THE EFFECT OF TEXT TWIST GAME ON STUDENTS' VOCABULARY MASTERY AT MAS MUHAMMADIYAH 13 SEI RAMPAH

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ABSTRACT

The objective of this research was to know whether there is a significant effect of Text Twist Game toward students' English vocabulary mastery at MAS Muhammadiyah 13 Sei Rampah academic year 2020-2021. The research methodology applied was quasi experimental design. In this research, the population was the tenth grade students of MAS Muhammadiyah 13 Sei Rampah. The sample consisted of two classes, namely experimental class consisting of 18 students and control class consisting of 18 students. In experimental class, Text Twist Game was used to teach vocabulary while in control class was applied translation technique. The treatments were held in 3 meetings for each class. In collecting the data, the instrument used was in the form of multiple choice questions which had been tried out before the treatment. The instrument was given in pre-test and post-test. The data obtained were analyzed using SPSS to compute independent sample t-test. Based on the data analysis computed by using SPSS, it was obtained that Sig.= 0.000 and α = 0.05. It means Ha was accepted because Sig.< α = 0.000< 0.05. Therefore, it was concluded that there was a significant effect of Text Twist Game towards students' vocabulary mastery of English of the tenth grade students at MAS Muhammadiyah 13 Sei Rampah.

Keywords: Text Twist Game, Vocabulary, Parts of Speech

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengarug yang signifikan terhada penguasaan kosa kata Bahasa Inggris dengan menggunakan Text Twist Game bagi siswa di MAS Muhammadiyah 13 Sei Rampah tahun akademik 2020-2021. Metode penelitian yang digunakan dalam penelitian ini adalah desain kuasi eksperimental. Populasi dalam penelitian ini adalah siswa kelas sepuluh MAS Muhammadiyah 13 Sei Rampah. Sampel terdiri dari dua kelas yaitu kelas eksperimen yang terdiri dari 18 siswa dan kelas kontrol yang terdiri dari 18 siswa. Pada kelas eksperimen digunakan Text Twist Game untuk mengajar kosa kata dan pada kelas kontrol digunakan teknik penerjemahan. Perlakuan dilaksanakan dalam 3 kali pertemuan untuk setiap kelas. Dalam mengumpulkan data, instrument yang digunakan berupa soal soal pilihan ganda yang telah diuji coba sebelum pemberian perlakuan. Instrumen diberikan pada saat pre-test dan post-test. Data yang diperoleh dianalisis menggunakan SPSS untuk menghitung sampel independen t-test. Berdasarkan analisis data yang dihitung dengan menggunakan SPSS diperoleh nilai sig = 0,000 dan a= 0.05. Hal ini berarti bahwa Ha diterima karena Sig.< α = 0.000 < 0.05. Oleh karena itu, disimpulkan bahwa ada pengaruh yang signifikan dengan menggunakan Text Twist Game terhadap penguasaan kosa kata Bahasa Inggris ada siswa kelas sepuluh di MAS Muhammadiyah 13 Sei Rampah.

Kata kunci*: Text Twist Game, Kosa Kata, Jenis-jenis Kata*

INTRODUCTION

The curriculum in Indonesia emphasizes that the students must master the four language skills (listening, speaking, reading, and writing). All of those skills will be easily mastered by the students when they have mastered vocabulary. The vocabulary is expected to be able to develop communicative competence in writing and orally" (Curriculum 2013).

Vocabulary is one aspect of language that is presented in class during the teaching process. Thorn Bury (2002) says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. We can still understand the language even if we did not know about grammar. But the language tells us nothing if we do not know anything about vocabulary. Hiebert and Kamil (2005) say that vocabulary is knowledge of words and word meaning. However, vocabulary is more complex than this definition suggested. First, words come into forms: oral and print. Oral vocabulary includes words that recognize and use in listening and speaking, whereas print vocabulary includes those words that they recognize and use in reading and writing. Second, word knowledge also comes in two forms: receptive and productive.

Vocabulary is one of the important elements in building up English. By using this element, someone can communicate, learn, and think. Therefore, the learning of vocabulary is fundamental need to support some learners to master English because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary. Students are expected to use vocabulary with appropriate context and respond the meaning contained in the short functional oral text. The students also are required to be able to pronounce the vocabulary correctly. Thus, they can produce many sentences in written or spoken form in simple, accurate, smooth, and acceptable way to interact with the nearest environment.

Concerning above point of view, the teacher must anticipate how much vocabulary should be taught to the students. Therefore, in teaching vocabulary, the teacher can use a certain activity to make the students understand the meaning of words taught by the teachers so that they can use vocabulary in their daily lives and they can communicate with immediate environment.

Below table showed the preliminary data obtained before conducting the research at MAS Muhammadiyah 13 Sei Rampah.

Table 1. The Score of English Subject

No	Score	X Ipa	X Ips 1	X Ips 2	Total	%
1	≥72	22	9	13	44	39.64
2	<72	12	12	26	67	60.36
	Total	34	38	39	111	100

According to the criteria of minimal mastery for English subject MAS Muhammadiyah 13 Sei Rampah, the KKM is seventy two (72). Based on the table above, it can be seen that 39.64% students got score >70 and 60.36% students got score < 70. It showed that many students did not pass the KKM in English subject as has been set by the school. Based on the fact found, the problem was caused by the lack of vocabulary mastery. The students have very low average of vocabulary mastery. It was revealed that the teacher's way of teaching was the cause of this matter.

Because of this reason, then, it was decided to conduct a research by

applying a certain strategy in teaching vocabulary to the tenth grade students of MAS Muhammadiyah 13 Sei Rampah.

One strategy that can be used to solve this problem is by using games. It is hoped that students will learn joyfully, enjoy, and interest in learning English especially in mastering the vocabularies. There are many kinds of game such as crossword puzzle, scrabble, word square, anagram, text twist game. The game chosen in this research was text twist game. It is a game for personal computer which allows people to improve their knowledge about vocabulary by twisting some letters. This fact may support the English teacher to improve their role in teaching English. It is hoped by increasing the teaching and learning process the problem will be overcome and make the students easy to study English.

Text twist game is a language game where the way of playing this game is arranging some letters which given by the teacher in order to form as many English words as possible within a certain period of time. This game plays in groups. The group which can arrange the most letters into English words will be the winner. Concerning the implementation of this research, the text twist game is played in a group which emphasized on arranging some letters in task obtained form the teacher and the students played have to re-arranging letters into correct words as fast as possible within a certain period of time. Aulia (2013) and Lewis (2011) say that the text twist game is the inspiration of scrabble flash. It means that both text twist and scrabble are barely the same. The text twist game is adopted form scrabble flash and the word is meant as the development of something. It can be said that the text twist is a game which is developed from scrabble flash.

It is hoped that by conducting this research will give solution to the problem regarding teaching vocabularies to the students which can improve the students' achievement in English subject particularly in vocabulary mastery.

RESEARCH METHOD

This research was applied by using quantitative research with experimental design. According to Donald (2010) an experimental design is the general plan for carrying out a study with an active independent variable. In this research, it had two groups: one as a control class and the other classes as an experimental class. Sugiyono (2013), says that there are two groups chosen randomly and given pretest to know whether there is difference situation between in the experiment and control class.

This research was conducted at MAS Muhammadiyah 13 Sei Rampah located on Jl. Jend. Sudirman No. 45 A Sei Rampah in academic year 2020-2021. There were two class designed in this research: one as experimental class and the other as control class. The population was the tenth grade students. There were three classes: X_A (18 students), X_B (15 students) and X_C (18 students). Total population was 51 students. Below table showed the total population.

Table 2. Population

Class	Population
X_A	18
X_B	15
X_C	18
Total	51

The sample was taken randomly. There were two classes assigned as the sample: one as experimental taught using Text Twist Game and one as control taught using translation technique.

Before teaching vocabulary by using text twist game to the students, the students were given pre-test to know the skill of the students. After applying the text twist game, post-test was given to measure the progress made by the students. The research design was described as follows.

1. G1 or experimental class chosen randomly from the population was given pre-test and post-test. Before administering post-test, pre-test was held first in experimental class (G1) to get the data score of students' vocabulary master. After collecting the data score, the class received a treatment using Text Twist game three times. This aimed to know whether there was any difference of the students' score before and after given the treatment using Text Twist game towards students' vocabulary mastery.

2. G2 or control class also was chosen randomly from the population was given pre-test and post-test. Before administering post-test, pre-test was held first in control class (G1) to get the data score of students' vocabulary master. After collecting the data score, the class received a treatment using translation technique three times. This aimed to know whether there was any difference of the students' score before and after given the treatment using translation technique towards students' vocabulary mastery.

RESULT AND DISCUSSION

The pre-test was administered to know students' quality in vocabulary mastery before they were given treatments. The score of pre-test was used as the students' preliminary score before treatments. The score of pre-test and post-test were compared to find out the whether it was more effective technique taught in experimental class or in control class.

After giving treatments to both classes, there were scores obtained during the treatment. After that, the students were given post-test. The scores obtained in pre-test and post-test then were calculated to find out the difference in order to answer the research question and rove the hypotheses.

As the result of comparing the students' pre-test score and post-test score, it showed that the students' post-test was higher than pre-test. It was concluded that there was a significant increase of students' vocabulary mastery achievement during the treatment and in post-test. By applying Text Twist game, students were motivated to look words up in dictionary. Text Twist game also made students became more creative to find out the meaning of the vocabulary. As the impact, students got improvement in vocabulary memorizing skill. It meant that, Text Twist game gave some benefits in improving students' vocabulary mastery. Therefore, it can be concluded that students' vocabulary mastery was influenced by the Text Twist game rather than without using it.

Based on the analysis of the data and the testing of hypothesis, the result of T-test proved that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. This meant that the treatment using Text Twist game on applied in experimental class has effect

on students' vocabulary mastery. Also, based on the result obtained from comparing t-observed value and t-table value, it was found out that the t-observed was higher than t-table. The testing of the hypotheses also proved that, Text Twist game could improve each aspect of students' vocabulary mastery including word meaning. The result of pre-test and post-test also showed that the students who taught by Text Twist game got better result than the students who taught by using Translation technique.

CONCLUSION AND SUGGESTION

Based on the research finding that the mean score of post-test in experimental class was 72.94 and the mean score of post-test in control class was 69.56, it showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.001. It was lower than $\alpha = 0.05$ and it meant that Ho was rejected and Ha was accepted. This research concluded that there was significant effect of Text Twist game on students' vocabulary mastery of the tenth grade students at MAS Muhammadiyah 13 Sei Rampah academic year of 2020/2021.

By applying Text Twist game in teaching learning activity, it is hoped to dig the student's interest in English because the method is more fun and enjoyable especially in vocabulary mastery. Students not only feel more attracted in learning English vocabulary without under pressure feeling and forced, but also able to memorize words or vocabulary easier indirectly.

In relation to the conclusion, there are some points suggested. First, it is addressed to English teachers. The teachers should try a new method with interesting technique such as Text Twist game to teach vocabulary because it can help the students in recalling and memorizing new words easier. Teaching vocabulary by using Text twist game is also attractive and variously, hence, it is able to improve student's interest. To improve the students' independency, it is suggested that the teachers let the students work in groups since it can provide them with an opportunity to learn from each other in an active and involved way. In addition, it takes the control away from the teacher and gives it to the learners temporarily. Second, it is addressed to the students. The students should also have high motivation to practice what they have learnt from their teacher everywhere and every time. The students are able to increase their skill in vocabulary mastery indirectly. Third, it is addressed to other researcher. Other researchers are expected to do a similar research with a similar topic by using a wider scope and larger population. Therefore, the result is expected to be more applicable in a tertiary level.

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