

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

### **A. Background of Study**

This study is aimed to find out the students' responses toward the use of Text Twist Game technique as a method of vocabulary teaching, especially in action verb vocabulary. An action verb is a word that expresses an action that the subject of a sentence does, did in the past, or will do in the future.

Based on the preliminary observation conducted in Junior High School in Subang, it was found that the main problem of foreign language learning is the lack of students' vocabulary mastery. The teachers said that the lack of students' vocabulary mastery affects their understanding of the learning material and the four aspects of language learning which are listening, speaking, reading, and writing (Brown, 2007). In addition, teachers' creativity to solve the problem is not as effective as it needed. They said that most common method used to teach vocabulary to the students such as mind mapping and GTM (Grammar Translation Method) which are irrelevant to the learning method nowadays did not help much to increase students' vocabulary achievement. That is why looking for a new and fresh method of teaching is highly needed to solve this problem.

Therefore, a qualitative case study to promote Text Twist Game used to increase students' vocabulary mastery is conducted. According to Crawford in

Wanda (2017), text twist is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. In other words, we can say that text twist is a game of arranging or finding words within words.

The research on promoting Text Twist Game to increase students' vocabulary mastery has been done by several researchers such as a study that was conducted by Nurul Saofa Aulia in 2013 at Semarang entitled "The Use of Manual Super Text Twist Game to Improve Students' English Vocabulary Mastery". The second study was done by Wanda Lestari in 2017 at North Sumatera, Medan which focused on improving students' vocabulary mastery by using Text Twist Game at private Islamic Junior High School Al-Hijrah 2 Lau Dendang in academic year of 2016/2017. The third study was done by Sukma Nada Desmanto in 2015, the research examined the use of Text Twist Game implemented through cooperative learning to improve students' noun vocabulary power. Another research was conducted by Sholihin in 2013 entitled "Improving Students Vocabulary Mastery by Using Text Twist Game as a Media (A Classroom Action Research) of the Seventh Grade Students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in the Academic Year 2012/2013".

As what is stated by Nasrudin (2017), Text Twist Game has some advantages as a method of learning. He said that the game will increase students' interest and work during the learning process. Besides, by using Text Twist Game it will also give more alternative for teacher to use a contextual learning in classroom. Furthermore, according to Nurul (2013), using text twist unconsciously will make the students more frequent to recall, write, and

discuss to find the English word and also will make them more often read the dictionary to find out look the meaning of the words they do not know, that is why the students will be more familiar with English vocabulary. Desmanto also says in Nasrudin (2017), that since by using this game, the students' motivation of reading dictionary was increased and affected the vocabulary memorizing skill of the students. In other words, we can say that using Text Twist Game will increase students' interest of learning, motivation of reading dictionary, and vocabulary memorizing skill.

The previous researches are conducted in classroom action research design which divided the research process into several cycles. Meanwhile, this research is going to be different from the previous research which will be conducted using a qualitative case study design in order to get a deeper comprehension toward the students' responses after being taught using Text Twist Game in vocabulary teaching. In addition, this research also will be focused on action verb vocabulary. The researcher decided an action verb vocabulary in this research since based on the preliminary observations by doing a brief interview with a teacher on 8<sup>th</sup> April 2019 in one of Junior High School in Subang that said it will be better if students know more action verb vocabulary for they are starting to learn tenses in eighth grade that will help them to understand deeper about the material. The teacher said so since verbs describe actions, and actions are dynamic and can relate to past actions, present actions or future actions, we have to understand the relationship between verb forms and time. Verbs take on three basic forms in relation to time in the past, present or future. Variations of these verb forms are possible,

such as simple past, past continuous, present perfect and present perfect continuous. These forms are necessary to relate to actions in different points in time.

This research is aimed to promote and find out the use of Text Twist Game to students' vocabulary mastery. Furthermore, this research also expected to increase students' ability in constructing simple sentence as a way to make contextual learning process which will make a deeper comprehension of the students. Thus, this research entitled **“PROMOTING TEXT TWIST GAME TO ENHANCE STUDENTS' VOCABULARY MASTERY”** is conducted.

#### **B. Research Questions**

1. How is the process of using Text Twist Game technique in action verb vocabulary teaching?
2. How are the students' responses toward the use of Text Twist Game in action verb vocabulary teaching?

#### **C. Research Purposes**

1. To find out the process of using Text Twist Game technique in action verb vocabulary teaching.
2. To find out the students' responses toward the use of Text Twist Game in action verb vocabulary teaching.

#### **D. Research Significances**

##### **1. Practical Significances**

The result of this study is expected to give some contribution for the teachers, students, and readers. This study is hoped to help teachers getting more interactive and interesting method in teaching,

especially for action verb vocabulary teaching. This research is expected to give students motivation to learn more about action verb vocabulary and help them easier to understand and memorize the vocabulary. Last, this study is also expected to give new insight to the readers regarding the process of vocabulary teaching so that the readers might practice the method discussed in this study with their kids or friends to help them understand more action verb vocabularies in various ways.

#### 1. Theoretical Significance

The result is expected to be an alternative insight in improving students' action verb vocabulary mastery and also supporting previous research regarding the effectiveness of using games in learning process especially in English vocabulary mastery.

### **E. Rationale**

According to Linse (2005), "Vocabulary is the collection of words that an individual knows". In addition, according to Hatch and Brown (1995), vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use.

According to the explanation above, vocabulary is the collection of words that someone knows and used to communicate with others.

According to Alu (2017), action verb is a verb expressing activity. The action verb expresses the activity of a noun or a noun phrase as an argument.

As what have been discussed above, vocabulary is the collection of words that someone knows and used to communicate with others. While according to Guskey(1994) in Nasrudin (2017), “Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.”

From the explanation above we can conclude that vocabulary mastery is a complete understanding of words regarding their meanings and uses.

According to Mofareh(2015), stated that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Thus, vocabulary is a fundamental element of language to be learnt since it has a big role to the fluency of language skill.

According to Nation (1990) in Nurul(2013), there are three strategies that can be used in vocabulary teaching, they are presentation strategies, training strategies, and practice strategies. Further, Wallace (1982:38) in Nurul(2013), categorized application of the techniques in some ways. One of them is group-to-group competitive playing games which are enjoyable for students.

Nurul in 2013 stated that people like to play game, whether they are young or not since playing game is a fun and useful activity, people can also get some benefits by playing game.

According to Wright in Wanda (2017), game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. It means that the game is form of play or sport with rules; children's activity when they play with toys, pretend to be somebody else, etc.

According to Crawford in Wanda (2017), text twist is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. Text Twist game is a language game where the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within a certain period of time. This game is played in groups. The group which can arrange the most letters into English words, will be the winner.

According to Aulia(2013), stated that the advantages of using text twist game can be seen as follows:

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

Furthermore, according to Desmanto (2016), 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. This means that this game is positively well received by the students and has a significant influence to the students' vocabulary memorizing skill.

## **F. Previous Studies**

There are several studies conducted by researchers concerning the use of Text Twist Game to enhance students' vocabulary mastery, also reveal several results based on their analysis.

The first study was conducted by Nurul Saofa Aulia in November 2013 at Semarang entitled "The Use of Manual Super Text Twist Game to Improve Students' English Vocabulary Mastery". This study was done using classroom action research design. The researcher made the study divided into two circles which are given treatments for each of them. To gain the data needed, the researcher used several instruments such as tests, questionnaires and observation checklists. The result of this study showed that there was a significant improvement on students' vocabulary mastery using the game. This result can be proven by seeing the enhancement of average score of pre-test and post-test, the score was increased from 64 in the pre-test to 80 in the post-test. Furthermore, the students' also gave positive opinions, perceptions and interest toward the learning process by using the game. Based on the results above, the researcher concluded that the game could give positive contribution to improve the students' vocabulary mastery in Junior High School.

The second study was conducted by Wanda Lestari in 2017, her research entitled "Improving Students' Vocabulary Mastery by Using Text Twist Game

at Private Islamic Junior High School Al-Hijrah 2 Lau Dendang 2016/2017 Academic Year". The study was take place at North Sumatera, Medan. This research was conducted using classroom action research design which divided into two cycles that applied in four meetings. The data were analyzed through qualitative and quantitative technique. The qualitative data were gain from observation sheet, interview and documentation, while the quantitative data were taken from test given to the participants. The test was given in the form of pre-test and post-test which were given in the first cycle and post-test only which were given in the second cycle. The result of data analysis showed that there were some improvements on students' vocabulary mastery from each cycles. This result can be seen from the students' pre-test score mean that was 63.95, with 6 students or 29% who successfully passed the score criteria and 15 students or 71% who did not passed the score criteria. After doing the first cycle using Text Twist Game, there was an improvement. The students' mean score was increased to 72.23 with 8 students or 38% who successfully passed the score criteria and 13 students or 62% who did not passed the score criteria. Then the researcher did the second cycle with repairing after some reflection from the first cycle, the students' mean score was improved to 83.19. Where, 18 students or 86% passed the score criteria successfully and only 3 students or 14% who did not passed the score criteria. In a nutshell, the researcher concluded that using the game could improve students' vocabulary mastery also their excitement during the learning process was also improved seen from the interview, observation sheets and photographs that showed the students' expression.

The third study was done by Sukma Nada Desmanto at Semarang in 2015. The research entitled “The Use of Text Twist Game Implemented through Cooperative Learning to Improve Students’ Noun Vocabulary Power (A Classroom Action Research at the Seven Grade of MTs Negeri Model Babakan Lebaksiu Tegal in Academic Year of 2015/2016)”. This research was done using a classroom action research design. The researcher used three instruments to collect the data. They are observation check-list, documentation, and test. All the data collected were analyzed using percentage descriptive quantitative which used a particular formula to discover the interval grade of students, and find out the classical average. The result of this research showed that the use of Text Twist Game could give an improvement to the students’ noun vocabulary mastery. The result obtained was seen from the test and observation result from the pre cycle to the second cycle. The average of tests score increased from 58.93 in pre cycle to 65.73 in the first cycle, and 76.86 in the second cycle. Finally, the result of this research come to a conclusion that the implementation of Text Twist game through cooperative learning technique can maximize the students’ noun vocabulary power.

The last study was conducted by Sholihin in 2013 at SMP Islam Al Madina Kaliombo Pecangaan Jepara entitled “Improving Students Vocabulary Mastery by Using Text Twist Game as a Media (A Classroom Action Research) of the Seventh Grade Students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in the Academic Year 2012/2013”. This study was done using a classroom action research design. The data collected in this study were

obtained from the result of written test and the check-list of observation of those three cycles conducted. The findings of the research showed that: (1) On the first cycle, there were 13 students who had got scores under the criteria Minimal Score of 70. The mean score was 66.79 as **sufficient** categorized. The students' response were not observable appear yet when being taught by using Text Twist Game as a new media in vocabulary. Teacher has difficulties to teach vocabulary by using Text Twist Game. (2) On the second cycle, the total students who had got scores under the Criteria Minimal Score got down from 13 as 2 and the mean score was 86.43 as **good** categorized. The students' concentration is increase and students are more active and creative in twisting words activity. Teacher can control teaching learning well. (3) On the third cycle, there is no students whose got scores were under the Criteria Minimal. The result of the third written test was optimal that the mean score got was 90.71 as **Excellent** categorized. The students and the teacher are to be confidence, more enjoyable, interactive and creative on this cycle. Thus, this study concluded that the use of Text Twist Game in vocabulary teaching could give some improvement to the students' vocabulary mastery.