

IMPROVING STUDENTS VOCABULARY MASTERY BY USING TEXT TWIST GAME AT SMAN 8 SELAYAR

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Abstract

This research is about the use of the Text Twist game to teach vocabulary to the tenth-grade students of SMAN 8 Selayar. The objective of this research is to find out whether or not the use of Text Twist games improves vocabulary mastery of the tenth-grade students of SMAN 8 Selayar. The research design used in this research is a pre-experimental with one group pretest-posttest design. The sample was from class X MIA 1 which consists of 25 students and a cluster random sampling technique was used for the data selection. In obtaining the data, the researchers used the test as an instrument. The researchers analyzed the data quantitatively by using inferential statistics SPSS 26. The results of the data analysis showed that by using the Text Twist game, students' vocabulary mastery improved. It can be proven by the acquisition of significance value (2-tailed) which was 0.000 ($0.000 < 0.05$). It means H_0 is rejected and H_1 is accepted. So, it can be concluded that the use of the Text Twist Game improves students' vocabulary among the tenth-grade students of SMAN 8 Selayar.

Keywords— Vocabulary, Text Twist Game, Game

INTRODUCTION

Vocabulary is one of the most important aspects of learning English, besides structure, pronunciation, and intonation. Students need the vocabulary to motivate themselves to speak, write, read and listen (Beck, 2012). If students do not master vocabulary, they may not be able to communicate their thoughts and ideas as clearly as they would like, either orally or in writing. They can't perfectly articulate what they mean when they say or explain what they want. They also not be able to read texts, such as material taught in school in books, newspapers, etc.

Harmer, J (1991:153) states that language is the body, the structure is the bones that make up the skeleton, while vocabulary is the flesh that gives shape to the body. As a result, if a person's vocabulary is insufficient, they will be unable to communicate in the target language.

According to the description above, vocabulary should be taught first before moving on to other aspects of language (Subiyati, 1992: 18). To overcome problems in learning vocabulary, the use of techniques in teaching vocabulary is one of the things that make students more interested in learning. This is because the technique can convey information about the material effectively so that students can understand it easily.

A good learning model involves students more actively, both physically and mentally. Therefore, in this study, the researchers were applying games to vocabulary learning. Derakhshan (2015) says that the learning process will be more valuable if vocabulary games are used. This method can make vocabulary learning more enjoyable, allowing students to memorize vocabulary more quickly. Students can be motivated to learn English by using games to teach them. Board games, Taboo games, crossword puzzles, Text Twist games, and other types of games can be used as educational teaching tools. In this study, the researchers employed a Text Twist game to help students improve their vocabulary because this game helps students learn more vocabulary and acquire new vocabulary that they did not know before.

The Text Twist game is a successful instructional strategy in the classroom, according to earlier research. The idea of using the Text Twist game method to improve students' vocabulary mastery at SMAN 8 Selayar excites the researchers.

LITERATURE REVIEW

a. Vocabulary

One of the main issues in teaching English is vocabulary because language implementation is a fundamental requirement for communicating ideas, thoughts, emotions, personalities, and desires. However, there is a distinction to be made between words and vocabulary. Vocabulary is indeed a word in and of itself, but the meaning is not the same.

According to Hornby (1998:1447) in Kasim (2011), The definition of vocabulary states that it includes all words that a person knows or uses, all words used in a particular language, all words that can be used to discuss a particular topic, and lists of words with definitions, particularly in books for learning foreign languages.

Without grammar, very little can be conveyed, according to Wilkins (Thornbury, 2004:13). Nothing can be communicated if there is no vocabulary. This means that if there is no

vocabulary, there is no valuable meaning that can be communicated to others. This can assist students in comprehending the communication message.

Vocabulary, as defined by Hatch and Brown (1995:1), is a list or collection of words for a particular language or a collection of words that are only known to speakers of that language. For effective language communication, vocabulary is crucial. Students with a large vocabulary will have an easier time communicating their ideas.

The American Heritage Dictionary defines a person's or group's vocabulary as the total number of words used, comprehended, or created. The large number of words that students need to be familiar with is referred to as their "vocabulary." Both the word's form and its meaning must be understood by the students.

Furthermore, vocabulary is defined as "knowledge of words or the meaning of words generally" by Hiebert and Kamil (2005:5). According to Barnhart, a vocabulary is both a collection of alphabetical and defined word lists and a collection of words used by a person, a group of people, or a profession (2008:697). According to the definitions given above, a vocabulary is a list of words that each language speaker uses. Grammar is less important in communication than vocabulary.

Vocabulary comes in many forms. Active vocabulary and passive vocabulary are the two categories of vocabulary, according to Finocchiaro (1974:73) in Nilawati (2009). Words are what students can pronounce correctly, use in speaking and writing, and have a working understanding of making up an active vocabulary. The words in students' passive vocabularies are those that they understand and can identify when they are used in context, but they never use them actively. They hear or read them, but they don't use them in speech or writing.

Vocabulary mastery is the capacity to fully comprehend a list or collection of words that make up a language and may be used by particular people, groups, or professions. One of the fundamental elements that must be mastered to acquire the four language skills is vocabulary. Given that these four language skills require word knowledge to function, it is only natural that they do so. The more students who are proficient in vocabulary, the better they will be at the language. If a student's vocabulary is too little, they will find it difficult to master reading and other subjects.

We all know that a language's vocabulary forms its foundation. Without mastering the vocabulary, we cannot improve our English. According to Zimmerman in Coady and Huckin, vocabulary is the heart of language and is crucial for learners of typical languages (1997:5).

Vocabulary is important in the following ways: (1) the ability to recognize words is aided by vocabulary knowledge; (2) one of the best measures of verbal ability is phonological awareness, which is aided by vocabulary knowledge; (3) reading comprehension in middle school is significantly predicted by vocabulary knowledge in kindergarten and first grade; (4) vocabulary difficulties significantly affect readability; (5) poverty limits the vocabulary that children learn before entering school, making it difficult for disadvantaged students to acquire an adequate vocabulary; (6) disadvantaged students have a much smaller vocabulary than their superior classmates; (7) one of the most crucial tasks for English language learners is learning vocabulary; and (8) students who lack vocabulary may find it challenging to comprehend what is being read to them.

According to the explanation given, learning vocabulary is the most crucial component of learning English because it enables students to comprehend what they read and hear in class and to interact with others effectively. It will be difficult to master a language if you do not know or understand a certain amount of vocabulary. Learning new vocabulary entails not only memorizing word forms but also comprehending their meanings. People who have limited vocabulary will be unable to understand what others are saying, resulting in communication gaps. People must understand what they are talking on order to communicate effectively.

When learning vocabulary, there are some crucial factors to take into account. Lado, cited in Mardianawati (2012:11), asserts that vocabulary includes all aspects of word usage, word class, pronunciation, spelling, and meaning.

b. Text Twist Game

According to Derakshan (2015), vocabulary games help students communicate in English more flexibly and effectively while also bringing real-world context into the classroom. The role of games in vocabulary teaching is undeniable.

Text Twist Game is a teaching technique that encourages students to participate in class activities. The goal of this game is for the player who arranges the most letters into an English word to win. Individuals or groups can participate in this game. When they play Text Twist Game the teacher shows the students empty boxes with unstructured words and gives examples of the correct words in the boxes. This can be turned into a game by awarding one point for each correct answer (Damiri, 2015). In conclusion, the Text Twist game is a letter jumble in which students must put together words using letters that start with three or more letters.

Text Twist game is an effective way to teach and learn vocabulary because they offer some benefits and drawbacks. This Text Twist game has the added benefit of encouraging students to be more creative in their vocabulary search. Students' vocabulary retention has improved as a result.

The lack of clues in this game will keep students busy as they try to figure out the answers, which is a drawback. If the teacher doesn't keep the class under control, games can take a long time. The students' chatter will also contribute to the class getting out of hand.

METHODS

Sugiyono (2014:109) defines a pre-experimental design as one in which only one group or class is subjected to pre- and post-test. There were no comparison or control groups included in this one-group pretest and posttest design.

The researchers collected data by administering a pre-test before administering treatments. Following the treatments, another test was performed. If the post-test score is higher than the pre-test score, the Text Twist game is successful at increasing students' vocabulary. The Text Twist game is ineffective for raising students' vocabulary levels if the post-test scores are the same as or lower than the pre-test scores.

The researchers used a vocabulary test as an instrument in this study. The test consists of 35 items and it is selected from the vocabulary during the treatments. There are two hundred vocabularies in the list, and the researchers analyzed the students' knowledge of those words by providing the vocabulary list and choosing to know the very clear, unclear, and unknown words. The vocabulary to be learned during treatments is about sixty (80% vague, 10% very well-known, and 10% unknown).

For the test, there was a pre-test and a post-test. Before the first meeting, the students completed a pre-test. Its goal is to evaluate students' vocabulary proficiency using traditional methods, and the post-test was administered to students at the final meeting or after treatments. Its purpose is to document the research's success or failure.

RESULTS AND DISCUSSIONS

This section provides an overview of the research results. The goal of this study, as stated previously, is to ascertain whether or not the use of a TEXT TWIST GAME enhances the vocabulary mastery of SMAN 8 Selayar students in the tenth grade. This study looked at how playing a Text

Twist game helped SMAN 8 Selayar students in the tenth grade develop their command of the English language.

In this section, the researchers go over how the treatments were administered as well as how the pre-and post-test results were interpreted. The researchers explained at the start of the study that several procedures were used to determine students' vocabulary. A pre-test and a post-test were two of the tests used to gather data. Students took a pre-test to gauge their level of vocabulary proficiency, followed by the treatments to improve their vocabulary mastery, and finally a post-test to see if there were any improvements experienced by students after the treatments.

The post-test showed a significant improvement in both scores because the mean score and standard deviation of the pre-test and post-test data were higher in the post-test than in the pre-test. Besides, the frequency and percentage scores show that the student's pre-test vocabulary mastery was average, fairly good, poor, and very poor. This is because many of them do not understand the vocabulary.

The researchers went over the test guidelines before the pre-test. The purpose of the pre-test was to ascertain the students' baseline level of vocabulary proficiency. 35 questions made up the pre-test in this study, 20 of which were about word meaning, 5 about spelling, 5 about word form, and 5 about word use in context. There are both multiple-choice and fill-in-the-blank questions.

The student test results revealed numerous errors in the meaning of words, such as 'hall' and 'hill.' They could not tell the difference in meaning between the two words. Besides, they could not spell words correctly and could not tell the difference between nouns, adjectives, and verbs, such as 'dangerous' and 'delicious.' They are also unable to use the words in context. The pre-test contained many errors, but these errors were taught during the treatment process.

In this study, after administering the pre-test, the researchers administered treatments. Four treatments were carried out by the researchers. The first meeting's material focused on nouns. After explaining the material, the researchers gave out blank pieces of paper to the students and instructed them to create new words from the letters and write them in the blank boxes. The researchers then instructed the students to write their responses on the whiteboard while they pronounced the vocabulary and the students followed. Following that, the researchers instructed the students to create simple sentences using the difficult words they found and to determine their meanings. During this process, the researchers found many

students who were unable to write down words or pronounce them correctly. They also learned that words in a language can have multiple meanings and be used in different contexts. For instance, the word "watch" can mean both "*menonton*" in the verb form and "*jam tangan*" in the noun form.

In the second meeting, the material focused on adjectives, and in the third and fourth meetings, the material focused on verbs. The steps are the same as in the first meeting. Students participate actively and with great enthusiasm in every meeting.

The researchers administered a post-treatment test to the students. In this study, the post-test was identical to the pre-test, which consisted of 35 questions, including 20 about meaning, 5 about spelling, 5 about word form, and 5 about the use of words in context. Multiple-choice and fill-in-the-blank questions are included.

This study agrees with Wright (1984), who discovered that this game encourages students to come up with new words. The Text Twist game additionally motivates students to be more imaginative and active in more in-class activities. As a result, vocabulary proficiency among students can be raised. Additionally, Trianasari (2015) found that SMA 1 Jekulo Kudus students in the tenth grade improved their vocabulary when playing a manual super Text Twist game. Sholihin (2012) found that Text Twist games at SMP Islam Al-Madina Kallimbo Pacagaan Jepara increase seventh-grade students' vocabulary.

The researchers discovered that using the Text Twist game could affect students' motivation to learn English comfortably. However, there are some drawbacks to using this method, such as the fact that this game can be time-consuming if the teacher is unable to control the class properly. Another disadvantage is that the students' noise will cause the class to become out of control. As a result, every teacher must be creative and well-prepared to implement this method.

CONCLUSIONS

Based on the results of a vocabulary mastery test administered to tenth-grade students at SMAN 8 Selayar, teaching English vocabulary using the Text Twist game resulted in a mean pre-test score of 50.92 (very poor score) and a post-test mean score of 89.64 (good score). Meanwhile, the obtained significance value (2-tailed) was 0.000, which means $0.000 < 0.05$. It is concluded that H_0 is rejected and H_1 is accepted. In conclusion, the use of the Text Twist Game improves the vocabulary mastery of tenth-grade students at SMAN 8 Selayar.

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