THE IMPLEMENTATION OF TEXT TWIST GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 BANDAR LAMPUNG

Melvy Nancilia Putri, Basturi Hasan, Gede Eka Putrawan

mnancilia23@gmail.com

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada i) perbedaan signifikan pada kemampuan kosa kata siswa setelah diajar dengan menggunakan text twist game, dan ii) tipe content word mana yang paling meningkat setelah diajar menggunakan text twist game. One group pretest and posttest design adalah desain yang digunakan dalam penelitian ini. Data penelitian diperoleh melalui pretest dan posttest. Hasil penelitian menunjukan bahwa ada perbedaan yang signifikan pada kemampuan kosa kata siswa setelah diajar menggunakan text twist game dilihat dari hasil t-value yang lebih besar dari t-table. Sehingga, dapat disarankan bahwa text twist game sebagai technique yang membantu siswa untuk meningkatkan kemampuan kosa kata mereka. Hasil selanjutnya menunjukkan bahwa adverb adalah tipe content word yang paling meningkat setelah mengimplementasikan text twist game.

Abstract. This research aimed to find out i) whether there was a significant difference on students' vocabulary mastery after being taught by using text twist game, and ii) which type of content words improved the most after the implementation of this game. A one group pretest and posttest design was used in this research. The data were collected from a pre-test and a post-test. The result showed that there was a significant difference of the students' vocabulary mastery after they were taught through text twist game since the t-value was higher than t-table. This indicates that text twist game facilitates the students to improve their vocabulary mastery. The second finding revealed an adverb was the type of content words which improved the most after the students were taught through text twist game.

INTRODUCTION

Vocabulary, as stated clearly by Hatch and Brown (2001:87), is a list or a set of words for a particular language or as a set of words that individual speakers of language might use. Vocabulary, in particular, plays an important role as a starting point for mastering language skills. Without vocabulary, those language skills will be impossible to be mastered by the students. Therefore, McCarthy (1990:152) states that no matter how well the students learn grammar, or how succesful the sounds of the language they are mastered, without words communication, it cannot occur in any meaningful way. It is impossible to learn a language without vocabulary, learning a language means learning its vocabulary. Furthermore, Nation (1990:3) points out that words are dealt with as they happen to occur. Moreover, English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenged to unveil as many of them. This is certainly unavoidable since English vocabulary items are the foundation of learning, improving students' vocabulary knowledge has become educational priority. In contrast to the above expectations; in general, it is presumed that SMA students are still not able to achieve the objectives of vocabulary items during their study at the school.

As stated in SMA English Curriculum (2013), target of learning English is precisely formulated. In other words, SMA students should hopefully master at least 2500 vocabulary items actively. This means that the students are able to use English vocabularies for their study and daily lives. Unfortunately, in fact, most of the students in SMAN 1 Bandar Lampung were still not able to master English vocabularies as it is targeted in the curriculum. It was proved when the pre-observation was conducted at that school, among other things, through interviewing the teacher, it was found that there were only few students who could get the minimum passing grade (KKM) or above, and most students were less than minimum passing grade. Most of students argued that learning vocabulary was complex and boring because the teacher applied a monotonous technique in

teaching vocabulary. In relation to this problem, this study was able to identify some specific problems during the preliminary research, they were: (1) the students did not know the meaning, and also the spelling of certain words, (2) they did not have motivation to increase their vocabulary skill because they were not familiar with a number of English vocabulary items. These conditions required the study to seek for the most appropriate strategy to apply in order to have a successful teaching-learning process.

The interview with the English teacher indicated that the students' limited numbers of vocabulary are one of major causes such as (1) internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Question) and others. (2) while the external factors are teaching method, parents, friends, facility, environment, including game. It revealed that an interesting way could encourage students to learn vocabulary more easily. Furthermore, there were many ways which could be used to develop students' vocabulary achievement, such as picture, flashcard, and game.

To overcome the problems mentioned above, this study thereby was aimed to improve the students' vocabulary mastery by using game. Huyen (2012:5) lists several main advantages when games are used in the classroom such as *(1) a welcome break from the usual routine of the language class, (2) motivating and challenging, (3) effort of learning, and (4) language practice in the various skills.* This study found out that teaching vocabulary through games was the best way. Since, the students tended to be more active in the class during teaching and learning process. For example, they were more relaxed and interested in following the learning process because they could involve in the activities.

With regard to the results described above, Crawford (2016) in Lestari (2017:10) points out that text twist is simply a word scrambling game, in which the players have to assemble words ranging from three to six letters or more. Broadly, text twist game is a language game where the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within allocated period of time. Since, this game was played in groups, the group could arrange the most letters into English words would be the winner. In

other words, the text twist game is a kind of language game applied in a group which is emphasized on arranging some letters in task given by the teacher, at the same time, the students or the players have to arrange its letters into logical words within a certain period of time. Further explained, there is a rule adopted from the expert in playing text twist game. Wright (2006:3) says that the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within a certain period of time. It means that the major rule in this game is rearranging some letters given into as many as English words as possible with timing duration given.

In reference with the description above, Jay (2006, in Desmanto, 2016:18) argues that if the player has completed the target word, they may continue to more complex part. So, if, for example, the player had arranged the letters correctly, they may continue to the next stage or round. It is now obvious that the main rule in playing text twist game is concerned with rearranging some letters in each stage into correct English words as many words as possible within time allocated.

METHODS

This research was intended to find out whether or not there was a significant difference on students' vocabulary mastery after being taught through text twist game. One group pretest posttest design (T1 X T2) was used in this quantitative research. The formula of the design is proposed by Hatch and Farhady as cited by Setiyadi (2006:132). The sample of this research was XI MIA 3 class as the experimental class which consisted of 30 students. Vocabulary pre-test and post-test were the instruments used in this research.

RESULT AND DISCUSSION
Result
After pretest and posttest were administered, the results of pretest were compared with the results of posttest in order to analyze the difficerence of students' vocabulary mastery. The comparison of pretest and posttest showed that students' vocabulary mastery improved significantly due to the application of the technique.

The final results of students' vocabulary achievement improved from 29.99 in the pretest to 32.93 in the posttest. Evidently, the increase amounted to 2.93 points. The table below provides the results of the hypothesis of students' mean score of the tests.

Table 1. Paired Samples T-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post test – pre test	2.93500	2.22635	.40647	2.10367	3.76633	7.221	29	.000

As can be noticed, Table 1 shows that H_1 is accepted and H_0 is rejected since t-value > t-table. Hinge on the results, the treatments given in this study provided meaningful effect towards students' achievement in vocabulary mastery. It is evident that the t-value (7.221) is higher than t-table (2.045); thus, based on adopted criteria, there was any significant difference on students' vocabulary mastery after being taught through text twist game since 7.221 > 2.045 (t-value is higher than t-table). Furthermore, viewed from the mean score of pre-test and post-test, the students' score improved 2.93 points from 29.99 to 32.93. In sum, there was an improvement on students' vocabulary mastery after being taught through this technique. The following table reflects the increase of each types of content words.

Table 2. Improvement of Each Types of Content Words

No	Type of Content Words	Mean Score of Pre-test	Mean Score of Post-test	Gain	Percentage
1	Verb	24.90	25.80	0.90	13.64%
2	Noun	22.90	24.70	1.80	27.27%
3	Adjective	24.00	25.00	1.00	15.15%
4	Adverb	25.70	28.60	2.90	43.94%

Total	97.50	104.10	6.60	100%

Table 2 clearly indicates that text twist game can improve students' vocabulary mastery in all types of content words. Elements of adverbs increased the most with 2.90 points compared to other elements of content words. Next, nouns increased 1.80 points. Whereas, adjectives increased 1.00 point. In contrast, elements of verbs increased the less with 0.90 points among other types. To be more exact, it was found that the students' ability in each type of content words improved after the implementation of text twist game. This stands to reason that text twist game is effective to be applied in teaching vocabulary.

Discussion
Ordinarily, this section discusses about the results of the research mentioned before. After the data were calculated, explicitly, this study found that teaching vocabulary through text twist game was able to give a significant difference to students' vocabulary mastery. The first result comes from the gain of pre-test and post-test score. Stand on the data, the students' mean score of pre-test was 29.99 and the mean score of post-test was 32.93, the increase amounted to 2.93 points.

In this research, there was only one class used as the sample of the research. At the beginning of the research, the researcher explained there were some procedures used to find out students' vocabulary mastery. There are several tests conducted to collect the data such as pre-test and post-test. Particularly, the research was started by conducting pre-test and was finished by conducting post-test. The students were given three times of treatments. After conducting the post-test, the result was analyzed by using SPSS. In retrospect, this study found that teaching vocabulary through text twist game was effective.

As a result, the students' score of pre-test and post-test were compared to determine the students' significant difference. There was an increase of XI MIA 3 students' vocabulary mastery since the t-value was higher than t-table . It indicates that the hypothesis propose was accepted. In addition, it implies that text twist game had positive effect on students' vocabulary mastery. This evidence obviously supports the previous research finding conducted by Lestari (2017). She found that students

using text twist game could reach score higher than before. With regard to this study, it is obvious that by using text twist game, the students were able to learn vocabulary effectively since playing this game was very interesting and challenging, in line with Crawford in Lestari (2017:10) who points out that text twist is simply a word scrambling game, in which the students have to assemble words ranging from three to six letters. Final results of this research proved that text twist game is such a challenging game because the students are demanded to arrange the jumbled letters.

Viewed from the mean score of pre-test, it was objectively found that the capacity of students' vocabulary mastery was insufficient. To take a case in proof, it was difficult for the students to appropriately understand verb items. Furthermore, it was also found that the students still made several mistakes in using noun items. In terms of adjective types, the students were still confused to assign which one belongs to adjective type. In the case of the last type, dealing with adverbs, the students were confused where to put adverbs properly in a sentence. Commonly, the students were still perplexed by the use of each type of content words.

As a result of this unfortunate condition, treatments and authentic lesson of materials and tests were given relevantly to students' capacities. In relation to this, Hughes (1989:42) argues that a test, part of test, or a testing technique is said to have construct validity when the material and the tests were used to measure the ability supposed to measure. In this case, analytical exposition text was used as the material of treatments and vocabulary test in the form of multiple choice questions as the test to be measured.

In addition to the significant difference, the students also made improvement in each type of content words such as verbs, nouns, adjectives, and adverbs. The major improvement can be statistically significant on adverb types. This happened because the students were able to use adverb of manner, adverb of frequency, adverb of time, adverb of place, and adverb of degree in the materials given. Evidently, the students of XI MIA 3 of SMAN 1 Bandar Lampung were able to categorize types of adverbs used in the material by frequently consulting their dictionary while playing this game.

In addition, this research implied that the major improvement of adverbs was also caused by their daily simplest conversation. For example, during the treatments, they mostly said *"Oh, seriously?"* or *"Yes, exactly!"* in their daily conversation. It happened because those words could be uttered in a simplest way without converting those words to a complete sentence. This also supports the findings found by Hanifah (2017), she found that adverb was the type which improved the most among other types. This happened mostly because adverbs were frequently found in daily conversation.

On the contrary, Faransari's (2011) findings indicated that adverbs were the most difficult words to acquire. In her research, it was found that adverb types were the only types which did not gain any improvement due to the limitation of the material which rarely included adverbs. This research only included a few number of adverbs; therefore, the students did not make any improvement on adverbs.

In contrast, the minor improvement happened on type of verb. In this case, the students made little improvement among other types. Genuinely, in terms of vocabulary, there can be more than one of word classes belong to one word. For example the word *water* in the sentence *I water my flower every morning.* Some students considered it belonged to noun class while in fact it should be a verb. Additionally, they also still felt confused to determine some verb items like *identify* and *purify* or any other verbs which have *–y* or *–ly* suffixes. They occasionally considered those words belong to an adjective or even an adverb due to its suffixes.

Besides, in the opposite to adverbs, verbs cannot be fit in a simplest conversation in a simple way. To take a case in proof, if people are going to say kind of verbs, they need to say it in a complete sentence. While, adverbs can be uttered in a simplest way of conversation. Different from the previous research found by Iwais (2017), verbs were the types which improved the most among other types. This occurred because in his research, more adverbs were conducted in his material which was about songs. The interesting lyrics of the songs include verbs with a lot of repetition and similar verbs, for example, transitive verbs such as *make, tell*, and *receive.*

To briefly paraphrase the findings of this research, text twist game can give significant difference to students' vocabulary mastery and is able to improve all

types of content words. In point of fact, the students gained much improvement after the implementation of text twist game in their vocabulary scores. For the sake of brevity, text twist game was effective to put in every ages and grades. Text twist game also brought good impact not only to one type of content words, but also to every types of content words.

To wrap it all, it seemed that the students of XI MIA 3 class could apply the strategy without any instructions from the researcher. Widely, they enjoyed every step of text twist game. Depending the research process, they could explicitly define the meaning of words, determine the word classes, and put words into a sentence. These facts accounted for why their scores improved in the post-test. By the same token, the improvement was not only because they were able to apply the strategy, but they also enjoyed in applying the game in their vocabulary learning.

In the final analysis, it was found that text twist game was not only able to give significant difference on students' vocabulary mastery, but it also improved the students' content words achievement. In details, the types are verbs, nouns, adjectives, and adverbs. In conclusion, it could be fairly approved that text twist game is an effective technique for teaching vocabulary at the eleventh grade students of SMAN 1 Bandar Lampung.

CONCLUSION AND SUGGESTION

After the research had been conducted at the eleventh grade of SMAN 1 Bandar Lampung, and the data had been analyzed, it can be concluded that:

1. Text twist game can give significant difference to students' vocabulary mastery. It was proved by the increase of the students' mean score in the posttest which was higher than in the pretest. Indicatively, the students' mean score increased from 29.99 in the pretest to 32.93 in the posttest with the increase amounted to 2.93 points. It happened since the students were capable to get involved actively in the process of text twist game activity.

2. In terms of vocabulary items, ranging from the highest to the lowest results are listed as:

a. Verbs improved from 24.90 points to 25.80 points with gain 0.90 point with the percentage was 13.64%. They became more familiar with verb items since they consulted their dictionary while playing text twist game.

b. Referring to nouns, the students could increase their mean score from 22.90 to 24.70. The increase was 1.80 with the percentage was 27.27%.

c. In terms of adjectives, the students were able to improve their mean score from 24.00 to 25.00. the increase of this type was 1.00 with the percentage was 15.15%.

d. Adverb types are the type of content words which improved the most with the highest increased score which is 2.90 points with the percentage 43.94%. The mean score of the tests was increased from 25.70 to 28.60.

Therefore, this study has implications. Teachers are suggested to use text twist game in teaching vocabulary mastery since it bore positive impact to students' vocabulary achievement. Nonetheless, the teacher should pay attention to the time during the activity. As taken for example, when the rules of this game are introduced, the teacher is advocated to explain it as clear as possible in order to avoid some questions from the students, so it can shorten the time. Moreover, during the activity, the teacher needs to be consistent with the time given for every sections of this game. Besides, in line with the consequence that the verb was the type which improved the less, the teacher should apply effective strategies to improve these types, for example, providing more exercises to the students dealing

with verbs and guiding the students to consult more their dictionary about verb items.

However, this study is not without limitations. In relation to this, this study focused on vocabulary in English language, in the future, it is expected that other investigators focus on another aspect of English language teaching and learning process such as pronunciation, or focus on English skills such as writing, reading, listening, and even speaking. In addition, it only adopted a quantitative instrument, other instruments such as questionnaires for data, and interviews for qualitative data can be applied on further research. Additionally, this study only employed a small-size sample (n=30), larger sample size can be employed for future studies. Furthermore, since this quasi study used one group pretest and posttest design which only involved one class as the sample, the future investigators are recommended to use another design of quasi experiment such as intact group comparison design which consists of control and experimental class as the samples, and a survey to get more valid and reliable findings.

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