IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH TEXT TWIST GAME AT SMPT AINUL ULUM PULUNG PONOROGO IN ACADEMIC YEAR 2017/2018

THESIS



By:

LATIFATUN NAFIAH NIM: 210914012

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHERS' TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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ABSTRACT

Nafiah, Latifatun. 2018. Improving Students' Vocabulary Mastery through Text Twist Game of SMPT Ainul Ulum Pulung Ponorogo in Academic Year 2017/2018. Thesis, English Education Department, Tarbiyah and Teachers' Training Faculty, State Institute of Islamic Studies Ponorogo, Advisor Dra. Aries Fitriani M.Pd.

Key Word: Vocabulary Mastery and Text Twist Game

Vocabulary is one of the language aspects that is very important for studying English. But, most of the students in Junior High School as the beginners in learning and mastering lesson get much difficulty to learn English especially in vocabulary. The researcher tries to solve the problems above using game technique in teaching vocabulary. Text twist game few game technique that hoped to improve vocabulary mastery.

The objective of this research is to know the improvement of students' vocabulary through text twist game at the SMPT Ainul Ulum Pulung Ponorogo in academic year 2017/2018. The design of this research was classroom action research. The procedure included planning, acting, observing, and reflecting. The subject of this study were 14 students of seventh grade. The data collected uses observation, interview, documentation, and vocabulary test.

Result of the study showed that of teaching vocabulary through text twist game revealed that it could improve in two cycles. The minimum mastery criteria (KKM) of the test were 70. Based on the result of the in cycle one, it was found that student who got score above 70 were 5 students or 35,714%. Then, in the second cycle there were 13 students or 92,857%. Furthermore, the result of observation divided three criteria. They were bad: 42,857%, good: 50% and very good: 7,145%. Then, in the second cycle they were bad: 14,286%, good: 50%, and very good: 35,714%.

For instance, it is become important for the teachers to increase and to develop ability in teaching. The teacher should be able to use appropriate method in learning English especially in learning vocabulary to make students are more active and enthusiasm in learning vocabulary.



APPROVAL SHEET

This is to certify that sarjanas thesis of:

Name

: Latifatun Nafiah

Student Number

: 210914012

Faculty

: Tarbiyah and Teacher Training

Department

: English Education

Title

: Improving Students' Vocabulary Mastery Through Text Twist

Game at SMPT Ainul Ulum Pulung Ponorogo in Academic

Year 2017/2018

has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dra. Aries Hitmani, M.Pd NIP. 196901071 999032001 Date: 2 october, 2018

Acknowledged by

Head of English Education Department of

Tarbiyal Pand Teacher Training Faculty

State Distitute of Islamic Studies Ponorogo

Preta Rochmahwati, M. Pd

NIP. 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS STATE ISLAMIC COLLEGE OF PONOROGO

RATIFICATION

This is to certify that sarjanas' thesis of:

Name

Latifatun Nafiah

Student Number

210914012

Faculty

Tarbiyah and Teacher Training

Department

English Education

Title

Improving Students' Vocabulary Mastery Through Text

Twist Game at SMPT Ainul Ulum Pulung Ponorogo in

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Certified by

State legiture of Islamic Studies Ponorogo

HATTE 496512171997031003

Board of Examiners

1. Chairman

: Dr. Harjali, M.Pd

2. Examiner I

Dr. Dolar Yuwono, M. Pd (

3. Examiner II

Dra. Aries Fitriani, M. Pd (

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about: background of the study, identification of the problem, limitation of study, problem statement, objective of the study, significance of the study, and organization of the thesis.

A. Background of the Study

Vocabulary is one of English sub skills that must be taught to the students because vocabulary plays an important role for all language skills. Thonburry states that, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

¹ Schoot Thonbury, *How To Teach Vocabulary*, (Essex: Pearson Education Limited, 2002), 13.

Endang Fauziati states that vocabulary is central to language and of critical important to typical language learner.² The students are not only expected to be able to use the words for communicating and expressing their idea both in oral and writing form, but are also expected to select the words which are suitable with the condition, situation, and structure of sentences. Michael et. al states that vocabulary is the set of words for which writer know the meanings when the writer speaks or read orally.³ It is also impossible for people to give good responses or suitable feedback if they do not understand what the speaker speaks. When we talk about vocabulary we are also talking about particular meaning. Students must learn vocabulary of the language is they want to be able to use language in communication.

However, mastery of vocabulary is not an easy thing for students, because they have limited ability in learning and memorizing the vocabulary. Even, some students feel that English are not really needed when it is not used for communication outside the class.⁴

To teach vocabulary, the teacher's creativities, appropriate method, and the variation of the activities are required. There are some teaching aids that can be used to teach English effectively. Games are one of them. Game help and

² Endang Fauziati, *Teaching of English As a Foreign Language (TEFL)*, (Surakarta: Muhamadiyah University Press, 2010), 61.

³ Elfrida H. Hiebert & Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Roudladge Press, 2005), 3.

⁴ Virginia French Allen, *Technique in Teaching Vocabulary*, (New York: Oxford University Press, 1983), 9.

encourage many learners to sustain their interest and work. Besides, game also help teachers to create contexts in which the language is useful and meaningful.⁵

There are various game in English language learning. This game is bingo game, puzzle game, anagram game, etc. In this study, the researcher using text twist game to improve students' vocabulary mastery. Text twist game was based on another word game called anagram. It is a word phrase formed by the reordering of the letters of another word or phrase.⁶

Moreover teaching vocabulary, to students is not easy. Many students and teachers neglect to importance of vocabulary mastery. Some teachers omit vocabulary teaching from their teaching-learning activities. Some teachers also do not try to teach vocabulary in an interesting way, so many of the students get bored when studying vocabulary and become uninterested in learning vocabulary. In Indonesia, many teachers used traditional techniques in teaching vocabulary to the students, for example, students are supposed to write the vocabulary on the whiteboard. After that, the students have to pronounce it together and the last the students must remember it. And the next day when the students find the new word or the last word, they have to open the dictionary to

 $^{^{5}}$ Andrew Wright et.al, $\it Games$ for Language Learning New Edition, (Cambridge: Cambridge University Press), 2.

⁶ Harry Edwin Eiss, *Dictionary of Language Games, Puzzle, and Amusement*, (Connecticut: Greenwood Press, Inc, 1986), 32-33.

⁷ Preliminary research 8th December 2018.

look or to remember for the meaning. It becomes serious problem in English teaching-learning activity.⁸

Based on the researcher's observation on February 28th 2018 through conducting preliminary study during teaching learning English activity at the first grade at SMPT 'Ainul 'Ulum Pulung ponorogo, the researcher found that many students of first grade at SMPT 'Ainul 'Ulum Pulung ponorogo had difficulties in learning English especially in the vocabulary. It was proved by the result of the students' Pre-test in preliminary study. The mean of the students' English score was 55.45. This score is computed from the average score of each indicator and the descriptor of vocabulary mastery such as grasping and interpreting meaning, spelling, and context. Meanwhile, the Minimum Mastery Criterion-Kriteria Ketuntasan Miniman (KKM) was 70.0. The result indicates that the students' English achievement was very low.⁹

Besides, it was supported by the result of interview of the English teacher in preliminary study that the students' difficulties come from the weaknesses of students' vocabulary in VII students of SMPT Ainul 'Ulum Pulung Ponorogo. The problems are categorized into cognitive and affective problem. From the point of view of cognitive problem are: (a) the students get difficulty in grasping the meaning. When they read sentences or texts, the students can not understand the information in the passage, it dues to the fact that they do not understand the

 ⁸ Preliminary research 13th December 2018.
 ⁹ Observation at *SMPT 'Ainul 'Ulum Pulung Ponorogo*, on December 17th 2017.

meanings of the words in the text. (b) the students have difficulty in spelling. Similar with the students' way in pronouncing words, when they are asked to spell the words, they write them incorrectly. The students do not know the correct spelling of the words they used in the writing. (c) when they write simple sentences, they have difficulty to arrange the words in appropriate context of situation. It was shown when the students arrange some sentences. They were difficult to arrange the sentences in the pre-test well.¹⁰

The description above is also supported by the result of interview. The interview is conducted to know the students' opinion about vocabulary. When they are asked about vocabulary, most of them say that vocabulary is difficult.

The affective problem is seen from students' attention during teaching and learning process. They are bored with the English learning activities, so the students' attention is not optimal. Some of them do not have interest and motivation to join the English class. The students are noisy when the teacher gives an explanation and they are passively involved in teaching and learning process. Based on the problem above, the researcher finds the possible causes coming from the students and the teacher.

Firstly, the students' background knowledge which of English influences the students' mastering of words. The students who have problem in memorizing words also have problem in grasping meaning, so the process of guessing meaning takes a long time. They get difficulty to understand the information in a

¹⁰ Interview with English teacher at SMPT 'Ainul 'Ulum Ponorogo, on February 28th 2018.

sentence when they read a text. Secondly is the problem of the students' habit. They are also reluctant to bring the dictionary. They just wait until the teacher explains the material. It gives students no chance to develop their vocabulary mastery such as grasping the meaning. Moreover, some of them say that the task is too difficult, so that they easily give up and do not the task given by the teacher.

Thirdly is the way the teacher teaches is not interesting and makes the students get bored and the teaching and learning process is running monotonous. The teacher does not promote vocabulary learning by using an interesting media. Fourthly is the material not interesting. The researcher observes that teacher only uses Lembar Kerja Siswa (LKS) as the source of material. The limited of source of material influences the teachers' creativity to develop teaching material and the teacher can not measure whether the materials in the textbook are enough to develop vocabulary or not. And the last is the poor achievement of students in vocabulary and their low motivation in learning English, especially vocabulary, became serious problems for the teachers. Seeing the teachers initiate to use the appropriate technique and approach which could increase the students' interest in the learning process in the classroom. Therefore, the teacher needed to apply learning strategies, which are aimed to create an interesting atmosphere so that the students will be enthusiastic in the learning process.¹¹

Based on the phenomena above, the researcher tries to find the solution to improve the students' vocabulary by using Text Twist game in the teaching

Observation at SMPT Ainul Ulum Pulung Ponorogo, on February 28th 2017

learning process. Text Twist game is language game where way of playing this game is arranging some letters which are given by the teacher in order to form as many English word as possible within are certain period of time. This game is played in groups. The group which can arrange the most letters into English words, will be the winner. It means that the text twist game is a kind of language game that played in a group which emphasized on arranging some letters in task which got from the teacher and player or student have to rearrange its letters into correct words as fast as possible within a certain period of time.

Nurul Sofia Aulia in journal English Language states that, the advantages of this game are students will be motivated to look words up in dictionary. Also Text Twist game make students become more creative to find out the vocabulary. As the impact, students got improvement in vocabulary memorizing skill.¹³ It means that the game can make the students motivate to check the words that they do not know in dictionary. Hence, the improvement in vocabulary memorizing will more develop.

The purpose of this study is to incresed the use of text twist game in order to enhance students vocabulary mastery. During this study, it was expected to find out the technique to enhance students vocabulary mastery through text twist game.

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¹² Nurul Sofia Aulia, "The use of Manual Super Text Twist Game to Improve Students' Vocabulary Mastery," Journal of English Teaching, (Vol. II, No.2, November 2013), 3.

¹³ Ibid, 3.

B. Identification and Limitation of the Problem

Based on the background of the study, the writer identified the problems as follow:

- 1. The difficulties in understanding English material because lack of vocabulary.
- 2. The less motivation when students study vocabulary.
- 3. Many student get difficulty when they study vocabulary because they feel bored with the way of teaching vocabulary.
- 4. The game used by the teacher is monotonous, so make the students bored.
- 5. The difficulties in using the English vocabulary in the sentence.
- 6. The less technique or media to teaching vocabulary.

Based on identification problems above, the researcher contends that there are some problems that are faced by students in teaching vocabulary. They are caused teacher's technique that not suitable in teaching vocabulary, for improving the vocabulary mastery, the researcher try to offer text twist game technique to improve students' vocabulary mastery.

To avoid a far ranging discussion, this study focuses on some concern identified as follow:

- 1. This research will focus on knowing whether the use of text twist game can improve students' vocabulary mastery achievement or not.
- 2. The object of this study is improving students' vocabulary mastery through text twist game.

3. Subject of this study is seventh grade students of SMPT Ainul Ulum Pulung Ponorogo in academic year 2017/2018.

C. Statement of the Problem

Based on the background of the problem, the research problem of the study is formulated the problem as follow: Can Text Twist Game improve students' vocabulary mastery at the Seventh Grade of SMPT 'Ainul Ulum Pulung Ponorogo.

D. Objective of the Study

Based on the statement of the problem, the objective study is to investigate the use of Text Twist game in improving students' vocabulary mastery for the seventh grade students of SMPT 'Ainul Ulum Pulung Ponorogo.

E. Significance of the Study

This study is significant for two reasons; theoretically and practically.

1. Benefit of the theoretically

The writer would like to understand more how vocabulary can be thought by using text twist game improving the student knowledge on vocabulary, the result of the research can be uses an input for English teaching learning method, especially for teaching vocabulary in Junior High School.

2. Benefit of the practically

a. Teacher

- 1. It helps them to find better way to teach English vocabulary effectively and easily.
- 2. It is one way to stimulate students motivation so the teacher will be easier and enjoy in teaching learning process.

b. Students

- 1. It is one way to attracting students' motivation, in learning English
- 2. Students are expected to enjoy in the class to follow material English.

The further researcher

This research expected to give a new knowledge of the further researcher to do better research of teaching and learning cases, to solve students vocabulary problems, and also the teacher that have the similar problem with his the researcher.

F. Organization of the Thesis

This thesis will be divided to five chapters:

Chapter I Introduction; In this chapter author purpose descriptions short about target aim with object as stages to achieve aim from overall thesis article, cover, background of the study, statement of problem, objective of study, significance of study, and organization of thesis.

Chapter II; Review of literature; In this chapter discussed about: theoretical background; definition of teaching, definition of vocabulary, definition of game, and definition text twist game.

Chapter III; Research Methodology; Research method that consists of type of the object the study, setting and subject, variable of the study, action research procedure, and research schedule.

Chapter IV; The Result of Classroom Action Research. In this chapter consists of: research setting, cycles explanation, data analysis and discussion, and research schedule.

Chapter V; Conclusion; In this chapter consists of conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the research explains about: previous study, theoretical background, theoretical framework, and hypothesis.

A. Previous Study

In this part, the researcher shows and break downs some previous studies that be a guidance :

The first is a thesis entitled "The Influence of Using Text Twist Game Towards Students' Vocabulary Mastery in the Second Semester of the Eleventh Grade at SMAN 1 Penengahan in the Academic Year of 2016/2017", by Nasrudin from UIN Raden Intan Lampung. Her research set at the eleventh grade students of SMAN 1 Penengahan in academic year 2016/2017. The objective of this study was aimed to know whether there is a significance influence of using text twist game towards students' vocabulary mastery in the second semester of the eleventh grade at SMAN 1 Panengahan in academic year of 2016/2017. In his research, he used quasi experimental design. The population is the eleventh grade of SMA N Panengahan. The sample of the research was two classes consisting of 38 students for experimental class and 38 students for control class. The instruments was given in pre-test and post-test for both classes. After giving pre-test and post-test , the writer analyzed the data using the data using SPSS to compute independent sample t-test.

Based explanation above, the data analysis computed by using SPSS, it was obtained that sig. =0.000 and α = 0.05. it means Ha is accepted because sig. < α = 0.000 < 0.05, therefore, there is a significance influence of text twist game towards students' vocabulary mastery in the second semester of the eleventh grade at SMA N 1 Panengahan. ¹⁴

According to Nurul Soofa Aulia in Journal of English Language Teaching, based on his research she is said that the objective of this study is to obtain how well the game contributes for solving vocabulary problems of Junior High School students. This study was concluded by using classroom action research design. The subject of this study is VIII B students chosen by using purposive sampling technique. This research used two cycle in this study. The treatment was given in each cycle. In order to get data, she used several instruments. They were tests, questionnaires, and observation checklists. She gave several pre-tests and post-tests to obtain the improvement of the subjects' vocabulary mastery. In order to carry out the subjects' opinion and interest toward the learning process, she used the questionnaires. She also recorded the subjects' behavior in an observation checklist.

The result of this study showed that there was a significant improvement of the subjects' vocabulary mastery. It was proved by the high increase between the subjects' score of initial pre-test and final post-test. The average of the initial

¹⁴ Nasrudin, The Influence Of Using Text Twist Game Towards Students' English Vocabulary Mastery In The Second Semester Of The Eleventh Grade At SMAN 1Penengahan In The Academic Year Of 2016/2017, Thesis 2017.

pre-test scores was 64, while the average of the final post-test was 80. In addition, the subjects gave positive perception, opinion, and interest toward the learning process by using the game. This fact was supported by the result of the questionnaires.

Moreover, participation of the subjects increased after the treatment was given. The subjects were more enthusiastic in participating the learning process. This condition was based on result of the observation checklist. According to the results above, it can be concluded that game gives positive contribution to the improvement of the subjects' vocabulary mastery. The use of the game is recommended for English teachers as an alternative technique for teaching vocabulary. Through this technique, teachers are able to enhance students' interest and motivation in the learning English.¹⁵

From the explanation above, the researcher found similarity and difference with this present study. The similarity is on the implementation of game to increase students' vocabulary mastery. Beside the similarity, Nasrudin's thesis has difference with this present study. The difference is on subject and research methodology.

The thirdly from international journal, was performed by Erfan Efendi. His journal entitled *The Use of Games To Improve Vocabulary Mastery*. This journal was aims at describing the way of "got it game" and "back to the board

¹⁵ Nurul Saofa Aulia, *The Use Of Manual Super Text Twist Game to Improve Students' Vocabulary Mastery*, Journal 2013.

game" in improving vocabulary mastery of the seventh grade students of SMPN 5 Malang. The research design in this study is classroom action research (CAR) design in which the researcher acts as the teacher who leads teaching activity. The data were required from two major sources: the qualitative and the quantitative one. The qualitative is taken from observation checklist and field note while the qualitative is taken from the outcome of preliminary study and the test given in the end of the cycle. The subject of this study is 29 students of seventh grade students of SMPN 5 Malang of 2012-2013 academic years. The cycle of this study consists of four major steps: planning, implementing, observing, and reflecting. The findings of the study present that the use of "Got It Game" and "Back to the Board Game" with the topics vocabulary of daily English communication, people's occupation, and personal care and appearance can improve students' vocabulary mastery achievement.¹⁶

The similarity of that journal with this present study is on improving vocabulary mastery using game. The other similarity is on the subject of the study. Both of those studies are focused on Junior High School students. Erfan's study focused on the students of SMP 5 Malang and this present study focuses on SMPT Ainul Ulum Pulung Ponorogo. The problem of both study are similar, where the students had difficulties in English subject because of lack of vocabulary. The students were difficult to answer the question because they did not have enough vocabulary to express their ideas. Beside those similarities, there

¹⁶ Erfan Efendi, *The Use of Game to Improve Vocabulary Mastery*, Journal 2013.

is difference of those studies. The difference is on the game which is implemented in teaching process to improve students' vocabulary mastery. That international journal used *Got It Game* and *Back to the Board Game*. However, this present study uses text twist game to improve students' vocabulary mastery. Those games are different but those can enrich the students' vocabulary.

B. Theoretical Background

1. Teaching Vocabulary

a. Definition of vocabulary

The are many definitions can be found about vocabulary from some experts, but the writer only choose several of them which are important to discuss. According to David Nunan, vocabulary is part of language that underlines the understanding of the language itself. That vocabulary is more than list of target language words. Vocabulary is part of the language system. In addition, the quality of learners' vocabulary influences the four language skills. Richard and Renandya states that vocabulary is component of language proficiency and provides much of the basic for how well students speak, listen, read, and write. Vocabulary

¹⁸ Jack C Ricahards & Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 225.

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¹⁷ David Nunan, *Second Language Teaching and Learning*, (USA: Heinle & Heinle Publisher, 1999), 1.

is part of language component and list of words that have been used by people to communicate.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. ¹⁹ Vocabulary is all the words that a person knows or uses. Moreover, Averill stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. ²⁰

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

b. Kinds of Vocabulary

In learning vocabulary that found some kinds of vocabulary.

According to Paul Nation there are two kinds of vocabulary in relation to

²⁰ Averill Coxhead, Essentials of Teaching Academic Vocabulary, (USA: Houghton Mifflin Company, 2006), 1

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¹⁹ Jim Scrivener, *Learning Teaching English*, (Oxford: Heineman Publishers, 1994), 74.

the language skills of reading, listening, speaking, and writing. ²¹ They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary is words that the learners recognize and understand when the words are used in the context, but which they cannot produce. The learners found the word in reading text but they do not use it in their speaking or writing. Productive or active vocabulary is words that the student recognizes and understand, can pronounce correctly and use in speaking and writing. In involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process. The learners produce the words to express their thoughts to others.

Similarly, Ruth Gains and Stuart Redman explained that vocabulary is divided into two types. The first is respective vocabulary, it is used to imply language items which can only be aware of and comprehended in the context of reading and listening materials. And the second is productive vocabulary. It is used to refer to language items which the learner can recollect and apply accurately in speech and writing.²²

²¹ Paul Nation, *Learning Vocabulary in another Language*, (UK: Cambridge University Press,

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^{2001), 24.}Gairns and Stuart Redman, Working with Words: A Guide to Teaching and Learning Vocabulary, (Cambridge: Cambridge University Press, 1986), 64-65.

For instance, there will be vocabulary that a learner is capable of recognizing and understanding but finds it difficult to appropriately use the vocabulary in speaking and writing context. Therefore, it is called receptive vocabulary. In another case, there will also be vocabulary which a learner can recall and use correctly in the context of speaking and writing; it is what Ruth Gains and Stuart Redman mean as productive vocabulary.

The Important of Vocabulary

Vocabulary is basic to communication so it is impossible for someone to participate in a conversation whenever she or he cannot understand or recognize the meaning of the key words used by other people. To express an idea or ask some information, a person must be able to produce lexical items to convey his/her meanings. Thus, it is very difficult for someone to participate in a conversation when he or she only has a little vocabulary. Thonmbury states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building.²³

²³ Schoot Thonburry, *How To Teach Vocabulary*, (Essex: Pearson Education Limited, 2002),

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Moreover Cameron states that building a useful vocabulary is central to the learning of a foreign language at primary level. ²⁴Vocabulary is fundamental to using the foreign language as discourse, since it is both learnt from participating in discourse and is essential to participating in it. The building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building. Vocabulary mastery is important in teaching English. Without enlarging their vocabulary, students cannot understanding. Having a good mastery of vocabulary makes it possible for them to use the language for communication because they are aware of the ideas and attitudes that are represented by words. Therefore, anyone who learned a language successfully must enlarge his or her vocabulary mastery.

To show how important vocabulary is, Bromley states that vocabulary holds some important roles in teaching-learning process.²⁵ They are as follows:

1. Promoting fluency. Students who recognize and understand many words read more quickly and easily than those with smaller

²⁵ Karen Bromely, *The Language and Literacy Spectrum*, (New York: the New York State Reading Association, 2004), 3-4.

²⁴ Lynne Cameron, *Teaching Language to Young Learners*. (Cambridge: Cambridge University, Press, 2001), 72.

- vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- 2. *Boosting comprehension*. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- 3. Improving achievement. A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher on achievement tests than those with small vocabularies.
- 4. Enhancing thinking and communication. Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

The realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the teaching vocabulary is successful. If someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

d. The Nature of Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. Before teaching the students, the teacher should

consider how to present vocabulary in class, it is necessary in making lesson plan. Before presenting vocabulary, the teacher should consider the factors as the foundation in presenting vocabulary. The teacher should know how much vocabulary to present. The following factors are:

1) The level of the learners

The teacher should know the level of her/his students whether beginner, intermediate or advanced

2) The learner's likely familiarity with the words.

The learner may have known the words before even though the words not part of their active vocabulary.

3) The difficulty of items.

The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

4) Their teach ability.

The teacher should know whether easy to demonstrate or explain the words.

5) Items are being learned for production or for recognition only.

The teacher should know whether the words for speaking and writing or listening and reading only.²⁶

 26 Schoot Thonburry, $\it How\ To\ Teach\ Vocabulary,$ (Essex: Pearson Education Limited, 2002), P. 75-76

Based on the factors above, the teacher should consider that vocabulary item should be learned in context, teacher may use other different sources if it is necessary.

There are some steps in teaching vocabulary. Hatch and Brown in Cameron describe five essential steps in vocabulary learning based on research into learners' strategies. They are: (1) having sources for encountering new words; (2) getting a clear image, whether visual or auditory or both, for the forms of the new words; (3) learning the meaning of the words; (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words. Besides, learning vocabulary is a process that always continues.

Cameron (2001:84) states, "Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again. Looking at the five steps, we can see that each step is in fact something that needs to happen over and over again, so that each time something new is learnt, or remembered.²⁷

Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure. Linse (2006: 122) stated that "learners

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²⁷Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), 84.

need to acquire vocabulary learning strategies in order to discover the meaning of new words."²⁸

Looking at the explanation above, it can be concluded that in order to have strong memorization of new words, learners need to meet the words they learn again and again then practice to use them both in spoken or written form. Thus, as English teachers, we need to facilitate and encourage students to learn and practice to use particular vocabulary again and again.

e. Principle for Teaching and Learning Vocabulary

According to Caroline T. Linse, there are seven principles in teaching and learning vocabulary. Firstly is emphasize direct and indirect teaching. The second is teach vocabulary words before a new activity. Third is teach how to use context clues appropriately. Fourth is present multiple exposures to new vocabulary items. Fifth is working with information at a high cognitive and/or personal level refers to deep processing. Sixth is teach students to use dictionaries. The last is use vocabulary notebooks. It's offer students with the chances to improve a

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²⁸ Caroline Linse T, *Practical English Language Teaching: Young Learners*, (Singapore: Singapore Press, 2006), 122.

kind of vocabulary acquisition strategies and also help students have more control over their leaning.²⁹

From the statements above, it can be summarized that in teaching vocabulary, there are seven principles which English language teachers should be considered. By upholding those principles, it will give an enormous contribution in teaching learning process, especially teaching vocabulary. The teacher can teach students maximally and students get rich learning experience.

f. Technique of Teaching Vocabulary

According to Ruth Gairns and Stuart Redman, there are many techniques of vocabulary teaching. The first is visual techniques.³⁰ In this technique, the teacher can use flashcard, photographs, blackboard drawings, wall charts and realia (i.e. object themselves). Mime and gestures are also used to supplement other ways of conveying meaning. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, the teacher can give command such as open the window, open your book, etc.

³⁰ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (Cambridge: Cambridge University Press, 1986), 73.

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²⁹Caroline T. Linse and David Nunan, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), 123-127.

Another example is teaching part of body, the teacher can give command such as raise your hand, put your left hand on your head, etc.³¹

The second is verbal techniques. Teacher can use of illustrative situations (oral or written). This is most helpful when items become more abstract. Teachers often use synonymy with low level students, where inevitably the have to compromise and restrict the length and complexity of their explanations.³²

The third is translation. This technique can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English.³³

From the explanation above, the researcher concludes that teaching vocabulary is based on these three techniques. The first is using visual aids such as flashcard, photographs, blackboard drawings, wall charts, etc. The second is using verbal explanation to illustrate abstract items. And the last is translate vocabulary to mother language.

2. Text Twist Game

a. Definition Game

As the writer mentioned in the previous chapter, most of junior high school students admitted that they are usually bored in vocabulary

³¹Ibid, 73.. ³² Ibid, 74.

³³ Ibid, 75.

learning. They have never changed their learning habits, they just have sto find out some word that they think it is unfamiliar word, asked to the teacher and let the teacher translated the word. It makes them learn passively because they have no time to interact with the new word. Additionally, translating is not always an effective way to introducing the new word to the students. In this study, the writer tried to use certain game that is text twist game to improving students' vocabulary mastery in learning English. Before we talk wholly about the text twist game, we have to know what the game is.

According to Paul Nation, games are any fun activities which give young learners opportunities to practice the foreign language in a relaxed and enjoyable way. So, games should be fun. They are not just an entertainment but a way of getting the students to use the language in the course of the game.³⁴ In addition, according to Wright, the word 'game' means, an activity which is entertaining and engaging, often challenging and an activity in which learners play and usually interact. Therefore the game does not only help to learn new vocabulary or grammar but also develop learners' social and communicative skills, their sense of fair play and encourage and increase cooperation.³⁵

³⁴ Paul Nation, *New Ways Of Teaching Vocabulary*, (USA: Teacher Of English To Speaker Of Another Language / TESOL Inc, 2003), P. 30.

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³⁵ Evelyn Hatch & Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (Cambridge: Cambridge University Press, 1995), 1.

Jaremy Harmer states that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class.³⁶

From the explanation above, it can be concluded that what differentiates language games from other activities in EFL classroom is because games coincide principally in three aspects: goal, rules, and enjoyment. While performing games, there is always a goal to reach, rules to follow, and enjoyment to experience.

b. Kinds of Game

According to Jill Hadfield which was stated in his book that the games were classifying as:

1. Information Gap Games: This type of game may be one-sided or reciprocal, where both players have information which they must pool to solve a common problem. The games may be played in pairs or small groups, where all members of the group have some information. This is an example of information gap game: Student A and B look at a picture then describe it to the partner. Listen to the partner talking

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³⁶ Jaremy Harmer, *The Practice Of English Language Teaching New Edition*, (New York: Longman Publishing, 1991), 101.

- about the picture. After that the Student A and Student B find five differences between the pictures.
- 2. Guessing Games: Guessing games are a familiar variant on this principle. The players with the information deliberately withhold it, while others guess what it might be.
- 3. Search Games: In these games, everyone in this class has one piece of information. Players must obtain all or large amount of the information available to fill in a chart or picture or to solve a problem.
- 4. Matching Games: These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity, where everyone must circulated until they find a partner with corresponding card or picture, or a pair work or small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle..
- 5. Exchanging Games: Players have certain articles, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
- 6. Board Games and Card Games: Board Games and Card Games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story.

7. Role-play Games: Players are given the name and some characteristic of a fictional character. These are not role-plays in the true sense, as the role play element is always subordinate to the use of language.³⁷

c. Text Twist Game

There are some definition of text twist game. Andrew Wright states game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others.³⁸ Game is form of play or sport with rules; children's activity when they play with toys, pretend to be somebody else, etc.

Crawford stated, text twist is simply word scrambling game, in which you have to assemble word ranging from three to six letters.³⁹ Game is a way to help students not only enjoy and entertain with the language they learn, but also practice in incidentally.

According to Mark Koprowski, this game is similar to "Scrambled Letters". The procedure is teacher write up the words with their letters shuffled (e.g. eicscen for science) on the board. When the teacher says 'go', the students, individually or in pairs, endeavor to untangle the words

³⁸ Andrew Wright et.al, *Games for Language Learning New Edition*, (Cambridge: Cambridge University Press), 1.

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³⁷ Jill Hadfield, *Intermediate Vocabulary Games*, (Essex: Pearson Education Limited, 1999),

³⁹ Jay, "*Text Twist*", (http:// Jayisgames.com/ review/ text-twist.php), accessed on January 11 th 2018 at 10.20 a.m.

as quickly as they can. He said that phrases, expressions, and idioms larger than 2 words can also be used in order to make some variations.⁴⁰

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

d. Procedure Text Twist Game

The procedures of teaching vocabulary through text twist game based on Steven J. Brams are as follow:⁴¹

- 1. Divide the class into four or five teams.
- 2. Give the aid (unstructured word with blank boxes) and tell the class to write the answer.
- 3. Choose a student from one team and ask to show the students to answer.
- 4. Each group has seven minutes to fill the word into the blank boxes.
- 5. The leaders of teams write the answer on the board.
- 6. If it is correct, give his/her team one point. If it is incorrect, choose one from the other team and look at his/hers. Give him/her the point if it is correct.

⁴¹ Steven J Brams, " *Game House*", (http://windows. Podnova.com/trends/super text twist. html), accessed on January 12 th 2018, at 09.00 a.m.

⁴⁰ Mark Koprowski, "*Ten Good Games for Recycling Vocabulary*" *The Internet TESL Journal*, (Vol. XII, No. 7, July/2006), http://iteslj.org/Techniques/Koprowski-RecylingVocabulary.html, retrieved on September 27th 2015 at 11:11 p.m.

- 7. Write incorrect word on the board. Tell the class to correct any mistakes they have made.
- 8. Each team translates the words in the blank box and makes a sentence based on the words in each box.
- 9. The students may open the dictionary.
- 10. After the students finish making a sentence, he/she collects to the teacher.

The researcher would like to follow the step below:

- 1. Divide the class into four or five teams
- 2. Give the students some letter on the piece cartoon paper.
- 3. Choose a student from one team and ask to show the students to answer.
- 4. Each group has five minutes to fill the word into the blank boxes.
- 5. The leaders of teams write the answer on the board.
- 6. If it is correct, give one point. If it is incorrect, choose one from the other Give him/her the point if it is correct.
- 7. After the students finish making a sentence, he/she collects to the teacher.

e. Advantage and Disadvantages of Text Twist Game

As one of the cooperative learning technique which give the students chance to work in group, text twist game, has some advantages, such as:

- 1) It is not use a monotonous activity.
- 2) It is fun for students
- 3) It helps them learn and acquire new word easily.
- 4) It involves friendly competition and keeps students interest.
- 5) It serves students to learn pronouncing and spelling words.
- 6) The students more active then teacher.

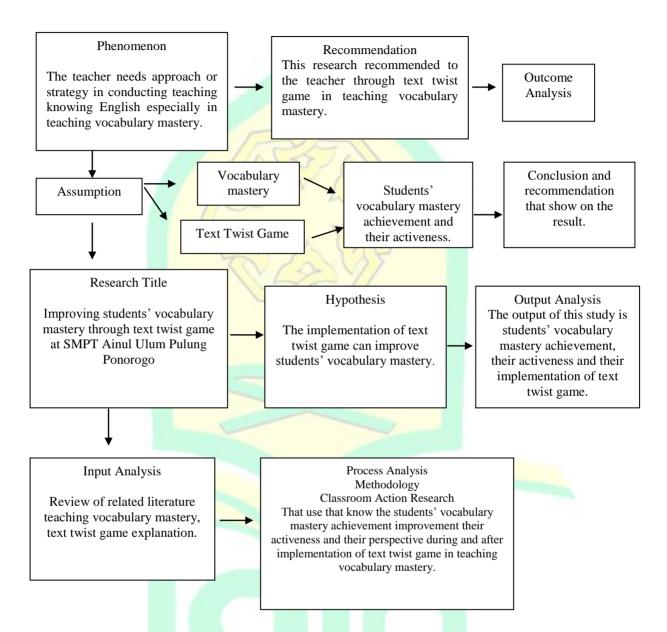
In additional, this game are students will be motivated to look words up in dictionary. Also, text twist game make students become more creative to find out the vocabulary as the impacts Students got improvement in vocabulary memorizing skill.

There are several disadvantages of using text twist game for students vocabulary mastery. The disadvantages include:

- Needs more preparation for teacher for time allocation, such as time for divided a group.
- 2) The class noisy some students not care when some students play the games.

Moreover, the disadvantage of this game are no clues to solve the answer, so students will busy to find out the answer. The game may be time-consuming activity if the teacher cannot control the class very well. Another disadvantages the class will uncontrolled because of the noise that is made by the students.

C. Theoretical Framework



Based on chart above, the research found the problem in students' vocabulary mastery at SMPT Ainul Ulum Pulung Ponorogo. The English teacher needs strategy or technique in conducting teaching vocabulary mastery. By this problem the researcher assumed that the students' problems related their

vocabulary is caused by some factors. The problems can be solved by the appropriate strategy. Here the researcher used text twist game to improve students' vocabulary mastery. Viewing the problems, the researcher conducted a study entitled improving students' vocabulary mastery through text twist game at SMPT Ainul Ulum Pulung Ponorogo.

The literatures discussed in this study were vocabulary mastery, and the usage of text twist game. The research methodology was classroom action research. It helped the researcher to know the students' vocabulary achievement, activeness, and perception before and after taught by text twist game. The usage of text twist game in teaching vocabulary mastery hopefully show the significant different before taught by using text twist game and after taught in students' vocabulary mastery. It means after this study, students' vocabulary mastery will be improved. So the teacher can use text twist game to teach vocabulary mastery.

D. Hypothesis

Hypothesis can be defined as temporary answer to the problems of the research before it is finally confirmed through the collected data. In this research, the research formulated the hypothesis as follow: Text Twist Game can Improve Students' Vocabulary Mastery at SMPT Ainul Ulum Pulung Ponorogo.

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CHAPTER III

RESEARCH METHOD

This chapter presents the research methods used in this research. It is divided into fifth parts. They are classroom action research object, research setting and subject, variable of the research, classroom action research procedure, and research schedule. Each of them will presented in the following discussion.

A. Classroom Action Research Object

This research is classroom action research (CAR). It focuses in improving students' vocabulary master using by text twist game. The classroom action research carried out in the second semester of the seventh grade students of SMPT Ainul Ulum Pulung Ponorogo in academic year 2017/2018. The researcher chose seventh grade which consist of 8 male students and 6 female students.

B. Setting and Research Subject

This research took place at SMPT Ainul Ulum Pulung, Ponorogo. It is located at Jl. Pulung- Mlarak No. 2 Pulung, Ponorogo. The subject in this research is the seventh grade students of SMPT Ainul Ulum Pulung, Ponorogo in academic year 2017/2018.

The researcher chose this class because from the fact and the result of interview, it was shown that the students' vocabulary mastery was still so poor.

Based on teacher's suggestion, this class has a low achievement on English

learning. The students look bored, busy themselves, and always crowded in every learning because the teacher using monotonous technique on learning. The teacher's hope with text twist game technique can help students to improves vocabulary mastery.

C. Research Variable

Based on the pre-liminary study conducted on the teaching learning process in the seventh grade students of SMPT Ainul Ulum Pulung Ponorogo in academic year 2017/2018, they are many problems found especially related to students' vocabulary mastery.

In this research, the researcher the decides the observation variable which are conducted in classroom action research. The variable of this research are:

- 1. The students' activeness in teaching learning process.
- 2. The students' achievement in vocabulary mastery.

D. Classroom Action Research Procedure

1. Definition of Classroom Action Research

This study will be applied classroom action research. The research to reveal an effort to improve the learning process students' vocabulary mastery through text twist game at the Seventh grade of SMPT 'Ainul Ulum Pulung Ponorogo in academic year 2017/2018, then use of classroom action research considered relevant in this research. Classroom action research is a research

conducted by teachers in class. It is the research conducted by the teacher in the classroom or at the school where be thought with emphasis or perfecting or improving learning process and practices. ⁴² CAR is one strategic way for teachers to improve educational service which must be held in the context of learning in the classroom and improving the quality of the overall school program.

Meanwhile, action research is the name given to a series of procedures in which teachers can engage in either they wish to improve aspects of their teaching or evaluate the success and appropriacy of certain activities and procedures. The researcher will do the research in the teaching learning process, so the researcher will know the situation in the classroom action research is small scare classroom research implemented by teacher and directed at improving learning outcomes.

According to Valsa Koshy, Action research is about working towards practical outcomes, and also about creating new forms of understanding.⁴⁴ It means that action without understanding is blind, just as theory without action is meaningless.

According to Anne Burns, Action research is the application of fact finding to practical problem solving in a social situation with a view to

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⁴² Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: PT. Rineka Cipta, 2006), 96.

⁴³ Jaremy Harmer, *The Practice of English Language Teaching New Edition*, (New York: Longman Publishing, 1991), 344.

⁴⁴ Valsa Koshy, *Action Research for Improving Practice : A Practical Guide*, (New Delhi : Paul Chapman Publishing, 2005), 14.

improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen.⁴⁵ Inherent in this statements is a critical dimension which involves reflecting on the social structures and orders which surround classrooms.

2. Model of Action Research

The Classroom Action Research using Kemmis & Targgrat design consist of four phases, they are planning, acting, observing and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problems yet. Therefore, necessary to continue to the second cycle in line with the same concept of the first cycle. The fourth components will be describe as follows:

Figure 3.1 Classroom Action Research Cycle

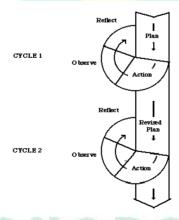


Figure 3.1 Cyclical CAR Model Based on Kemmis and Mc Taggart.

⁴⁵ Anne Burns, *Collaboartive Action Research for English Language Teachers*, (United Kingdom: Cambridge University, 1999), 30.

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According explanation above, the design of the classroom action research is cyclical process, in some cycle consisting of four phases they are:

a. Planning Phase

In this phase the researcher choose the material, and teaching aids to imply using game in teaching learning process. In planning action research, researcher had been prepared:

1. Lesson Plan

The lesson plan will be conduct the activities in teaching learning process. It will be explained correctly in the appendixes.

2. Learning Strategy

In this case the researcher chooses the text twist game as a strategy in learning English. Using text twist game start with make a groups. The researcher give the students some letter and paper. Then every groups has five minutes to fill the blank in paper. The leaders of time write answer on the board.

3. Kinds of Media or Facilities for Teaching

Teacher prepares some papers, maker and some letter to used as students work.

4. Criteria of Success

Criteria means by which someone of something was jugged. In conducting the research, criteria decision is important to know whether the action is successful or not. In this study, is determined that the criteria of successful lesson is the students' vocabulary score improves at the same as the Minimum Mastery Criterion –*Criteria Ketuntasan Minimal(KKM)* of English 70.0.

- 5. Preparing observation sheet.
- 6. Preparing students' attendance list

b. Acting Phase

In the acting phase, the action was the part of the cycle where the teacher use treatment. The researcher applied the lesson plan that was previously in the teaching learning process. The teacher use a strategy as for teaching and the researcher observed the condition of class during teaching learning process. The researcher will be implement the Classroom Action Research below:

1. Pre-Activity

The researcher will be gives greeting to open the teaching learning process in the classroom. The researcher will gives an explanation of objective of today's lesson.

2. Main Activity

The procedure of teaching vocabulary through text twist game:

- a. Divide the class into three groups
- b. Give the students some letters on the piece cartoon paper.
- c. Choose a students from one groups and ask to show the students to answer.

- d. Each groups has five minutes to fill the word into the blank boxes.
- e. The leaders of groups write the answer on the board.
- f. If it is correct, give one point. If it is incorrect, choose one from the other give him/her the point if it is correct.
- g. After the students finish making a sentence, and collects to the teacher.

3. Post Activity

The researcher gives a chance to ask some answer about students difficulty. The researcher concludes the lesson.

c. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in this class, and also carries out observation toward implementation of the acting using observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all activities in the physical classroom. It may be about the class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

d. Reflecting Phase

This phase is aimed to reflect or evaluation from there phase before, it is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

3. Technique of Data Collection

There are four instruments used by the researcher to collect the data, among other things are; interview, observation, test, and documentation.

a. Interview

Interview is dialogue that done by Interview is dialogue that done by interviewer to the interviewee (real English teachers) to get information. It can be used to value the somebody action, and the writer uses it to know the problems in teaching and learning vocabulary mastery.

Researcher planed to interview some students of seventh grade and the English teacher of SMP Terpadu Ainul Ulum Pulung Ponorogo. Researcher expects to get information about their feeling, attitude and opinion toward English teaching learning process in general and particularly after the research conducted by the researcher done.

b. Observation

Observation is act of watching the activities and creativities of learners in learning process whether inside or outside the classroom. During observations, the researcher uses observation sheet as instrument

to observe students' engagement in the teaching and learning process. 46 To get the data about activeness and cooperativeness the researcher prepared two kinds observation sheet. They were:

1) The students' activeness in teaching learning process.

The researcher observed the students whether they pay attention, asked question, and answered question. If they asked some questions, answered what researcher asked, and pay attention during teaching learning process they would get the special marked.

Table 3.1
Observation for Students' Activities

NO	NAME	Component of Activeness					S
		Active		Enthusiasm			
		P	F	G	P	F	G
1	Eka Agustin						
2	Dita Tri Agustina	1					
3	Saiful Abidin						

Note:

P: the students poor activities and enthusiasm

F: the students fair activities and enthusiasm

G: the students good activities and enthusiasm

c. Test

Test is the instrument used to collect data from the learners by using oral test, written test and etc. Test is important part of every teaching

⁴⁶ E. Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya Offset, 2009), 69.

and learning experience. Test (assessment) is intended to measure the respondents' knowledge or other abilities.⁴⁷

In this study, test will be carried in the end of each cycle. test will be analyzed by students' score in target achievement. The result of test is classified into categories of extremely good, good, fair, low and extremely low. The levels of students' score are as follows:

1) Extremely good : 80-100

2) Good : 70-79

3) Fair : 60-69

4) Low : 50-59

5) Extremely low : 0-49

d. Documentation

Documentation is the instrument used to collect or to record data about the past events during the research which is documented. The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

4. Technique Data Analysis

Data analysis is one of the important steps in research activity. Data analysis in this research was qualitative and quantitative data.

⁴⁷*Ibid*, 69.

a. Quantitative

Quantitative is used to show how far this strategy can improve students vocabulary mastery in descriptive text. The data from the test was analyzed by using calculating the mean.

The formula is:

$$\mathbf{M}\mathbf{x} = \frac{\Sigma f X}{n}$$

Where:

Mx : mean

Σ : sum of score

f : frequently

x : total score

n : total numbered of the students

it also analysis by using percentages method, as follow:

$$P = \frac{fi}{n} x 100\%$$

Where:

P : percentage

f : frequency of answer

n: the numbered of respondent

b. Qualitative

Qualitative data is obtained from the result of observation of the students' activeness and cooperativeness from teaching vocabulary

mastery using text twist game in the form of documentation. The stages of data analysis applied in the following:

1) Data Reduction

Data reduction is involves classifying, selecting, simplifying and transforming the data. The data was reducted give information clearly.48

2) Data Display

Data display is arranging the primary data systematically to make a simple data and meaningful. According in Miles and Huberman, "the most frequent from of data display from qualitative research data in the past has been descriptive text. 49

E. Research Schedule

Researcher follows some steps in collecting data, such as giving treatment and giving post test. In order to make easy for arranging this study, researcher needs a schedule. The following is schedule of data collecting used in this study.

 $^{^{48}}$ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: PT. Albeta.2006), 338. $^{49}Ibid,\,341.$

Table 3.2 the schedule of CAR

No	Plans	Month	Date	Year
1.	The research planning	March	5-12	2018
2.	Analysis of the research	March	13-20	2018
3.	Conducting research	March	20-30	2018
4.	Hypothesis testing	April	1-10	2018
5.	Reporting research	April	11-20	2018



CHAPTER IV

RESEARCH RESULT

This chapter presented the research setting, cycle explanations, data analysis, and discussion according to the two cycles: cycle I and cycle II. Each cycle described four components of classroom action research that consist of planning, acting, observing, and reflecting.

A. Research Setting

The researcher was conducted this research in SMPT Ainul Ulum Pulung Ponorogo that located at Jl. Pulung-Mlarak No.2 Pulung Ponorogo. After the thesis proposal approved by advisor, researcher looked for data related with the problem of learning English especially in students' vocabulary mastery. After the researcher got the data of the problem learning students' vocabulary mastery there, the researcher asked the permission from the headmaster of SMPT Ainul Ulum Pulung Ponorogo.

The classroom action research was done from 1th March until 20th April 2018. It was done two cycles. The subject of the research was the seventh grade that consist of 14 students with 6 females and 8 males students.

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B. Research Explanation

In this research, classroom action research is divided on two cycles. Each cycles contained planning, acting, observing, and reflecting. The details are as follows:

1. Cycle I

This cycle was conducted for three meetings. The first meeting was used to teach the material by using text twist game technique. The second meeting was observed and the third meeting was reviewing and competence test was conducted on March, 13th until 20th. The explanations were given below:

a. Planning

In this phase, the researcher planned about everything for her research based on the information she got earlier from the English teacher of SMPT Ainul Ulum Pulung Ponorogo. The researcher prepared the action to improve students' vocabulary mastery. The activities in the phase were involving:

1. Make lesson plan based on theme

The researcher prepared the lesson plan for first cycle with the theme "Panda".

2. Prepared the material

The material was descriptive text. Descriptive text is text which present information about something specifically. The generic structure of descriptive text is:

- a. Identification: introduce a particular person or thing or place.
- b. Description: describing physical appearance, quality, behavior, etc.
 And the language feature of descriptive text is using simple preset,
 using adjective, and using of has or have.

3. Prepared the research instruments

The researcher prepared the research instruments, as follows:

- 1. Observation sheet which would be used in observation the activities of students in the class like activeness.
- 2. Evaluation sheet which would be used in the test.

b. Acting

The first cycle was conducted on Tuesday, March 13th until March 20th, 2018. In this cycle consist of three stages of activity that is preactivity, main activity, and post activity.

1. Pre-Activity

In pre-activity researcher, started lesson by greeting the students and checking attendance list. Then, researcher did warming up activity by asking material to the students. Researcher also introduce the topic namely apperception. It takes 10 minutes. In this activity students' response was conscious in learning English because they got a new teacher and new strategy in learning English.

2. Main Activity

In main activity, researcher did activities such as: researcher explained material descriptive text in the first until third meeting of cycle I entitled "Panda" with text twist game. Students were listening and pay attention to the explanation. Researcher asked students to make a group. Each group was divided into four students. Directly, every student count one until four. And students who got number one would be in the first group, students who got number two would be the second group and so on. After dividing a group researcher gave hand out material of descriptive text entitled "Panda". Researcher gave the students some letter on the piece cartoon paper. And then, the teacher asked the students find new word, and the students fill the word into the blank boxes and wrote new word on the whiteboard.

The researcher asked to every students to make a sentence from the new vocabulary that presented by every group. The , students took note the words and make a sentence using those words. After students had finished their presentation, and evaluation was done about material in the post activity. In order to enrich their knowledge, researcher gave clarification and conclusion from students activities.

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3. Post Activity

Having finished conducting the lesson, the researcher gave some questions to the students. Then the teacher gave a feedback and closing this meeting by saying Hamdalah.

c. Observing

In this study, researcher did not only teach but also observed. While teaching, the researcher observed activeness and students' achievement. The researcher used observation sheet to record students' participant in the learning process. The teacher measured the students' activeness how they participated in the learning process, how they followed researcher' instruction in answering teacher question, and how they paid attention in English learning process. Below is the record of students' activeness during teaching learning process.

1) Observation Sheet

In the observation of the first cycle, the researcher noted the students' active and enthusiasm in during teaching learning process.

The students who had all components or one of the components, the research would give the special marked according their activeness.

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Table 4.1

The Result of Students' Activeness of Cycle I

		Component of ac			ctiveness			
NO	NAMA		Active			Enthusiasm		
		В	G	VG	В	G	VG	
1	Eka Agustin	$\sqrt{}$						
2	Dita Tri A	1					$\sqrt{}$	
3	Siti Qoni'ah	1						
4	Diah Ayu T	1						
5	Nindia Dwi S	1	1					
6	Lulu'ul N	1	/		$\sqrt{}$			
7	Nova Fitrianti	70	V					
8	Nur Ma <mark>sduq</mark> i M	27	$\sqrt{}$			$\sqrt{}$		
9	Ariya Di <mark>pa P</mark>	V				$\sqrt{}$		
10	Moh. Zidan							
11	Moh. Luthfi A			1			$\sqrt{}$	
12	Moh. Saifudin				$\sqrt{}$			
13	Saiful Abidin		1					
14	Siti Qonitah		1					
	TOTAL	6	7	1	5	6	3	

2) Evaluation Sheet

Besides observed students' activeness, the researcher also observed students' vocabulary achievement. Below is the result of the students' achievement.

Table 4.2
The Result of Students' Vocabulary Achievement

No	Nama	Score		Note
P (NOR	KKM	Score	
1	Eka Agustin	70	70	Passed
2	Dita Tri A	70	75	Passed
3	Siti Qoni'ah	70	65	Failed

4	Diah Ayu T	70	70	Passed
5	Nindia Dwi S	70	63	Failed
6	Lulu'ul N	70	65	Failed
7	Nova Fitrianti	70	55	Failed
8	Nur Masuqi M	70	50	Failed
9	Ariya Dip <mark>a P</mark>	70	45	Failed
10	Moh. Zidan	70	55	Failed
11	Moh. Lutfi A	70	83	Passed
12	Moh. Saifudin	70	48	Failed
13	Saiful Abidin	70	50	Failed
14	Siti Qonitah	70	70	Passed

In table 4.2 the researcher found that 9 of 14 students are not achieving because they get a score below KKM. So, the researcher has to improve students' vocabulary to get score more than KKM.

d. Reflecting

From the acting and observing phase, the researcher took reflection. The reflection details were as follows:

1. Based on the reflection of the observation and post-test, there were still several remaining problems which needed to be solved in second cycle. Some students did not answer the teacher's question because they look very nervous. The situation of the class was very noisy when one of the students cannot answer. Some students were still poor, looked ashamed and reluctant when the teacher asked them. They answered in low voice to the teacher's question. And some students were still not enthusiast during teaching and learning process.

Therefore, it is necessary for the researcher to conduct the second cycle.

2. The result of test also has not achieve the target because there were some students who didn't get the score over the KKM (Minimum Based Criteria).

Based on the reflection above, the researcher decided to continue to the cycle II and the problem in this cycle would be solved in the next cycle. For the next step the researcher give motivation and various topics to increase their students' vocabulary mastery.

2. Cycle II

a. Planning

In the second cycle, the researcher planed about everything for her research. Based on result of observation and evaluation students of SMPT Ainul Ulum Pulung Ponorogo in the first cycle, the researcher prepared treatment in improving students' vocabulary mastery of seventh grade. The activities in stage were involving:

1) Make lesson plan on theme

The researcher prepared the lesson plan for the second cycle with the theme "Vegetable".

2) Prepared the material

In this cycle, the material was same with the first cycle; description text but in this cycle the researcher make different theme. The theme was "Vegetable".

3) Prepared research instrument

The researcher prepared the research instruments, as follows:

- 1. Observation sheet which would be used in observation the activities of students in the class like activeness.
- 2. Evaluation sheet which would be used in the test.

b. Acting

1. Pre-Activity

The second cycle was conducted on March 22th 2018 until March 29th, 2018. The researcher as the teacher did the apperception by greeting students, checking students' attendance, and giving motivation before started lesson.

2. Main Activity

In main activity, researcher did activities such as: researcher explained material descriptive text in the first until third meeting of cycle II entitled "Vegetables" with text twist game. Students were listening and pay attention to the explanation. Researcher asked students to make a group. Each group was divided into four students. Directly, every student count one until four. And students who got

number one would be in the first group, students who got number two would be the second group and so on. After dividing a group researcher gave hand out material of descriptive text entitled "Vegetables". Researcher gave the students some letter on the piece cartoon paper. And then, the teacher asked the students find new word, and the students fill the word into the blank boxes and wrote new word on the whiteboard.

In this cycle, most of students were enthusiastic and serious when they were in game, because in this game who can found a new word and who firstly wrote on the whiteboard they would be got high score and they as winner. They could be enjoyable done this game. The action planned for the second cycle was given the post-test II for the students in order to get better results, and the research emphasized the students to be more interested in learning English, especially in mastering vocabulary.

3. Post Activity

The teacher asked to the students about difficulties face during the teaching and learning process then teacher asked to the students about material which has been studied. Moreover teacher gave the feedback to the students' reflection about lesson. The last, teacher concluded the lesson.

c. Observing

In this cycle, researcher paid attention and observe during teaching learning process. The researcher filled observation sheet, it used to record all of the students' activeness and students' vocabulary achievement in teaching learning process.

1. Observation Sheet

In the observation of the second cycle, the researcher noted the students' activeness; students' active and enthusiasm during teaching learning process. The students who had all components or one components the researcher would give the special marked according their activeness.

Table 4.3
The Result of Students' Activeness of Cycle II

No	Nama	Components of activeness						
		Active			En	Enthusiasm		
		В	G	VG	В	G	VG	
1	Eka Agustin			1		1		
2	Dita Tri A			1			$\sqrt{}$	
3	Siti Qoni'ah		1				$\sqrt{}$	
4	Diah Ayu T			V			$\sqrt{}$	
5	Nindia Dwi S					1		
6	Lulu'ul N		1			1		
7	Nova Fitrianti			V		1		
8	Nur Masduqi M		1			1		
9	Ariya Dipa P		1			1		
10	Moh. Zidan	$\sqrt{}$						
11	Moh. Luthfi A			V			$\sqrt{}$	
12	Moh. Saifudin	V		r q				
13	Saiful Abidin							
14	Siti Qonitah			V				
TOT	AL	3	5	6	2	7	5	

2. Evaluation Sheet

Besides observed students' activeness, the researcher also observed students' vocabulary achievement. Below is the test result of students' vocabulary achievement.

Table 4.4
The Result of Students' Vocabulary Achievement of Cycle II

No	Nama	Score		Note
	(~ ~	KKM	Score	
1	Eka Agustin	70	100	Passed
2	Dita Tri Agustina	70	100	Passed
3	Siti Qoni'ah	70	95	Passed
4	Diah Ayu T	70	95	Passed
5	Nindia Dwi <mark>S</mark>	70	95	Passed
6	Lulu'ul N	70	100	Passed
7	Nova Fitrianti	70	100	Passed
8	Nur Masduqi M	70	90	Passed
9	Ariya Dipa P	70	85	Passed
10	Moh. Zidan	70	80	Passed
11	Moh. Luthfi A	70	100	Passed
12	Moh. Saifudin	70	65	Failed
13	Saiful Abidin	70	80	Passed
14	Siti Qonitah	70	100	Passed

d. Reflecting

The action in cycle II made great improvement result. The teaching-learning processes were better than cycle I. The students enjoyed every single activity and became more enthusiastic than before. They paid more attention to the lesson, answered teacher's questions, and took part in learning activities (both in group, individually and in pair). The class

became more attractive and fun. And the result of test was also increase. All of students reached the minimum score based from KKM. They got score above 70. It means that the students achievement was satisfied and they already passed the KKM (Minimum Based Criteria).

C. Data Analysis

Process data analysis as the result of study include improvement of activeness and vocabulary achievement. The implementation of the text twist game in teaching vocabulary mastery had two cycles as follow:

1. Result of Cycle I

a. The Result of Students' Activeness in the Class

Table 4.5
The Result of Students' Activeness of Cycle I

Component of Activeness	Criterion			
	Bad	Good	Very Good	
Students' Active	6	7	1	
Students' enthusiastic	5	6	3	

Based of the amount above, it can be stated in a percentage by a formula below:

$$percetage = \frac{f}{n} \times 100\%$$

Explanation :

P : percentage

f : frequency students appeared

n : the number of respondent

Here is calculating of the observation the data:

- a. Students' Active in the Class
 - 1. Students' bad Activeness

$$p = \frac{6}{14} \times 100\%$$
$$= 42,857\%$$

2. Students' good Activeness

$$p = \frac{7}{14}x \ 100\%$$
$$= 35,714\%$$

3. Students' very good Activeness

$$p = \frac{1}{14}x \ 100\%$$
$$= 7,142\%$$

- b. Students' enthusiasm in Class
 - 1. Students' bad enthusiasm

$$p = \frac{5}{14}x \ 100\%$$
$$= 35,714\%$$

2. Students' good enthusiasm

$$p = \frac{6}{14} x 100\%$$
$$= 42,857\%$$

3. Students' very good enthusiasm

$$p = \frac{3}{14} x 100\%$$
$$= 21,429\%$$

c. The Result of Students' Vocabulary Achievement

Table 4.6
The Result of Students' Vocabulary Achievement of Cycle I

No	Nama	Score		Note	Criterion
		KKM	Score		
1	Eka Agustin	70	70	Passed	Good
2	Dita Tri A	70	75	Passed	Good
3	Siti Qoni'ah	70	65	Failed	Fair
4	Diah Ayu T	70	70	Pas sed	Good
5	Nindia Dwi S	70	63	Failed	Fair
6	Lulu'ul N	70	65	Failed	Fair
7	Nova Fitrianti	70	55	Failed	Low
8	Nur Masduqi M	70	50	Failed	Low
9	Ariya Dipa P	70	45	Failed	Extremely
			~		low
10	M. Zidan. I.A.K	70	55	Failed	Low
11	M. Luthfi Aziz	70	83	Passed	Extremely
		100			good
12	Moh. Saifudin	70	48	Failed	Extremely
					low
13	Saiful Abidin	70	50	Failed	Low
14	Siti Qonitah	70	70	Passed	Good
	Total finish	7 -	864	5	

Beside the student activeness and enthusiasm during learning process the researcher measured the students' skill by giving the vocabulary test. It will be measured with:

$$MX = \frac{\Sigma f x}{n}$$
$$= \frac{864}{14}$$
$$= 61,71$$

Based on table 4.2 it can be seen the percentage of passed and failed students are as following:

Percentage =
$$\frac{f}{n} \times 100\%$$

a. Percentage of passed students

$$p = \frac{5}{14}x \ 100\%$$
$$= 35,714\%$$

b. Percentage of failed students

$$p = \frac{9}{14} \times 100\%$$
$$= 64,286\%$$

2. Result of Cycle II

In cycle II, the researcher did the observation during teaching and learning process. Based table 4.3 it can be seen, that the activeness; the students pay attention, students asked question, and student answer teacher question are following:

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a. Result of Students' Activeness

Table 4.7
The Result of Students' Activeness of Cycle II

ASPECTS		CRITERIA					
ASPECTS	Bad	Good	Very Good				
Activeness	3	5	6				
Enthusiast	2	7	5				

Here is calculating of the observation the data:

- a. Students' Active in the Class
 - 1. Students' bad Activeness

$$p = \frac{3}{14} x 100\%$$
$$= 21,428\%$$

2. Students' good Activeness

$$p = \frac{5}{14} x 100\%$$
$$= 35,714\%$$

3. Students' very good Activeness

$$p = \frac{6}{14} x 100\%$$
$$= 42,857\%$$

- b. Students' enthusiasm in Class
 - 1. Students' bad enthusiasm

$$p = \frac{2}{14} x 100\%$$
$$= 14,286\%$$

2. Students' good enthusiasm

$$p = \frac{7}{14} x \ 100\%$$

3. Students' very good enthusiasm

$$p = \frac{5}{14} x 100\%$$
$$= 35,714\%$$

b. Result of Students' Achievement

Table 4.8
The Result of Vocabulary Test of Cycle II

NO	NAME	SCORE	>	NOTE	CRITERIA
		KKM	SCORE		
1	Eka Agustin	70	100	Passed	Extremely good
2	Dita Tri A	70	100	Passed	Extremely good
3	Siti Qoni'ah	70	95	Passed	Extremely good
4	Diah Ayu T	70	95	Passed	Extremely good
5	Nindia Dwi S	70	95	Passed	Extremely good
6	Lulu'ul N	70	100	Passed	Extremely good
7	Nova Fitrianti	70	100	Passed	Extremely good
8	Nur Masduqi	70	90	Passed	Extremely good
9	Ariya Dipa P	70	85	Passed	Extremely good
10	Moh. Zidan	70	80	Passed	Extremely good
11	M. Luthfi Aziz	70	100	Passed	Extremely good
12	Moh. Saifudin	70	65	Failed	Fair
13	Saiful Abidin	70	80	Passed	Extremely good
14	Siti Qonitah	70	100	Passed	Extremely good
	Total finish	-		13	-

Beside the student active and enthusiasm, the researcher measured the students' skill by giving the vocabulary test. It will be measured with:

$$mx = \frac{\Sigma fx}{n}$$
$$= \frac{1285}{14}$$
$$= 91,79$$

Based on table 4.2 it can be seen the percentage of passed and failed students are as following:

Percentage =
$$\frac{f}{n} x 100\%$$

1. Percentage of students passed

$$P = \frac{13}{14} \times 100\%$$
$$= 92,857\%$$

2. Percentage of students failed

$$P = \frac{1}{14} x 100\%$$
$$= 7,142\%$$

Based on the observation above, could be conclude that the implementation of text twist game in improving vocabulary mastery in second cycle was successfully. It can be seen the data students' activeness and enthusiasm the following table showed the result of first cycle and second cycle.

Table 4.9
The Result of Percentage Students Active in the Class of Cycle I & II

	Criterion and percentages			
Aspect	Bad	Good	Very	
			Good	
Students' Activeness of Cycle I	42,857%	50%	7,143%	
Students' Activeness of Cycle II	21,429%	35,714%	42,857%	
ARIVE				
Students' Enthusiasm of Cycle I	35,714%	42,857%	21,429%	
	\lesssim			
Students' Enthusiasm of Cycle	14,286%	50%	35,714%	
П	14			

Students' activeness in the second cycle with the criteria very good showed better than in cycle before. The first cycle only 7,143% and the second cycle was 42,856%. Meanwhile, percentage of students' enthusiasm with criteria very good in the first cycle achieved score 21,429%, while in the second cycle, it showed score 35,714%. And the percentage of students' passed and failed score vocabulary mastery in first and second cycle could be seen the following table.

Table 4.10
The students' Passed and Filed of Cycle I & II

Comprehensive	Total of students	Percentage	Cycle
Passed	5	35,714%	Cycle I
Failed	9	64,286%	
Passed	13	92,857%	Cycle II
Failed	1	7.142%	

Based on the table above, students' vocabulary mastery in the second cycle showed better result. In first cycle only 35,714% of 14 students passed the evaluation. Then, in the second cycle 92,857% of 14 students passed evaluation.

D. Discussion

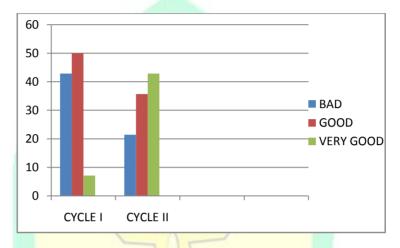
After finishing the research result and analysis data, the researcher made conclusion to answer the research problem about teaching and learning process in the classroom. Generally, the were two research variable in this observation such as students' activeness and enthusiasm during teaching learning process and students' achievement.

Based on the research variable above, the students' activeness and enthusiasm during teaching learning process and vocabulary mastery in participating of learning activities were increased. It could be shown the improvement result in the classroom from the first up to second cycles could be shown clearly as the chart below:



a. Students' Activeness

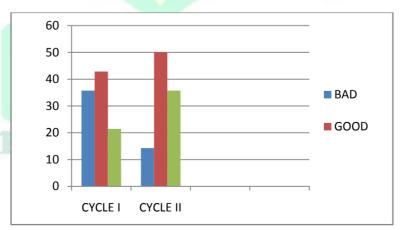
Chart 4.1
Observation Progress of Students' Activeness



Based on the chart above, it could be explained there were many improvement about students' activeness from the first cycle up to second cycle. it can be seen in chart above that students' with very good activeness increase from 8 into 43.

b. Students' Enthusiasm

Chart 4.2
Observation Progress of Students' Enthusiasm

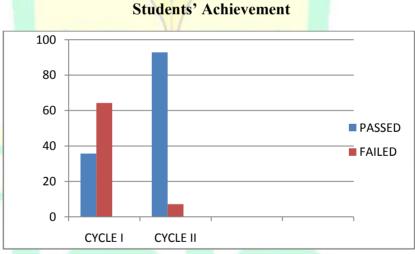


Based on the chart above, it could be explained there were many improvement about students' enthusiasm from the first cycle up to second cycle. it can be seen in chart above that students' with very good activeness increase from 21 into 35.

c. Students' Achievement

The result of test in first cycle was not stratified enough, because many students didn't reach minimum score 70. In the second cycle, all of the students passed the test and reach the minimum score. The improvement score could be seen in the chart below:

Chart 4.3



Based on the chart above, in first cycle, the passed students are not more than half of all students in the class. The result of second cycle, the passed students had increase for more than 50%. It's mean that in second cycle the students are more active and reach the standard of minimum score.

CHAPTER V

CLOSING

This chapter presents the conclusions and suggestions based on the data findings and the result of data analysis.

A. Conclusion

Teaching vocabulary by using text twist game can improve the students' vocabulary mastery. In the first cycle, quantitatively showed that the total score of the students was 864 and the mean of the students' score of the test 61. The percentage of students' score of the post test cycle I was 5 students who passed and got score 70 or up to 70 was only 35,714%. On the other hand, 9 students failed or didn't get score up to 70 and it was 64,286%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of post test in cycle I.

In the second cycle, quantitatively showed that the total score of students was 1285 and the mean of the students' score of test was 91,79. The percentage of the students score of the post test cycle II was 13 passed and got score 70 or up to 70 it was only 92,857%. On the other hand, 1 student failed or didn't get score up 70 and it was 7,142%. So, post test II of the second cycle categorized improved. Qualitatively, showed from the result of observation, it can be said that the text twist game can improve the students' vocabulary mastery.

B. Suggestion

Based on research result of using text twist game technique in improving vocabulary mastery, researcher purposes the following suggestions:

1. For the Students

The students must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they studied and always remember the vocabulary which they have.

2. For the English Teacher.

In teaching learning English, the English teacher should develop the strategy to motivate the students in improving their English vocabulary mastery. Moreover, the English teacher should give a chance to students in looking for new vocabularies. In this case, the time should not be taken by the teacher in giving new vocabularies but should be used by students in looking for their own new vocabularies.

3. For the other Researcher

There was many mistakes that probably made by researcher because of the limited time and other things. The researcher hopes for the next researcher to conduct other studies with different or teaching method or strategy that can improve the English teaching and learning process.

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