition of Noun

According to Junaid, Santaria and Damayanti (2013), the noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are named and so

³⁵Paul Davies with Eric Pearse, *Success in English Teaching* (New York: Oxford University Press, 2000), 59.

³⁶Paul Davies with Eric Pearse, *Success in English Teaching*, p. 60.

on³⁷. For example: Table, chair, marker, pen, eraser, bag, ruler, window and so on..

According to Richards (2002) noun is a word that can occur as the subject or object of a verb or the object complement of a preposition, can be modified by an adjective, and can be used with determiner. Nouns typically refer to people, animals, places, things, or abstractions.³⁸

The noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.³⁹

a. Kinds of Noun

1) Concrete noun and abstract noun

A concrete noun is a noun showing the object what real, so it can be felt by panca human senses. For example, proper noun, common noun collective noun and material noun.

2) Countable noun and uncountable noun

A countable noun is words whose numbers can be calculated. While uncountable noun is words whose numbers can not be calculated.

3) Singular noun and plural noun

A singular noun is a word showing that the object is single and not more than. While plural noun is the word whose showing that the object is more than one.

4) Masculine gender, female gender, common gender, and neutral gender

³⁷ Rusdiana Junaid, Rustan Santaria and Sri Damayanti, *Fundamental English (Dasar-Dasar Penguasaan Bahasa Inggris)*, 2013. P 1

³⁸ Jack C. Richards, *Longman Dictionary of Language Teaching & Applied Linguistics*, 2002. P 366

³⁹ Random House Webster's College Dictionary. *America: United States of America*, 2001. p. 842

Masculine gender is a noun which shows the name of a male sex object.

Example: father, son, gentleman, uncle, father-in-law, step-son, nephew, bridegroom, and cock.

The feminine gender is noun which shows the name of a female sex object.

Example: mother, sister, step-daughter, niece, bride, widow, hen, she-cat.

Common gender is a noun which shows the name of general sex (male and female).

Example: friend, student, teacher, child, pupil, foe, animal, baby.

Neutral gender is a noun that refers to objects that do not have the type of calamine (without soul). As for those included in this type of word, namely (material noun, abstract noun, and collective noun).

Example: sea, river, gold, silver, table, happiness, honesty, beauty, healthy, knife and school.

2. Definition of Verb

According to Junaid, Santaria and Damayanti (2013), verb is the word used to show the action or state of being the subject. Example: accept, accompany, accuse, add, admire, agree, advise, allow, amuse, announce, annoy, answer, apologize, appear, apply, appoint, appreciate, argue, etc.

According to Richard (2002) verb is a word which occurs as part of the predicate of a verb group sentence, carriers markers of grammatical categories such as (tense, aspect, person, number and mood), refers to an action or state.

For example:

He opened the door.

Jane loves Tom.

3. Definition of Adjective

According to Junaid (2014) adjective is words used to explain nature and add a meaning of nouns and pronouns. Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy, deaf, diligent, dumb, funny, glad, happy⁴⁰

According to Richard (2002), the adjective is a word that describes the thing, quality, state, or action which a noun refers to. For example, *black* in a black hat is an adjective. In English, adjectives usually have the following properties :

- a. They can be used before a noun, e.g. *a heavy bag.*
- b. They can be used after be, become, seem, etc. As complements, e.g. *the bag is heavy.*
- c. They can be used after a noun as a complement, e.g. *these books make the bag heavy.*
- d. They can be modified by an adverb, e.g. *a very heavy bag.*
- e. They can be used in a comparative form or superlative form, e.g. *the bag seems heavier now.*

4. Definition of Adverb

- a. Adverb is a word that describes how, when, how many times and so on a job is done or an event occurs. Example :

I went to Labombo Beach by motorcycle yesterday

- By motorcycle: how

⁴⁰Prof. Dr. Azhar Arsyad, M.A. , *Dasar-Dasar Penguasaan Bahasa Inggris*, 1997.

- Yesterday: when

➤ Kinds of Adverb

- Adverb of manner
- Adverb of place and direction
- Adverb of Time
- Adverb of degree
- Adverb of frequency

D. The Techniques in Teaching Vocabulary

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learned, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takac, 2008). This makes teachers have some reasons for employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006).

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

1. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better because our memory for objects and pictures is very reliable and visual techniques can act as cue for remembering words (Takac, 2008).

2. Drawing

Objects can either be drawn on the blackboard or drawn on flashcards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a news story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast

number of attractive pictures that present the meaning of basic words. The teacher can use the learning materials provided by the school. They can also make their visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

4. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word good contrasted with the word bad. But, some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word white is contrasted with the word black, there is an in-between word grey. Furthermore, verb contrast means to show a difference, like photos that reveal how much weight someone lost by contrasting the before and after shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learned (e.g. Rudska et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, monolingual dictionary essentially uses words to explain words, and in this process, synonyms are often used (Ilson, 1991).⁴¹

⁴¹ Mofarahalqahtani (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol. III(3), pp. 21-34.

E. Text Twist Game

1. The Definition of Game and Text Twist Game

There are some definitions of game and text twist game. According to Mastertalker (2014), games and activities are well-suited to situations and times of free and open communication, as opportunities for participants to use the language they have previously studied.⁴²

According to Blanka Frydrychova Klimova (2014) game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages.⁴³

Also, according to Jay (2006), text twist is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. Games is a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally.

Based on the definition above, it concludes that text twist game is an activity in which learners play and a word scrambling game, in which you have to assemble words ranging from three to six letters.

2. Principle of Text Twist Game

Text Twist is a single-player game in which the player is shown six letters that, when re-arranged, can make up at least one six-letter word and many other words between three and six letters in length. A game is an activity with rules, a goal and

⁴² Mastertalker (2014). *Interactive Games and Activities for Language Learning*, p.1s

⁴³ Blanka Frydrychova Klimova (2014), *Games in Teaching English*.

an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.

3. Design of Text Twist Game

According to Richards and Rodgers, the design is the level of methods analysis in which we consider :

- a. What the objectives of a method.
- b. How language content is selected and organized within the method, that is the syllabus model.
- c. The types of learning task and teaching activities the method advocates.
- d. The role of learners.
- e. The role of teachers in instructional materials. It means that there are five items to design text twist game, they are: objectives, syllabus, learning activities, role of teachers to instructional materials.

The design of the text twist game is to arrange the letters into words by the number of boxes at the specified time, if you find the 6 letter word, then you advance to the next round no matter how few or how many other words you find. The entire purpose of the game is to see how many levels you can reach and how many points you can accumulate. The game will be played in a group and the group most construct words will be the winner. The text twist game is one of the visual aids that can be used in teaching English vocabulary. The objective of the

text twist game is that the text twist game makes students interested in learning vocabulary.⁴⁴

4. Procedure of Text Twist Game

The procedures of teaching vocabulary through text twist game based on Steven J. Brams are as follow:

- a. Divide the class into four or five teams.
- b. Choose a student from one team and ask to show the students to answer.
- c. The leaders of teams write the answer on the board.
- d. If it is correct, give his/her team one point.
- e. Each team translates the words in the book and makes a sentence
- f. The students may open the dictionary.
- g. After the students finish making a sentence, the students collected from the teacher.⁴⁵

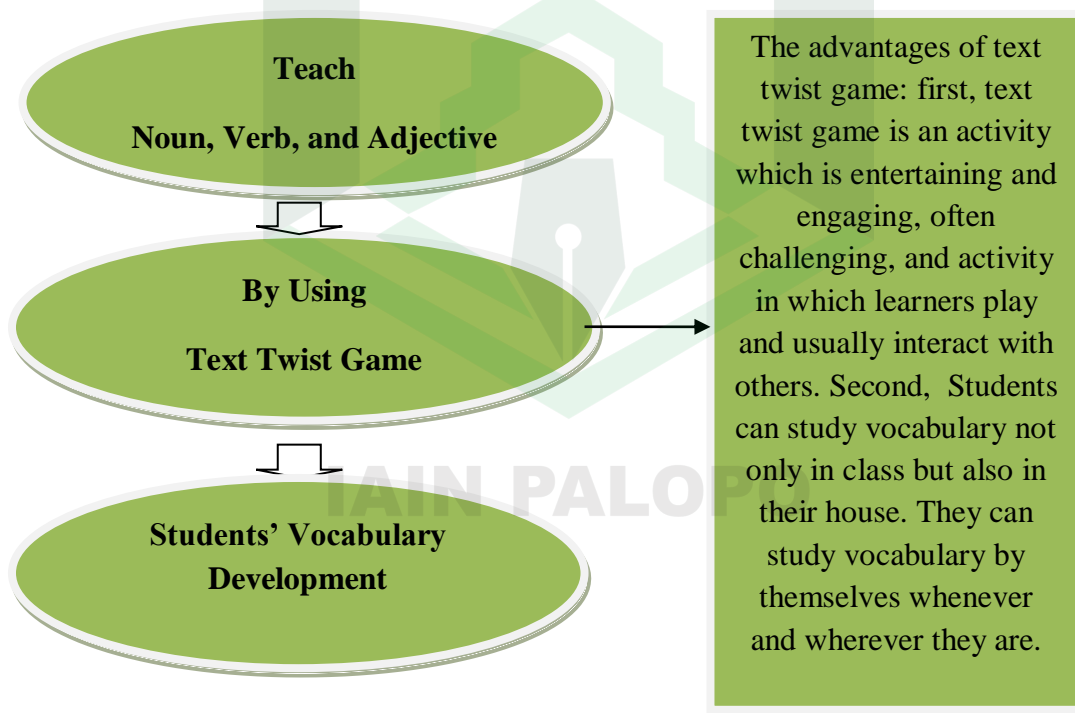
F. Theoretical Framework

The theoretical framework began with the idea that vocabulary is one of the most important aspects students need to master in learning English. Mastering vocabulary can lead students to be succeeded in mastering English. McCarthy (2003: viii) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful

⁴⁴Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p, 21.

⁴⁵Steven J Brams, "Game House", (http://windows.podnova.com/trends/super_text_twist.html) accessed on July 18th 2010.

way. In an English class, students need a positive stimulus to make their learning easier and more effective. One of some ways to help students enrich English vocabulary is by using a game. Therefore, the theoretical framework in this research has been driven by this theory and relevant empirical research that has been reviewed in the previous section. Thus the researcher conducted pre-experimental research. The participant of the research was the ninth grade students of SMPN 1 Bonglo Satap Bastem. The game the researcher used to teach the students was Text twist Game. The research was to find out how a text twist game can be used and applied to the students in teaching vocabulary in the real class. The theoretical framework of this study can be illustrated in a following:



The researcher would teach vocabulary to the ninth grade students of SMPN

1 Bonglo Satap Bastem. The researcher teaches vocabulary by using a text twist game. Steps on text twist game :

1. Divide the class into four or five teams.
2. Choose a student from one team and ask to show the students to answer.
3. The leaders of teams write the answer on the whiteboard.
4. If it is correct, give his/her team one point.
5. Each team translates the words in the book and makes a sentence based on the words in the whiteboard.
6. The students may open the dictionary.
7. After the students finish making a sentence, he/she collects to the teacher.

This research applies to the pre-experimental method. The students are given vocabulary text. The researcher hopes that a text twist game can improve the student's vocabulary.

G. Hypothesis

To teach the hypothesis, this research used statistic hypothesis namely:

1. H_0 : The use of text twist game does not improve in teaching the vocabulary of the ninth grade students of SMPN 1 Bonglo Satap Bastem.
2. H_1 : The use of text twist game improve in teaching vocabulary of the ninth grade students of SMPN 1 Bonglo Satap Bastem.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

In this research, the researcher used the pre-experimental method. The researcher used the pre-experimental method because the size of the population was petite so that the taking sample technique is total population sampling. This method was used to know the effectiveness of text twist game in teaching vocabulary at the ninth grade of StMPN 1 Bonglo Satap Bastem. The formula of the research design was illustrated below:

$O_1 \text{ X } O_2$

Note :

O_1 = Pre-test

X = Treatment

O_2 = Post Test⁴⁶

The researcher's observation before treatment called the pretest and the observation done after treatment is called the posttest. If the result of the post-test was better than the pretest, it means the text twist game is effective to improve students' vocabulary. If the result of the post-test was similar to pretest it means that text twist game is not effective to improve students vocabulary.

B. Variables of the Research

⁴⁶Riaandriani, *The Effectiveness of Using Cartoon Media to Empowering Students' Reading Skill at the Eight-Year of SMP NEGERI 5 Palopo*, 2014. P 36

There were two variables in this research namely:

1. Text twist game as an independent variable.

Text twist game is the game that will use to improve students' vocabulary. According to Jay (2006), 13, text twist is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. Games is a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally.

2. Students' vocabulary as dependent variable.

Students' vocabulary is all the word that understanding by students to make a sentence.

C. Population and Sample

1. Population

In this case, the population was all ninth-grade students at SMPN 1 Bonglo Satap Bastem. There were 13 students in the academic year 2018\2019.

2. Sample

Because the size of the population was petite so that the taking sample technique is total population sampling. The researcher would examine the entire population that has a particular set of characteristics (They still have low achievement on vocabulary). The researcher choose the ninth grade to be respondent in this research. There were 13 students three-men and nine-women. They had the same proficiency level, i.e, They still had low achievement on vocabulary.

D. The instrument of the Research

The instrument of this research was a vocabulary test. There were 100 items. The form of the test was to translate words into Indonesia.

E. Procedures in Collecting Data

1. Pre-test

The researcher gave a pretest to the students before the researcher gave treatment. In this part, the researcher gave the test which consisted of a vocabulary test. This test was aimed to measure the student's vocabulary achievement before giving treatment to the students.

2. Treatment

After the pre-test, the researcher gave treatment to the students. It was expected to improve the students' vocabulary. The researcher conducted treatments that are done during four meetings. These steps are followed:

a. The first meeting on 20 February 2019:

- The researcher divided the class into five teams.
- The researcher taught the verb. The researcher gave 35 verbs to the students and their meanings. Then after students finish writing the given vocabulary, the researcher gives an example of how to say the vocabulary.
- The researcher choose a student from one team and ask to show the students to answer.

- The leaders of teams wrote the answer on the whiteboard, if it is correct, the researcher gave one point to the team.
- Each team translate the words in the book makes a sentence.
- The students may open the dictionary.
- The teacher gave fifteen minutes to the students to make sentences.
- After the students make a sentence, the students collected to answer sheet the teacher.

b. The second meeting on 22 February 2019:

- The researcher divided the class into five teams.
- The researcher taught adjective. The researcher gave 35 adjectives to the students and their meanings. Then after students finish writing the given vocabulary, the researcher gives an example of how to say the vocabulary.
- The researcher choose a student from one team and ask to show the students to answer.
- The leaders of teams wrote the answer on the whiteboard, if it is correct, the researcher gave one point to the team.
- Each team translate the words in the book makes a sentence.
- The students may open the dictionary.
- The teacher gave fifteen minutes to the students to make sentences.
- After the students make a sentence, the students collected to answer sheet the teacher.

c. The third meeting on 25 February 2019

- The researcher divided the class into five teams.
- The researcher taught noun. The researcher gave 35 nouns to the students and their meanings. then after students finish writing the given vocabulary, the researcher gives an example of how to say the vocabulary.
- The researcher choose a student from one team and ask to show the students to answer.
- The leaders of teams wrote the answer on the whiteboard, if it is correct, the researcher gave one point to the team.
- Each team translates the words in the book makes a sentence.
- The students may open the dictionary.
- The teacher gave fifteen minutes to the students to make sentences.
- After the students make a sentence, the students collected to answer sheet the teacher.

d. The fourth meeting on 27 February 2019

- The researcher divided the class into five teams.
- The researcher taught the verb. The researcher gave 30 verbs to the students and their meanings. then after students finish writing the given vocabulary, the researcher gives an example of how to say the vocabulary.
- The researcher choose a student from one team and ask to show the students to answer.

- The leaders of teams wrote the answer on the whiteboard, if it is correct, the researcher gave one point to the team.
- Each team translate the words in the book makes a sentence.
- The students may open the dictionary.
- The teacher gave fifteen minutes to the students to make sentences.
- After the students make a sentence, the students collected to answer sheet the teacher.

3. Posttest

After giving treatment for the students in four meetings, the researcher gave a post-test. In the post-test, the researcher gave the same way in the pre-test to the students. This test was aimed to measure the students' vocabulary achievement after giving treatment to the students.

F. The technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed by using procedures follows:

1. Analyzing the raw data of the pretest. Each of the students' correct answers got 1 and the wrong answer got 0.
2. Scoring the students' correct answers of pre-test and post-test.

$$\text{Score} = \frac{\text{student's correct answer total}}{\text{number}} \times 100$$

3. Classifying the students' scores based on the following classification:

1. 80 to 100 are classified as very good
2. 61 to 80 is classified as good

3. 41 to 60 are classified as fair
 4. 21 to 40 are classified as poor
 5. 1 to 20 is classified as very poor⁴⁷
4. Calculating the rate percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where :

P= percentage

F= frequency

N= total sample

5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 22 for windows evaluation.

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⁴⁷ Muhammad Kasiran, *Teknik analisis item' Teshasilbelajardancaramenghitung Validity and Reliability*. (Surabaya: Usaha Nasional, 1948).

CHAPTER IV

FINDING AND DISCUSSION

The chapter consists of two-part, the first is the finding and the second is discussions. The finding deal with the result of data analysis and the discussion deals with the explanation of the findings.

A. Finding

The finding of the research was showed to describe the result of data that analyzed statically and tabulating of data. It comprised 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.

1. The Score of Students' Pretest and Posttest

Table 4.1 the score of students' pretest and posttest

Respondent	Pretest	Posttest
1	40	100
2	40	100
3	30	100
4	20	80
5	20	80
6	20	90
7	20	90
8	40	100
9	20	80
10	20	70
11	20	80
12	20	80
13	20	80

The table above shows that there is a difference between the score of the student's pretest and the score of the student posttest. Because when the students did the pretest, the researcher not yet gave the treatment to the students. And then, why the score of the student's posttest was higher because the researcher already gave the treatment to the students. And most students answer vocabulary about nouns and adjectives. That happens because according to students noun and adjective are easier to compare verbs. Verb is difficult because there is a change of words from the first, second and third form of the verb or infinitive, past tense and past participle.

2. The Rate Percentage of the Students' Pretest

Table 4.2 the Rate Percentage Score of the students' pre-test

Classification	Score	Frequency	Percentage
Very good	80-100	0	0%
Good	61-80	0	0%
Fair	41-60	0	0%
Poor	21-40	4	30.8%
Very poor	1-20	9	69.2%
Total		13	100%

The table above shows there were 4 (about 30.8%) students' got a poor score, 9 (69,2%) students' got very poor score, and there was no student got a fair, good, and very good score.

3. The Mean Score and Standard Deviation of the Students' Pretest

Table 4.3 the mean score of students correct answer in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	13	20	40	25.38	8.771
Valid N (listwise)	13				

From the table 4.3, it shows that the highest score of students was 40 and the lowest score was 20. Besides, it also indicates that the mean score of students' pre-test was 25.38 and the standard deviation error was 8.771

4. The Rate Percentage of the Students' Posttest

Table 4.4 the Rate Percentage Score of the Students' Post-Test

Classification	Score	Frequency	Percentage
Very good	80-100	12	92,3%
Good	61-80	1	7,7%
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		13	100%

Table 4.4 twelve-students' got a very good score and there was one-student got a good score.

5. The Mean Score and Standard Deviation of the Students' Posttest

Table 4.5 the Mean Score and Standard Deviation of Students' Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	13	70	100	86.92	10.316
Valid N (listwise)	13				

From the table 4.5, it shows that the highest score of the students was 100. and the lowest score was 70. Besides, it also indicates that the mean score of students in the post-test was 86.92 and the standard deviation error was 10.316.

6. The Mean Score and Standard Deviation of Pretest and Posttest

Table 4.6 the mean score of the students' posttest

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pa Pretest	25.38	13	8.771	2.433
Posttest	86.92	13	10.316	2.861

Table 4.6 shows the mean score of the student's pretest was 25.38 and the mean score of the posttest was 86.92. The standard deviation of pretest was 8.771 and the standard deviation of the posttest was 10.316. It means the use of text twist game improved the student's vocabulary.

7. The Paired Samples Test of Pretest and Posttest

Table 4.7 the paired sample test of pretest and posttest

Paired Samples Test									
	Paired Differences								
			Std. Error	95% Confidence Interval of the Difference					
				Mean	Lower				Upper
Mean	Deviation	Mean	Lower	Upper		Df	g.	(2tailed)	
Pa Pretest – ir 1 Posttest	-61.538	5.547	1.538	-64.890	-58.186	-40.000	12	.000	

The hypothesis was tested by using SPSS 22. In this case, the writer used t-test (testing of significance) for paired sample t-test, that is a test to know the significant difference between the result of students' mean score in pretest and posttest.

8. The Probability Value of test of the Students' Achievement

Table 4.8 the Probability Value of Test of the Students' Achievement

Variable	P-Value	(α)
X2 - X1	0.00	0.05

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = $N - 1$, where $df = 12$, then the t-test is presented in the following table.

B. DISCUSSION

Text Twist Game is an appropriated strategy applied in the classroom in teaching vocabulary. This strategy is helpful to increase students' interest and enjoying learning which makes them more involves in their vocabulary mastery.

The results of the statistical analysis for the significance level of 0.05 with degrees of freedom ($df = N-1$, where $(N) = 13$, $df = 12$. Probability values were smaller than α ($0.00 < 0.05$). This shows that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the game of text twist is effective to improve students' vocabulary.

At the beginning of the research, the researcher explained that there were several procedures used to find out the vocabulary of students. Several tests were conducted to collect data such as pre-test and post-test. Students are given a pretest to determine their vocabulary, after giving a pretest, the researcher provides care. The researcher has done four treatments. In this treatment, the researcher explains things in class and text twist game. Then, post-test, the researcher gave a different vocabulary test as in the pretest, the post-test was done after giving four treatments to the students, it was done to get the student scores in the posttest and to found out the increase in students' vocabulary.

This research is in line with Wright (1984), who revealed that, this game makes students motivated to search for words in the dictionary. Also, the game of twist text makes students more creative in knowing vocabulary. As a result, students get

an increase in vocabulary memorization skills. That is, the twist text game has several benefits in increasing students' vocabulary.⁴⁸

Lestari (2017) also found that text twist game can improve the student's vocabulary on the seventh grade of SMPS IT Al-Hijrah Lau Dendang. Tianasari (2015) found that manual super twist text game can improve the students' vocabulary on the tenth grade of SMA 1 Jekulo Kudus. Sholihin (2012) found that text twist game can improve the students' vocabulary on the seventh-grade students of SMP Islam Al Madina Kalliombo Pecagaan Jepara.

Moreover, it was perceived that the learners were more eager and interested in learning English, especially for the implementation of the Text Twist Game in the students' classroom, it was proved that this method influenced the learners' motivation to study English comfortably. However, it was not denied that there also some weaknesses found in implementing this media. Therefore, the creative and good preparation of every teacher is very essential during the process of implementing this method.

The researcher found some obstacles when a researcher in the school, such as when the rains were fallen, many of the students who come late because their house is very far from the school. They just walk to school across the mountain and in the travel distance namely 5 until 9 kilos. And as for the challenge is students can not pronounce the vocabulary in English correctly.

⁴⁸ Andrew Wright et al, *Game for Language Learning, New Edition*, (Cambridge, Cambridge University Press, 1984), p. 1

In summary, the researcher asserts that Text Twist Game is important to apply in teaching vocabulary especially for those who never learn vocabulary and they want to learn it. That master in Text Twist Game makes people easy to learn about vocabulary in further discussion.

From the results of previous studies, they found that a text twist can improve the student's vocabulary as the same the researcher research.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of the suggestions related to the finding and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher concludes in following: having implemented the treatments by using text twist game in pre-experimental, the researcher concluded that text twist game improves students' vocabulary at the ninth grade of SMPN 1 Bonglo Satap Bastem. Text twist game was effective to use in the learning and teaching process because it made students involve directly and also made students active in learning. It could be proven by the students' result of the mean score in the pretest of pre-experimental was 25.38 and the mean score of the students in the posttest was 86.92. After giving treatment to the students and based on the result of data analysis or the finding in chapter IV, the researcher found that the p -Value was 0.00 and the alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). It evidenced that the hypothesis (H_0) is rejected and the hypothesis (H_1) is accepted.

B. Suggestions

Regarding the teaching vocabulary by applying text twist game, the researcher gives some suggestion for the local government, teacher and students as follow:

1. Suggestion for the Local Government

- a. The local government add teachers in SMPN 1 Bonglo Bastem, because the school lack of teachers.
- b. The local government can facilitate the educators who live far from the school so that the educators are diligent to go teaching.

2. Suggestion for the Teacher

- a. The teachers can apply text twist game to teach vocabulary to the students.
- b. The teachers should be creative and innovative to use various strategies in the English teaching-learning process to upgrade the students' vocabulary.

3. Suggestion for the students

- a. The students should be more active in learning process having applied text twist game.
- b. The students should learn more about how to write the correct vocabulary based on its pronunciation.

4. Suggestion for the Next Researcher

The next researchers can make the researcher about method or strategy in upgrading students' vocabulary and can use this research as an additional

reference for further relevant research certainly with different variables and conditions.

Finally, the researcher realizes that this thesis is far from being perfect and because of that; constructive critics and advice are expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher who wants to research vocabulary.



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APPENDIX 4 DOCUMENTATION OF TEACHING LEARNING PROCESS



The researcher gave material



The class condition in teaching learning process



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Appendix 3 Pretest and Posttest

(Pretest) Translate the words, please!

1. Pen	: pulpen	37. Eye	: mata
2. Book	: buku	38. Nose	: hidung
3. Bag	: tas	39. Cheek	: pipi
4. Ruler	: penggaris	40. Lip	: bibir
5. Shoes	: sepatu	41. Teeth	: gigi
6. Window	: jendela	42. Mouth	: mulut
7. School	: sekolah	43. Face	: muka
8. Cupboard	: lemari	44. Shoulder	: bahu
9. Door	: pintu	45. Throat	: kerongkongan
10. Table	: meja	46. Back	: punggung
11. Marker	: spidol	47. Chest	: dada
12. Eraser	: penghapus	48. Stomach	: perut
13. White board	: papan tulis	49. Hand	: tangan
14. Chair	: kursi	50. Finger	: jari
15. Broom	: sapu	51. Nail	: kuku
16. Ball	: bola	52. Palm	: telapak tangan
17. Basket	: bola basket	53. Elbow	: siku
18. Bicycle	: sepeda	54. Arm	: lengan
19. Bottle	: botol	55. Knee	: lutut
20. Cup	: cangkir	56. Skin	: kulit
21. Card	: kartu	57. Nostril	: lubang hidung
22. Motorcycle	: motor	58. Moustache	: kumis
23. Calender	: kalender	59. Beard	: janggut
24. Clock	: jam	60. Heel	: tumit
25. Doctionary	: kamus	61. White	: putih
26. Key	: kunci	62. Black	: hitam
27. Lamp	: lampu	63. Yellow	: kuning
28. Glass	: gelas	64. Green	: hijau
29. Newspaper	: surat kabar	65. Blue	: biru
30. Flag	: bendera	66. Red	: merah
31. Hair	: rambut	67. Grey	: abu-abu
32. Ear	: telinga	68. Purple	: ungu
33. Neck	: leher	69. Orange	: orange
34. Head	: kepala	70. Brown	: coklat
35. Forehead	: dahi	71. Angry	: marah
36. Eyebrow	: alis	72. Sad	: sedih

73. Happy	: bahagia
74. Big	: besar
75. Small	: kecil
76. Kind	: baik hati
77. Beautiful	: cantik
78. Handsome	: ganteng
79. Long	: panjang
80. Short	: pendek
81. Write	: menulis
82. Listen	: mendengar
83. Read	: membaca
84. Speak	: berbicara
85. Spell	: mengeja
86. Teach	: mengajar
87. Study	: belajar
88. Draw	: menggambar
89. See	: melihat
90. Sing	: menyanyi
91. Accept	: menerima
92. Accompany	: menemani
93. Accuse	: menuduh
94. Add	: menambah
95. Admire	: mengagumi
96. Agree	: setuju
97. Advise	: menasehati
98. Answer	: menjawab
99. Ask	: bertanya
100. Capable	: sanggup, mampu

(Posttest)

1. Ale : bir keras
2. Cap : tutup
3. Ala : menurut
4. Lea : padang rumput
5. Baa : mengembik
6. Ace : kartu as
7. Pea : kacang polong
8. Cab : taksi
9. Ape : kera, monyet
10. Bel : lonceng
11. Alb : jubah pastor
12. Alp : padang rumput
13. Peal : gemuruh
14. Able : bisa
15. Pale : pucat
16. Leap : lompatan
17. Cape : tanjung
18. Pace : kecepatan
19. Baal : dewa palsu
20. Cabal : komplotan
rahasia
21. Cable : kabel
22. Apace : dengan cepat
23. Capable : mampu
24. Car : mobil
25. Ace : kartu as
26. Pea : kacang polong
27. Ear : telinga
28. Eat : makan
29. Ate : makan
30. Can : dapat
31. Cap : tutup
32. Pan : panci
33. Pen : pulpen
34. Carp : mengomel
35. Care : peduli
36. Pear : buah pir
37. Peat : tanah gambut

38. Earn : mendapatkan upah
39. Cape : tanjung
40. Pane : kaca
41. Pant : terengah-engah
42. Cent : sen
43. Nape : kuduk
44. Carer : pekerja sukarelawan
45. Caret : tanda sisipan
46. Carry : membawa
47. Peaty: mengandung bahan yang
membusuk karena air
48. Caper: meloncat-loncat
49. Panty : sebuah ruangan kecil
50. Carpet : karpet
51. Carpentry : pekerjaan kayu
52. Ice : ice
53. Gin : jenuh
54. Sin : dosa
55. Sir : bapak/tuan
56. Sic : demikian
57. Erg : kesatuan
58. Nice : senang
59. Sine : sejak itu
60. Sing : menyanyi
61. Gen : informasi
62. Sign : tanda
63. Sire : bapak/tuan
64. Ergs : kesatuan
65. Ice : ice
66. Grin : seringai, ringis
67. Ices : ice
68. Rein : tali kekang
69. Nicer : lebih baik
70. Rinse : membas
71. Singe : luka terbakar
72. Since : sejak itu
73. Siren : sirine
74. Grins : seringai, ringis

75. Resin : damar
76. Reign : pemerintah
77. Reins : kekang
78. Risen : naik
79. Rings : cincin
80. Rices : padi
81. Singer : penyanyi
82. Signer : penanda tangan
83. Resign : berhenti
84. Reigns : pemerintah
85. Cringe : merasa malu
86. Cringes : takut
87. Dor : yg mengerikan
88. Ere : tidak lama
89. Err : berbuat salah
90. Red : merah
91. Ree : sejenis bulu
92. Roe : rusa kecil
93. Ree : sejenis bulu
94. Deer : rusa
95. Rode : menunggangi
96. Order : perintah
97. Error : kesalahan
98. Erode : mengikis
99. Reorder: memesan lagi
100. Deer : rusa



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Appendix 1 SPSS

Frequency Table

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	9	69.2	69.2	69.2
30	1	7.7	7.7	76.9
40	3	23.1	23.1	100.0
Total	13	100.0	100.0	

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	7.7	7.7	7.7
80	6	46.2	46.2	53.8
90	2	15.4	15.4	69.2
100	4	30.8	30.8	100.0
Total	13	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
q1	13	20	40	25.38	8.771
q2	13	70	100	86.92	10.316
Valid N (listwise)	13				



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Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 q1	25.38	13	8.771	2.433
q2	86.92	13	10.316	2.861

Paired Samples Test

	Paired Differences					t	df	Sig. (2
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 q1 - q2	-61.538	5.547	1.538	-64.890	-58.186	-40.000	12	

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APPENDIX 2 LESSON PLAN

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMPN 1 Bonglo Satap Bastem.

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX

Waktu : 2 X 40 menit

Skill : Vocabulary

I. Standar Kompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar :

1.1 Merespon intruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

1.2 Merespon intruksi sangat sederhana secara verbal.

III. Indikator pembelajaran

- Siswa dapat memahami kosa kata.
- Siswa dapat memberikan intruksi sederhana menggunakan kosa kata
- Siswa dapat melaksanakan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

IV. Tujuan pembelajaran

- Siswa dapat mengembangkan kosakata.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi pembelajaran

1. Menjelaskan tentang pengertian vocabulary.
2. Menjelaskan tentang verb.
3. Memberikan contoh bagaimana cara memainkan text twist game.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy, deaf, diligent, dumb, funny, glad, happy.

VIII. Metode pembelajaran

Direct method

Using text twist game to teach vocabulary.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> Greeting (memberi salam dan saling tegur sapa) Ice Breaking (pengkondisian kelas) Memberikan motivasi belajar. 	25 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none"> Guru menjelaskan kepada siswa tentang text twist game. Guru menjelaskan tentang kata kerja. Guru membagi siswa menjadi 4 sampai 5 kelompok. Pemimpin dari setiap kelompok menulis jawabannya di atas papan tulis If it is correct, the writer gives one point to the 	45 menit

<p>team.</p> <p>f. Setiap kelompok menerjemahkan kosa kata di buku dan membuat sebuah kalimat.</p> <p>g. Siswa di perbolehkan membuka kamus</p> <p>h. Guru memberikan waktu kepada siswa selama 15 menit untuk membuat kalimat.</p> <p>i. Setelah siswa menyelesaikan kalimat, siswa di minta untuk mengumpulkan pekerjaannya kepada guru</p> <p>C. Kegiatan penutup</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam 	15 menit
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X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.
2. Kamus
3. Spidol, whiteboard.

XI. Penilaian

- Teknik : pengamatan langsung
- Bentuk : ketepatan dalam merespon

Mengetahui,

Sabtu, 14 Januari 2017

Guru Mapel Bahasa Inggris,

Peneliti,

Hasriam S.Pd

Agustiwanda

NIP.

NIM. 15 0202 0026



Rencana Pelaksanaan Pembelajaran

(RPP)

IAIN PALOPO

Sekolah : SMPN 1 Bonglo Satap Bastem.

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX

Waktu : 2 X 40 menit

Skill : Vocabulary

I. Standar Kompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar :

1.3 Merespon intruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

1.4 Merespon intruksi sangat sederhana secara verbal.

III. Indikator pembelajaran

- Siswa dapat memahami kosa kata.
- Siswa dapat memberikan intruksi sederhana menggunakan kosa kata
- Siswa dapat melaksanakan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

IV. Tujuan pembelajaran

- Siswa dapat mengembangkan kosakata.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi pembelajaran

4. Menjelaskan tentang pengertian vocabulary.
5. Menjelaskan tentang verb.
6. Memberikan contoh bagaimana cara memainkan text twist game.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy, deaf, diligent, dumb, funny, glad, happy.

VIII. Metode pembelajaran

Direct method

Using text twist game to teach vocabulary.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
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<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> • Greeting (memberi salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberikan motivasi belajar. 	<p>25 menit</p>
<p>B. Kegiatan Inti</p> <p>j. Guru menjelaskan kepada siswa tentang text twist game.</p> <p>k. Guru menjelaskan tentang adjective.</p> <p>l. Guru membagi siswa menjadi 4 sampai 5 kelompok.</p> <p>m. Pemimpin dari setiap kelompok menulis jawabannya di atas papan tulis</p> <p>n. If it is correct, the writer gives one point to the team.</p> <p>o. Setiap kelompok menerjemahkan kosa kata di buku dan membuat sebuah kalimat.</p> <p>p. Siswa di perbolehkan membuka kamus</p> <p>q. Guru memberikan waktu kepada siswa selama 15 menit untuk membuat kalimat.</p> <p>r. Setelah siswa menyelesaikan kalimat, siswa di minta untuk mengumpulkan pekerjaannya kepada guru</p> <p>C. Kegiatan penutup</p>	<p>45 menit</p>

<ul style="list-style-type: none"> • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam 	15 menit
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X. Sumber belajar/ alat/ bahan

4. Buku English in Focus.

5. Kamus

6. Spidol, whiteboard.

XI. Penilaian

- Teknik : pengamatan langsung
- Bentuk : ketepatan dalam merespon

Mengetahui,

Sabtu, 14 Januari 2017

IAIN PALOPO

Guru Mapel Bahasa Inggris,

Peneliti,

Hasriam S.Pd

Agustiwanda

NIP.

NIM. 15 0202 0026

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMPN 1 Bonglo Satap Bastem.
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : IX
Waktu : 2 X 40 menit
Skill : Vocabulary

I. Standar Kompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar :

1.5 Merespon intruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

1.6 Merespon intruksi sangat sederhana secara verbal.

III. Indikator pembelajaran

- Siswa dapat memahami kosa kata.
- Siswa dapat memberikan intruksi sederhana menggunakan kosa kata
- Siswa dapat melaksanakan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

IV. Tujuan pembelajaran

- Siswa dapat mengembangkan kosakata.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi pembelajaran

7. Menjelaskan tentang pengertian vocabulary.
8. Menjelaskan tentang verb.
9. Memberikan contoh bagaimana cara memainkan text twist game.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

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Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy, deaf, diligent, dumb, funny, glad, happy.

VIII. Metode pembelajaran

Direct method

Using text twist game to teach vocabulary.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal <ul style="list-style-type: none">Greeting (memberi salam dan saling tegur sapa)Ice Breaking (pengkondisian kelas)Memberikan motivasi belajar. B. Kegiatan Inti <ul style="list-style-type: none">s. Guru menjelaskan kepada siswa tentang text twist	25 menit

9. Spidol, whiteboard.

XI. Penilaian

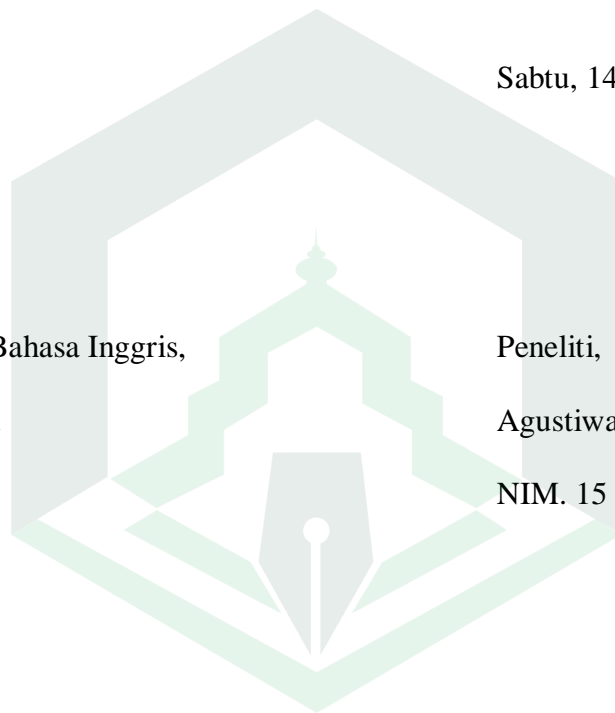
- Teknik : pengamatan langsung
- Bentuk : ketepatan dalam merespon

Mengetahui,

Sabtu, 14 Januari 2017

Guru Mapel Bahasa Inggris,
Hasriam S.Pd
NIP.

Peneliti,
Agustiwanda
NIM. 15 0202 0026



IAIN PALOPO

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMPN 1 Bonglo Satap Bastem.

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX

Waktu : 2 X 40 menit

Skill : Vocabulary

I. Standar Kompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar :

1.7 Merespon intruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

1.8 Merespon intruksi sangat sederhana secara verbal.

III. Indikator pembelajaran

- Siswa dapat memahami kosa kata.
- Siswa dapat memberikan intruksi sederhana menggunakan kosa kata
- Siswa dapat melaksanakan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

IV. Tujuan pembelajaran

- Siswa dapat mengembangkan kosakata.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi pembelajaran

10. Menjelaskan tentang pengertian vocabulary.
11. Menjelaskan tentang verb.
12. Memberikan contoh bagaimana cara memainkan text twist game.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

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Example: Accuse, add, agree, advise, allow.

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Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy, deaf, diligent, dumb, funny, glad, happy.

VIII. Metode pembelajaran

Direct method

Using text twist game to teach vocabulary.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> Greeting (memberi salam dan saling tegur sapa) Ice Breaking (pengkondisian kelas) Memberikan motivasi belajar. 	25 menit
<p>B. Kegiatan Inti</p> <p>bb. Guru menjelaskan kepada siswa tentang text twist game.</p> <p>cc. Guru menjelaskan tentang verb.</p> <p>dd. Guru membagi siswa menjadi 4 sampai 5 kelompok.</p> <p>ee. Pemimpin dari setiap kelompok menulis jawabannya di atas papan tulis</p> <p>ff. If it is correct, the writer gives one point to the</p>	45 menit

<p>team.</p> <p>gg. Setiap kelompok menerjemahkan kosa kata di buku dan membuat sebuah kalimat.</p> <p>hh. Siswa di perbolehkan membuka kamus</p> <p>ii. Guru memberikan waktu kepada siswa selama 15 menit untuk membuat kalimat.</p> <p>jj. Setelah siswa menyelesaikan kalimat, siswa di minta untuk mengumpulkan pekerjaannya kepada guru</p> <p>C. Kegiatan penutup</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam 	15 menit
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X. Sumber belajar/ alat/ bahan

10. Buku English in Focus.

11. Kamus

12. Spidol, whiteboard.

XI. Penilaian

- Teknik : pengamatan langsung
- Bentuk : ketepatan dalam merespon

Mengetahui,

Sabtu, 14 Januari 2017

Guru Mapel Bahasa Inggris,

Hasriam S.Pd

NIP.

Peneliti,

Agustiwanda

NIM. 15 0202 0026



IAIN PALOPO