

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

A SCRIPT

**By
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BANDAR LAMPUNG
2019**

ABSTRACT

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

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Vocabulary is one of the most crucial language aspects which has to be learned when students are learning a language because vocabulary plays an important role in all English skills. There are four types of content words in vocabulary such as verbs, nouns, adjectives, and adverbs. In school, many students who are still lack of vocabulary. It is believed that one of the causes that leads to the problem is inappropriate teaching technique. Therefore, the researcher used text twist game in teaching vocabulary.

Related to the problem above, the aims of this study were to find out if there was any significant difference of students' vocabulary mastery after the implementation of text twist game, and to investigate which types of content words improved the most after the implementation of text twist game. The researcher used one group pretest and posttest design. The sample of this research was XI MIA 3 students at SMAN 1 Bandar Lampung. The instruments of this study were vocabulary pretest and posttest. The data were analyzed by using repeated measures t-test in which the significance level was determined by $t\text{-value} > t\text{-table}$.

The result showed that there was a significant difference of the students' vocabulary mastery after the implementation of text twist game since the $t\text{-value}$ was higher than $t\text{-table}$ ($7.221 > 2.045$). In addition, adverb was the type of content words which improved the most after the implementation of text twist game. This indicates that text twist game facilitates the students to improve their vocabulary mastery. Besides, there were some problems found during the implementation of text twist game such as noisy class situation, limited time allocation, and the lack of students' schemata about vocabulary. Briefly, the hypothesis proposed in this research was accepted. In conclusion, it can be said that text twist game can be used to improve students' vocabulary mastery.

Keywords: text twist game, vocabulary mastery, teaching vocabulary, content words, students' improvement

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**By
Melvy Nancilia Putri**

A Script

**Submitted in a partial fulfillment of
The requirements for S-1 Degree**

In

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**DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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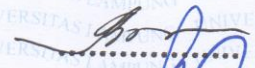
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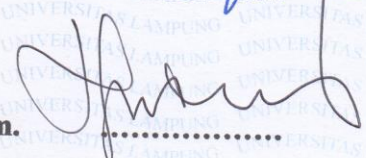
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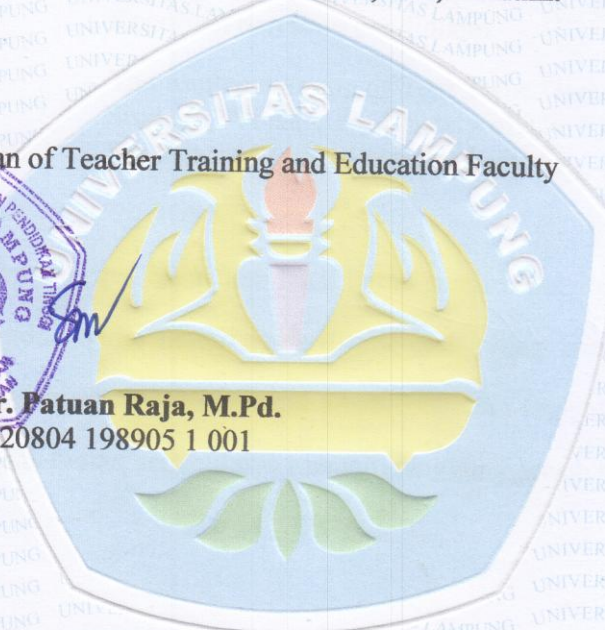
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Melvy Nancilia Putri was born in Bandar Lampung on May 23rd, 1997. She is the youngest daughter from the captivating couple, Herba Pinara and Suwarda. She only has one older sister named Maya Shella Andhiny.

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MOTTO

**If you only read the books that everyone is reading, you can only
think what everyone is thinking.**

(Haruki Murakami: Norwegian Wood)

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who blesses my life until an unspecified time, this script is proudly dedicated to:

The spirit of my life: Herba Pinara, S.Sos., and Suwarda, S.Pd.

My human diary: Maya Shella Andhiny, S.An.

My overwhelming people and my mood jumpers

My troops of English Department 2015

My almamater, University of Lampung

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The writer would like to express her gratitude and honor to all those who helped and supported the writer in completing this work. The writer would like to acknowledge her sincere gratefulness to her supervisor committee, Drs. Basturi Hasan, M.Pd., as her first advisor and Gede Eka Putrawan, S.S, M.Hum., as her second advisor, who have given assistance, knowledge, suggestions, encouragement and valuable guidance during the process of accomplishing the writing. Her sincere thankfulness also goes to Prof. Dr. Cucu Sutarsyah, M.A., who has given constructive suggestions and encouragement for the betterment of this script.

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Finally, the writer expects that this work will be meaningful to readers and will be beneficial as a reference for other researchers who want to conduct similar research.

Bandar Lampung, 10 April 2019
The writer,

Melvy Nancilia Putri

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I. INTRODUCTION

This chapter presented several points such as background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and definition of terms.

1.1 Background of The Research

Language, in daily life, is a very important tool for information. This is reasonable because it is used by people in the world as a means of communication in order to share their aims and purpose, for example asking questions and sharing ideas. Language—in practice—may have different meaning, so they will try to understand what other people say if they have different language. For this reason, people have to be able to know the meaning of language or words which is spoken or written by people to understand their aims. In relations to this, Indonesia government has formulated the policy that English is the first foreign language which is taught as a compulsory subject, which has been officially taught since 1967 under deceition of Minister of Educational and Cultural (Yusny, 2013:86). As the present time, English has been introduced since the level of elementary school or even in play groups. It is also a compulsory foreign language taught in junior high school.

However, English is not only taught in elementary and junior high school, it is also taught in senior high school and university levels. There are basically some skills which are involved in learning a language especially in English, they are listening, speaking, reading and writing. It is known that English is considered as a complex subject for Indonesian students, because, viewed from the the language aspects, English has typical structure, pronunciation, and vocabulary.

In terms of vocabulary, as stated clearly by Hatch and Brown (2001:87), vocabulary is a list or a set of words for a particular language or as a set of words that individual speakers of language might use. In general, it can be said that vocabulary items reflect as the most sufficient aspect of language. Vocabulary, in particular, plays an important role as a starting point for mastering language skills. Without vocabulary, those language skills will be impossible to be mastered by the students. Therefore, McCarthy (1990:152) states that no matter how well the students learn grammar, or how succesful the sounds of the language they are mastered, without words communication, it cannot occur in any meaningful way. It is impossible to learn a language without vocabulary. In other words, learning a language means learning its vocabulary. According to Camerron (2001:75), word is the key unit in building up skills and knowledge.

Furthermore, Nation (1990:3) indicates that words are dealt with as they happen to occur. English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenged to unveil as many of them. This is certainly unavoidable since English vocabulary items are the foundation of learning, improving students' vocabulary knowledges has become educational priority.

As stated in SMA English Curriculum (1994), the target of learning English is precisely formulated. It was stated that the students should be able to use English vocabulary for their study and daily lives. Unfortunately, in fact, most of the students in SMAN 1 Bandar Lampung were still not able to master English words as many as it should be. It was proved when the pre-observation was conducted at that school. Among other things, through interviewing the teacher, it was found that there were only few students who could get the minimum passing grade (76) or above, while most of the students could not even reach the minimum passing grade. Most of students said that learning vocabulary was complex and boring because the teacher applied the monotonous technique in teaching vocabulary.

In relation to this, this study identified some specific problems during this study's preliminary research, they were: (1) the students did not know the meaning, and also the spelling of certain words, (2) the students did not know how to put some words in a sentence meaningfully, (3) the teacher applied a monotonous technique. These conditions required the study to seek for the most appropriate strategy to apply in order to have a successful teaching-learning process.

Generally, it is presumed that high school graduates are still not able to achieve the objectives of vocabulary learning during their study at the school.

Regarding the previous studies, concerning vocabulary, Lestari (2017) conducted the research which dealt with improving students' vocabulary using text twist game, it showed that learning vocabulary for junior high school students is such a big problem. It was reasonable because the students have low ability in applying

verbs and adjectives. This indicated that they rarely practiced their vocabulary in the class.

The second previous research conducted by Desmanto (2016) whose the research dealt with junior high school students' improvement in terms of noun vocabulary power stated that this research was aimed at responding the questions such as how the implementation of text twist game is through cooperative learning to improve students' mastery of English noun after students are taught using text twist game. The problem of this research was that SMA students found difficulties in applying content words such as nouns, adjectives, verbs, and adverbs. However, the big problem the students mostly find was in applying nouns. Due to this problem, the research more specifically discussed about the nouns.

As Chung and Pannebaker (2007:345) point out clearly that there are two types of vocabulary such as content word, and function word. In memorizing word list, students cannot remember the words immediately, it needs a process. After memorizing the words, the students need to be able to remember them. The limited numbers of vocabulary mastered by the students are caused by many factors such as internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Question) and others. The external factors are teaching method, parents, friends, facility, environment, including game. The researcher realized that an interesting way could encourage students to learn vocabulary more easily. There were many ways which could be used to develop students' vocabulary achievement, such as picture, flashcard, and game.

To overcome the problems mentioned above, this study, thereby, planned to improve the students' vocabulary mastery by using game. This makes sense

because Huyen (2012:5) lists several main advantages when games are used in the classroom such as (1) *a welcome break from the usual routine of the language class*, (2) *motivating and challenging*, (3) *effort of learning*, and (4) *language practice in the various skills*. It was found that teaching vocabulary through games was the best way. Thereby, by applying the game, the students would be more active in the class during the teaching and learning process. They would be more relaxed and interested in following the learning process because there would be many activities they would do when the learning process is conducted. Theoretically, there are many games which can be applied in teaching and learning process especially in teaching vocabulary such as (1) guessing game, (2) word wall game, (3) scrabble game and (4) text twist game. This study, however, focused on the text twist game for teaching vocabulary.

More operationally, Crawford (2016) in Lestari (2017:10) points out that text twist is simply a word scrambling game, in which the players have to assemble words ranging from three to six letters or more. Broadly says, 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 period of time. This game is played in groups. The group which could arrange the most letters into English words would be the winner. In other words, the text twist game is a kind of language game played in a group which is emphasized on arranging some letters in task which is given by the teacher and the students or the players have to arrange its letters into correct words as fast as possible within a certain period of time.

In supporting the explanation above, Jay in Desmanto (2016:18) says that one of the advantages of this game is the students will be motivated to learn or increase their vocabulary mastery. This is reasonably true because text twist game enables students to be more creative to enrich their vocabulary items.

In reference to the explanation above, this study was conducted to mainly deal with the effectiveness of text twist game to find out the improvement of students' vocabulary mastery of the eleventh grade of senior high school students. Thus, the title of this research is "The Implementation of Text Twist Game in Improving Students' Vocabulary Mastery of The Eleventh Grade at SMAN 1 Bandar Lampung".

1.2 Research Questions

Concerning the background above, the problems were formulated as follows:

1. Is there any significant difference on students' vocabulary mastery after the implementation of text twist game in terms of content words at SMAN 1 Bandar Lampung?
2. Which type of content words improves the most after the implementation of text twist game at SMAN 1 Bandar Lampung?

1.3. Objectives of The Research

With reference to the background above, the objectives of the research were:

1. To find out whether text twist game is effective and good enough to improve students' vocabulary mastery in terms of content words at SMAN 1 Bandar Lampung

2. To investigate the type of content words which improves the most after the implementation of text twist game at SMAN 1 Bandar Lampung

1.4 Uses of The Research

In relation to the research questions and objectives, the finding of the research would be beneficial not only theoretically, but also practically. The uses of the research are as follows:

1. Theoretically, the result of this research is expected to confirm previous theories about teaching vocabulary through text twist game
2. Practically, the result of this research can be made as input for English teacher, especially about the process of teaching vocabulary through text twist game

1.5 Scope of The Study

This study was a quantitative reasearch which focused on finding out the result of the implementation of text twist game in improving students' vocabulary mastery of the eleventh grade students in terms of content words at SMAN 1 Bandar Lampung. This study, specifically, focused on content words rather than function words. Content words itself are the words that name objects of reality and their qualities. Those usually consist of nouns, adjectives, verbs, and adverbs. The increase of students' vocabulary achievement was measured by a set of pre test and post test in the form of multiple choice tests.

1.6 Definition of Key Terms

1. Vocabulary

As Chung and Pannebaker (2007:345) point out clearly that there are two types of vocabulary such as (1) content words, (2) and function words. This study only focused on content words.

1.1. Content Words

Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells us the objects, a verb tells us about the action happening, or the state. An adjective gives us detail about objects and people, and an adverb tells us how, when or where something is done.

1.1.1. Verbs, basically, are words that describe action or a state of being.

Verbs are always action words that can be visualized.

1.1.2. Nouns are words that refer to a person, a place or a thing, a quality or a concept.

1.1.3. Adjectives can be defined at various of the organization of language. In terms of semantic sense, it refers to express property concepts.

1.1.4. Adverbs, similar to adjectives, usually modify a verb, an adjective, or another adverb.

1.2. Functional Words

Functional words are usually used to stitch the words together. Functional words are words that have little lexical meaning or have ambiguous meaning and express grammatical relationships among other words within a sentence.

2. Game

A game is a structured form of play, it is usually undertaken for enjoyment and sometimes used as an educational tool. According to Khan (1991:142), games are activities done based on the certain rule.

3. Text Twist Game

Text twist game is a language game where the way of playing this game is by arranging some letters which are given in order to form as many English words as possible with in period of time. According to Crawford (2016) in Lestari (2017), text twist is simply a word scrambling game, in which students have to assemble letters into meaningful words ranging from three to six letters.

This chapter discussed the background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and the definition of key terms.

II. LITERATURE REVIEW

In order to reach the goal of this research, there were several points which would be discussed in this chapter. They were classifying into the following terms: previous research, concept of vocabulary, the relationship between vocabulary and grammar, concept of teaching vocabulary, games in teaching vocabulary, concept of text twist game, concept of text twist game in teaching vocabulary, advantages and disadvantages, procedures of teaching vocabulary through text twist game, theoretical assumption, hypothesis.

2.1. Previous Research

In terms of text twist game in teaching vocabulary, there were several studies proved that text twist game is effective in increasing the students' vocabulary mastery. More specifically, the previous studies would be further described below:

Firstly, Lestari (2017) stated that her research showed that the improvement of vocabulary mastery of her students increased after the implementation of text twist game. The pre-test showed that the students' vocabulary mastery was still low, it is proved by the data which showed that it was only 29% of the students

who got standard score, while 71% of the students was unsuccessful in doing the pre-test. After being given the treatment and post-test, the data surprisingly improved. It was 86% of the students who got the standard score, while only 38% of them were failed in doing post-test. Based on the questionnaire data analyses, it showed that the students were more enthusiastic in learning vocabulary through text twist game.

Secondly, Nurdianita (2015), found that text twist game can be used to teach vocabulary. It can be seen in the t-test which showed that the t-value was higher than t-table. It means that there was a significant difference between two means of control and experimental classes. The questionnaire also showed that there was significant enthusiasm during the learning process. It means that the students were interested in learning vocabulary by using text twist game.

Thirdly, Desmanto (2016) stated that the implementation of text twist game through cooperative learning can improve students' mastery of English noun after students are taught using text twist game. The result of the study showed that there was an improvement of students' ability in noun vocabulary after being taught using text twist game. It could be seen from the result of the test and observation from the pre cycle to the second cycle. The students' participation in the whole teaching learning process improved in every cycle. Finally, the result of this study showed that the implementation of text twist game through cooperative learning technique could maximize the students' noun vocabulary power.

Regarding to the previous researches above, it was found that several similarities exist between the studies and this present study. The similarities include (i) lack of

students' vocabulary mastery, and (ii) inappropriate teaching technique. Besides, several differences also be found such as (i) level of the subjects, (ii) the scope of the study, (iii) the uses of the study, and (iv) the form of the study. Therefore, this study is needed to complete and to confirm the previous studies.

2.2. Concept of Vocabulary

Theoretically, vocabulary is one of the language aspects which has to be learned when people are learning a language. In the school, learning language means learning its vocabulary. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful. Good mastery of vocabulary is important for anyone who learns the language which is used in listening, speaking, writing, and reading. Regarding to Thornbury (2002:13), without grammar, there are very little things which can be conveyed, but without vocabulary, it is nothing which can be conveyed. It definitely means that people can still understand what other people say or write in incorrect grammar, but people will not understand what other people say or write if they do not have enough knowledge about the vocabulary and the capability of using it accurately.

Setiyadi (1999:143) states clearly that vocabulary seems to be the heart of foreign language learning. According to Hatch and Brown (2001:87), vocabulary is a list or a set of words for a particular language or as a set of words that individual speakers of language might use. It is obvious that vocabulary is very important in learning a language, especially English, because English vocabulary is extremely

large and varied as well. Therefore, it is highly essential for English teachers to help their students master vocabulary.

Commonly, vocabulary is considered as the most important part on learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of vocabulary. As Richards (2002:255) points out clearly that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is defined that learning new vocabulary does not only mean memorizing the form of the word but also understanding its meaning so the students can speak or write vocabulary items meaningfully.

As mentioned earlier, vocabulary is also a list of words which is found in a particular language. Lehr, Osborn, and Hiebert (2005:2-3) point out vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension”. It is understood that vocabulary is the basic element of language. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies.

Furthermore, Jackson (2000:11) states that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Renandya (2002:580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Trask (1999:120) also states clearly that compound words may be written as one word, two words, or as hyphenated word. While idiom is a group of words

with a meaning which is different from the individual words and often difficult to understand from the individual words. Generally, vocabulary is a set of lexeme including a simple word, compound word, and idiom.

With regard to Chung and Pannebaker (2007:345), there are two types of vocabulary such as (1) content words, (2) and function words. Each of the content words can be noticed in the following descriptions:

2.2.1. Content Words

Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells us the objects, a verb tells us about the action happening, or the state. An adjective gives us detail about objects and people, and an adverb tells us how, when or where something is done. More specifically, each of the content words are further described as follows:

1. *Nouns* are words that refer to a person, a place or a thing, a quality or a concepts. Linguistically, a noun is a member of a large, open part of speech whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition (Loos, 2003, in Khaula, 2013:10). Nouns can be divided into nine types of noun, they are listed below:
 - a. *Common noun* is a noun which is not the name of a particular person, place, or thing. Common nouns in English are spelt with a lower-case (small) letter. The examples is *girl, tiger*. (Leech, 2006:20). Here are some examples in the sentences:
 1. I love the *girl* sitting next to you. She is so beautiful!
 2. A *tiger* has two sharpen tusks which can be used to pounce on its prey.

- b. *Collective nouns* refer to a group of people, animals, or things (Sargeant, 2007:17). The examples are *family*, and *committee* such as:
1. I love my *family*, they always get me up whenever I am down.
 2. The *committees* of the event we visited last night are perfectly good!
- c. *Proper noun* is a noun which consists of the name of a particular person, place, or thing. Commonly, proper nouns in English are spelt with an initial capital letter such as *Oxford*, *Eliza* (Leech, 2006:96). For example:
1. My youngest daughter who likes playing piano is named *Eliza*
 2. She has been living in *Oxford* since she accepted in Oxford University three years ago
- d. *Countable nouns* are entities which can be counted, have singular and plural forms and have a clear distinction between definite and indefinite form. (Zovko, 2014:5). Here are some examples in the sentences:
1. I buy three *books* from Gramedia such as two romantic novels, and a science fiction book
 2. There are four *keys* in this box I have brought to you
- e. *Uncountable nouns* refer to entities which cannot be counted and usually do not vary for number. They usually do not take the indefinite article but allow a contrast between an indefinite and a definite form. (Bieber et al, 1999:241). For example:
1. Give me a plate of *rice* because I am so hungry and craving for eating something
 2. Drinking a glass of *water* every single day makes us healthy
- f. Altenberg and Vago (2010:5) define that some nouns that can be perceived by our senses such as *book* and, *house*, are *concrete nouns* such as:
1. This *house* is very big and comfortable since it has been reconstructed a year ago
 2. The *book* I just bought from the bookstore is very entertaining.

g. Besides, Zamparelli (2017:10) define that *abstract nouns* refer to things that cannot be perceived by our senses. Nouns like *happiness*, and *idea* are all examples of abstract nouns. Here are some examples in the sentences:

1. I have no *idea* about the story of the movie I have just watched.
2. You cannot buy *happiness* but you can buy ice cream, it is such a source of happiness.

h. Some nouns that refer to only one thing is called *singular nouns*. Nouns like *man*, and *child* are all examples of singular nouns. (Altenberg and Vago, 2010:9). Here are some examples in the sentences:

1. The only *child* I found in that building was a girl.
2. I do not need a *man* to make me happy, I can support myself by myself.

i. *Plural nouns* are nouns which are represent more than one thing. Nouns like *men*, and *children* are all examples of plural nouns. For example:

1. I have two *children* named Joan and Valentina.
2. Those *men* block my way to go to the bookstore to buy some books.

2. In terms of *verbs*, Fitzgerald (1925) in Ed (2000:1) states “All fine prose is based on the verbs carrying the sentence.” A verb is a word that describes action or a state of being. The second part of this definition is important, as many believe that verbs are always action words that can be visualized. There are three types of verbs such as (1) action verbs, (2) linking verbs, (3) and helping verbs. More specifically, each of the content words can be seen below:

a. Action verbs are words that express action or possession. Action verbs can be either transitive or intransitive. (Jacobson, 1980:50-60). To complicate matters further, each of the content can be seen below:

1. A *transitive verb* always has a noun that receives the action of the verb, called the direct object. Here is the example in the sentence:

Laurissa raises her hand.

The verb is *raises*. *Her hand* is the object receiving the verb's action.

Therefore, *raises* is a transitive verb.

As can be clearly seen that transitive verbs sometimes have indirect objects, which name the object to whom or for whom the action was done. Here is the example in the sentence:

Abdus gave Becky the pencil.

The verb is *gave*. The direct object is the *pencil*. The indirect object is *Becky*.

2. An *intransitive verb* never has a direct or indirect object. Although an intransitive verb may be followed by an adverb or adverbial phrase, there is no object to receive its action. Here is the example in the sentence:

Laurissa rises slowly from her seat

The verb is *rises*. The phrase, *slowly from her seat*, modifies the verb, but no object receives the action.

- b. *Linking verbs* connect the subject of a sentence to a noun or adjective that renames or describes the subject. This noun or adjective is called the subject complement. Here are some examples in the sentences:

1. Jason *became* a business major who is very success.

The verb, *became*, links the subject, *Jason*, to its complement, *a business major*.

2. Lisa *is* in love with Jason who has the sweetest smile at their school.

The verb, *is*, links the subject, *Lisa*, to the subject complement, *in love with Jason (describing Lisa)*.

c. *Helping verbs* are used before action or linking verbs to convey additional information regarding aspects of possibility or time. The main verb with its accompanying helping verb is called a verb phrase. (Palmer, 1974:268). For example:

Teju is going to go to Florida. The trip might be dangerous.

Teju *is* (helping verb) *going* (main verb) to Florida. The trip *might* (helping verb) *be* (main verb) dangerous.

3. *Adjectives* can be defined at various of the organization of language, in particular, at the levels of morphosyntax, semantics, syntactic usage (Pustet, 2006:11). Adjectives, in terms of semantic sense, refer to express property concepts. From this point of view, it shows the distinguished features which are different from other parts of speech, nouns and verbs. Khamying (2007:174-179) divides adjectives into eleven kinds of words such as (1) descriptive adjective, (2) proper adjective, (3) quantitative adjective, (4) numeral adjective, (5) demonstrative adjective, (6) interrogative adjective, (7) possessive adjective, (8) distributive adjective, (9) emphasizing adjective, (10) exclamatory adjective, (11) relative adjective. More specifically, each of the content words are further described as follows:

a. *Descriptive adjective* is aimed to attribute or qualify people, animals, things, or places in order to describe its features. Here are some examples in the sentences:

1. The *rich* man who lives in the *big* house is Jeannie's father.

2. This *cute* cat is named Riri, it has green eyes and very thick fluff.
3. This *big* mosque which is named Masjid As-Salaam is located near to my house.

b. *Proper adjective* modifies noun in terms of the nationality, this type is originated from proper noun. For examples:

1. He employs some *Chinese* books to enrich his knowledge about Chinese's culture.
2. *Indonesian* food tastes so good in my tongue, everybody admits it.
3. *American* movies are my favorite movie this far because it always ends with the best plot twist I have ever watched.

c. *Quantitative adjective* modifies noun for particular details in quantifying such as:

1. He ate *much* rice at school last afternoon, that is why he became so sleepy this night.
2. There are *many* people here who stare at me deeply, I do not even understand why.
3. My mother cannot eat *much* sugar because she has a diabetes

d. *Numeral adjective* is aimed to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number). Here are some example in the sentences:

1. My hand has *five* fingers. (Cardinal Numeral Adjective)
2. I am the *seventh* son of my family. (Ordinal Numeral Adjective)
3. Some roses are *double*. (Multiplicative Numeral Adjective)

e. *Demonstrative adjective* shows the noun if it is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing. For example:

1. I invited *that* man to come to my party in order to become the guest star.
2. *Those* men are so dangerous looked from how they dress themselves.
3. I do not like *this* girl, she is so annoying.

f. *Interrogative adjective* modifies noun as a questioning form. Here are examples in the sentence:

1. *What* books is he reading in the room?
2. *What* colors do you like?
3. *What* types of Indonesian food do you love the most?

g. *Possessive adjective* expresses possession of a noun by someone or something such as:

1. The table which has blue color is *my* table.
2. I borrowed *your* books a week ago but now I forget to bring it to give it back to you.
3. I adore *his* personality which is always success to treat the girl he loves like a princess.

h. *Distributive adjective* is aimed to modify noun by dividing or separating into different parts. For example:

1. *Every* soldier is punctually in his place which makes him safe.
2. *Every* book has two covers to keep the book good-qualified.
3. *Every* song has an implicit meaning in order to attract the listeners

i. *Emphasizing adjective* modifies noun by highlighting or emphasizing the texts. Here is an example in the sentence:

1. I have my *own* girlfriend, why should I take yours?
2. The car I drove last night is my *own* car bought from California.
3. She became a successful woman since she has her *own* café and apartment

j. *Exclamatory adjective* has a function to modify noun by using interjection words. Here is an example in the sentence:

1. *What* a man he is!
2. *What* a girl you are!
3. *What* a dream I dreamt last night!

k. *Relative adjective* modifies noun and combine sentence which are related between the first and second sentences. Here is an example in the sentence:

1. Give me *what* money you have, I need to buy food.
 2. Tell me *how* that man can pass through the road, it looks impossible
 3. Tell me *what* types of girl you like because I want to be one of them
4. In terms of *adverbs*, Himmelmann & Schultze-Berndt (2005:8) clearly state that individual adverbs often occur in several different functions, with a number of interpretations. Similar to adjectives, an adverb modifies a verb, an adjective, or another adverb. Adverbs are often classified according to their lexical semantics such as (1) adverb of frequency, (2) adverb of degree, (3) adverb of manner, (4) adverb of place, (5) adverb of time. More specifically, each of the content words can be seen below:
- a. *Adverbs of frequency* explain how often the verb occurs. They're often placed directly before the main verb of a sentence. For example:
 1. I *rarely* eat fast food these days after knowing how dangerous it is
 2. I *often* come to her house but she is rarely at house
 - b. *Adverbs of degree* explain the level or intensity of a verb, adjective, or even another adverb. Here are examples in the sentence:
 1. Can I come to the movies *too*?, that movie is my favorite too!
 2. Do you love me *too*? I hope you are not lying.
 - c. *Adverbs of manner* provide more information about how a verb is done. Adverbs of manner are probably the most common of all adverbs. They're easy to spot too. Most of them will end in *-ly*. Here is an example in the sentence:
 1. A fat orange and white cat rested *lazily* on the sofa, they are so gorgeous.
 2. I ran *quickly* to get the ball, but instead of getting the ball, I was slipped, and fell down.
 - d. *Adverbs of place* illustrate where the verb is happening. It's usually placed after the main verb or object, or at the end of the sentence. For example:

1. We went into the cave, and there were bats *everywhere*!
2. I am *outside* the bulding, could you please come out?

e. *Adverbs of time* provide more information about when a verb takes place.

Adverbs of time are usually placed at the beginning or end of a sentence.

When it is of particular importance to express the moment something happened we'll put it at the start of a sentence. Here is an example in the sentence:

1. I have not been going to the gym *lately*, I feel my bones are getting rigid.
2. I have not seen you *lately*, where have you been?

2.2.2. Function Words

Function words include pronouns, prepositions, articles, conjunctions, and auxiliary verbs. Moreover, Rochon, Saffran, Berndt, & Schwartz (2000) in Chung and Pannebeker (2007:347) state that it is deceptively trivial percentage (less than 0.04%) of our vocabulary accounts for over half of the words we use in daily speech. It is understood that functional words are those words which are used as a means of expressing relation of grammar structure. Nordquist (2018:1-3) state that function words include (1) determiners, (2) conjunctions, (3) prepositions, (4) pronouns, (5) auxiliary verbs, (6) modals, (7) qualifiers, (8) question words. More specifically, each of the content words are further described as follows:

1. *Determiners* are words such as articles (*the, a*), possessive pronouns (*their, your*), quantifiers (*much*), demonstratives (*that, those*), and numbers. They function like adjectives to modify nouns and go in front of a noun to show the reader whether the noun is specific or general, such as in "*that* coat" (specific) vs. "*a* coat" (general).

2. *Conjunctions* as a connective parts of sentence, such as items in a list, two separate sentences, or clauses and phrases to a sentence. In the previous sentence, the conjunctions are *or* and *and*. (Norquist, 2018:2).
3. *Prepositions* begin prepositional phrases, which contain nouns and other modifiers. Prepositions function to give more information about nouns.
4. *Pronouns* are words that stand in for nouns. Their antecedent needs to be clear, or your reader will be confused.
5. *Auxiliary verbs* are also called helping verbs (Huddleston, 1980:65-78). They pair with a main verb to change tense, such as when you want to express something in present continuous tense, past perfect tense, or future tense.
6. *Modal verbs* express condition or possibility. It is not certain that something is going to happen, but it *might* (Quirk, 1981:93-96).
7. In terms of *qualifiers*, Luby (2015:44) points out that qualifiers function like adverbs and show the degree of an adjective or verb, but they have no real meaning themselves.
8. *Question words* have some functions. It's easy to guess what function that question words have in English (Amat, Yusof, Rahim, Rustam, Tahir and Primsuwan, 2017:3).

Based on the explanations above, there are two types of vocabulary such as content words, and function words. Students have to fully understand about those types of vocabulary in vocabulary mastery.

2.3. The Relationship between Vocabulary and Grammar

It is common to see grammar and vocabulary as separate areas of language teaching and learning. Many coursebooks have separate sections on grammar and vocabulary; syllabuses list grammatical structures and key vocabulary items separately; students are described as being ‘good at grammar’ but having a ‘limited vocabulary’, or vice versa; grammar and vocabulary are often tested separately.

Traditionally, language courses were organized around a set of grammatical points, with vocabulary selected to support the topic of each course unit. More recently, Lewis (1993:89) asserts that the importance of vocabulary has been widely recognized, and word frequency has been used as the organizing principle of language teaching courses with grammar brought in as support where necessary.

As clearly stated by Hunston (1997:208), grammar and vocabulary meet in most courses is in units which, for example, list the particular verbs which are typically followed either by a to-infinitive, a present participle, or both. For example, learners must learn that *appear* and *manage* are followed by a to-infinitive only; that *finish* and *suggest* are followed by a present participle only; and that *begin* and *like* are followed by either form, with roughly the same meaning. This approach to the grammar of individual words, which we call ‘patterns’, can be extended far beyond these traditional observations. Focusing on patterns can provide a more comprehensive and useful description of English that has been available to teachers up to now.

Furthermore, Hunston, Francis, and Manning (1997:209-211) also point out clearly that there are two main points about patterns to be made: firstly, that all words can be described in terms of patterns; secondly, that words which share patterns also share meanings.

In reference to the above explanation, there is an obvious reason to focus on one or another. Some students have a really good feel for word order in English (ordered grammar), but are easily confused by unfamiliar words (vocabulary). Moreover, there are other ESL learners who know the basic meaning of a lot of words (vocabulary), but have trouble saying these words with good, and understandable syntax (ordered grammar). For example, the students probably say “I run *fastly* to reach the ball.” This sentence looks grammatically correct from the structure. However, if we consult the dictionary and look up for the word *fastly*, we will not find that kind of word because it is not one of formal English words.

This principles of ideas lead us to the typical syntactic constructions found in languages, and demonstrates that languages really do have syntactic structure. More specifically, Tallerman (2011: 1) asserts that sentence structure encounters many grammatical terms, including noun, verb, preposition, relative, subject, and elses which are also parts of vocabulary.

In this respect, Harsa (2017: 1.3) states that a sentence is the largest unit to which syntactic rules apply; in other words, it is an independent linguistic form. Ofcourse, it is not included by virtue of any grammatical construction in any larger linguistic form. This makes sense since Veit (1986) in Siahaan (2008:25) states that theoretically, a sentence refers to a series of words, which can be

analyzed by the native speakers into some constituents; that is to say, a sentence covers (1) morpheme, (2) word, (3) phrase, or (4) clause. It is now clear that a sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax.

Sentence structure, according to Valin (2004:1), deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences. Furthermore, Robbins (2007:68) states that sentence structure may ultimately be composed of many parts, but remember that the foundation of each sentence is the subject and the predicate. The subject is a word or a group of words that functions as a noun; the predicate is at least a verb and possibly includes objects and modifiers of the verb. Those statements imply that in order to be a complete sentence, a group of words needs to contain a subject and a verb, and it needs to express a complete thought. There are several types of sentence structure viewed from the syntactic rules such as (1) simple sentence, (2) compound sentence, (3) complex sentence, and (4) compound-complex sentence. To complicate matters further, each of the content can be seen below:

1. In terms of English grammar, *a simple sentence* is a sentence with only one independent clause. Though a simple sentence does not contain any subordinate clauses, it is not always short. A simple sentence often contains modifiers. In addition, subjects, verbs, and objects may be coordinated (Nordquist, 2018:1). For example:

1. I kicked the ball.
2. I read the book.
3. I eat fried rice.

Thus, those sentences contain a subject and a verb, and it expresses a complete thought. Those are called simple sentence because it only consists of one independent clause.

2. Moving ahead, *a compound sentence* contains two independent clauses. A coordinating conjunction (*and, but, so*) often links the two independent clauses and is preceded by a comma (Andersen, 2014 in Warni, Rozimela and Fitrawati, 2017:224). Here are some examples in complete sentence constructions:

1. She wanted to go on vacation, *so* she saved up her money.
2. I like apples, *but* my sister loves bananas.
3. Tim loves to read, *and* he also loves to hike.

3. In reference to English grammar, *a complex sentence* is made when an independent clause with a dependent clause are combined logically. The dependent clause cited below is taken as examples:

1. Because his essay was late, so he lost marks.
2. Because he came late, so he could not join the class.
3. Because her mother is the teacher, so she can get a big score.

As can be clearly seen that when the dependent clause comes first, as in the example above, it is separated from the independent clause with a comma.

When the sentence begins with the independent clause, there is no need to separate the clauses with a comma. For example:

1. He lost marks because the essay was late.
2. He could not join the class because he was late.
3. She can get a big score because her mother is the teacher.

Hence, comparing these two examples, it can be seen that the emphasis tends to fall on the clause at the beginning of the sentence. Vary the placement of

dependent clauses in order to emphasise the most important idea in the sentence.

4. As stated earlier, a *compound-complex* sentence shares the characteristics of both compound and complex sentences. Like the compound sentence, the compound-complex has two main clauses. Like the complex sentence, it has at least one subordinate clause. The subordinate clause can be part of an independent clause (Webster, 2007, in Demirezen, 2014:275). The following sentences are taken as examples:

1. *Although* she felt guilty for missing her friend's birthday, she took her out to dinner the next day, *and* they had a great time.
2. I try to eat healthy food, *but because* fast food is so convenient, I cannot maintain a healthy diet.
3. *If* he got the job, he would have to commute 50 miles to work, *so* he decided the job was not worth it.

Apparently, a sentence structure will be able to make vocabularies more meaningful. In most cases, in the case of learning English, the students are expected to not only master the meaning of each word, but they also understand the structure of the sentences they are going to produce. Moreover, the students can analyze the word classes of each word, so they can use it contextually.

For the sake of brevity, grammar and vocabulary go hand-in-hand. To truly know a word is to know both its definition and its grammar, and to truly know grammar is to understand how grammar rules look when they are applied to the use of words.

2.4. Techniques of Teaching Vocabulary

Generally, the purpose of learning vocabulary is to make the students understand the meaning of the words. Learning vocabulary means process of gaining knowledges of vocabulary. Mastering English vocabulary is very important in order to communicate with others. Vocabulary is also an important factor in all language. It is reasonable because in teaching and learning vocabulary process, there are some steps that should be considered. The first step is getting more information about vocabulary. There are some important points to be considered in teaching vocabulary such as spelling, meaning, and pronunciation. The next step is how the learners obtain and pronounce the words.

In supporting the description above, Harmer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

As noted earlier, vocabulary is a central of English language acquisition, as according to Celce-Murcia (2001:285), vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Meanwhile,

Hornby (1995:125) states that “teaching” is defined as giving instruction to somebody’s knowledge, and skill.

More specifically, Harmer (1991:154) points out clearly that “one of the problems of vocabulary teaching is how to select what word to teach”. teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

More operationally, Harmer (2001:155) conducts some techniques to teach vocabulary mastery such as demonstration, explanation, discovery, and checking questions. Thus, it is reasonable because in teaching vocabulary in the class, the teacher need to apply good technique to make the students more active. It is clearly understood that by using certain good technique, the researcher hopes that the students will be more enjoy to join the class and learn about the vocabulary. Using good and fun technique is also hoped that the students will not get bored during the teaching and learning process, so they will enrich their knowledge of vocabulary itself.

However, choosing a technique in teaching process is not easy. The teacher has to learn more about the technique they are going to use, and learn about the advantages and the disadvantages. By knowing more about the technique, the teacher can use it carefully and reach the goals. There are several techniques we can use in teaching vocabulary such as arranging puzzles, singing a song, rolling drama and playing a game.

2.5. Games in Teaching Vocabulary

Basically, a game is a structured form of play, it is usually undertaken for enjoyment and sometimes used as an educational tool. Regarding to Khan (1991:142), games are activities done based on the certain rule. It is clearly understood that games can provide attractive and instructionally effective frameworks for learning activities.

Regarding the above explanation, the researcher concluded that teaching vocabulary through games is the best way. By applying the game, it will be gotten enjoyable class during teaching and learning process. The students would be more relaxed and interested in following the learning process because there will be many activities they will do either when the learning process is going to start or when the learning process is going to be finished.

More specifically, Lee (1995) in Huyen (2012:5) lists several main advantages when games are used in the classroom such as *(1) a welcome break from the usual routine of the language class, (2) motivating and challenging, (3) effort of learning, and (4) language practice in the various skills*. It is definitely meant that the vocabulary learning will be more effective and attractive when the teacher applies a game in the classroom. Hence, the students will get motivated to follow all of learning steps. In brief, games are useful and effective tools that should be applied in teaching vocabulary items.

In relation to the condition mentioned above, the researcher had decided what games which was the best to be applied in the vocabulary class. It was a text twist game.

2.6. Concept of Text Twist Game

As stated previously, the objectives of this research were (1) to find out whether text twist game is effective and good enough to improve students' vocabulary mastery in terms of content words at SMAN 1 Bandar Lampung, and (2) to investigate the types of content words which improve the most after the implementation of text twist game at SMAN 1 Bandar Lampung. This study, therefore, applied an experimental method to know the influence of text twist game towards students' vocabulary mastery.

Referring specifically to the concept of text twist game, there are some definitions of text twist game. In point of fact, text twist game was introduced by Crawford (2016). According to Crawford (2016) in Lestari (2017:10), text twist is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. Lewis (2011:3-4) also states clearly that the text twist game is available at Yahoo.com and the inspiration of Scrabble Flash. It means that both text twist and scrabble are barely the same. The text twist game is adopted from scrabble flash and the word is meant as the development of scrabble. It can be concluded that the text twist game is the game which is developed from scrabble flash. It is understood that playing text twist game is same as playing a scrabble game, the difference is a scrabble has score in each words while text twist not. Both text twist and srabble are games of arranging scrambled letters into arranged words.

In short, playing a game is a way to help students to not only enjoy and get entertained with the language they learn, but also practice it incidentally. Based on

the definition above, it comes to the conclusion that text twist game is an activity in which learners play a word scrambling game, then they have to assemble words ranging from three to six letters.

2.7. Concept of Teaching Vocabulary through Text Twist Game

As mentioned earlier, text twist game is a game which has been developed from scrabble game. Its concept is also almost the same with scrabble game; arranging the scumbled words. Text twist game is usually found on the internet or any of computer softwares. It is kind of an online game. However, there are some researchers who have been done applying this game in the classroom to teach the students' vocabulary mastery.

Furthermore, there is a rule conducted by the expert in playing text twist game. Wright (2006:3) says that the way of playing this game is by arranging some letters which are given by the teacher in order to form as many English words as possible within a certain period of time. It means that the major rule in this game is rearranging some letters given into as many as English words as possible with timing duration given.

In supporting to the explanation above, Jay (2006) in Desmanto (2016:18) says that if the player gets the word from all letters, he/she can move on to the next round. It means that there are some rounds in this game. If the player had arranged the letters into correct word in its stage, the player may continue the game to the next stage or round.

It was clear that the main rule in playing text twist game is rearranging some letters in each stage into correct English words as many as possible with time

duration given. If the students were able to rearrange the words correctly, they may go to the next stage or round.

2.8. Concept of Testing Vocabulary

Basically, a teacher needs to know how developed their students' vocabulary knowledge is since vocabulary knowledge is strongly related to overall reading comprehension and well-developed vocabulary skills and wide background knowledge will help individuals comprehend more difficult and complex material. In most cases, teachers should test vocabulary that they expect their students to know or to use. Teachers should include all the new words that the students have covered in other activities such as reading, listening, and others. Besides, words should be grouped according to whether their recognition or their production is required. Furthermore, Read (2000) proposes some purposes in assessing or testing vocabulary such as (1) to place learners at the appropriate level in a language teaching program, (2) to assess learners' progress in vocabulary learning in a particular course, and (3) to gain a greater understanding of vocabulary learning processes.

In terms of assessing vocabulary, there are some practical techniques of testing the amount of vocabulary knowledge. Techniques of vocabulary testing can be divided into two groups, namely testing recognition skill, and production skill. Those techniques proposed by Read (2000) will be further described below.

2.8.1. Testing Recognition Skill

There are some techniques which test only the recognition of words, and test only the passive use of vocabulary knowledge. Such techniques can be successfully

used in the lower stages of teaching a foreign language. These techniques will be explained more as follows:

1. Multiple Choice

As far as testing vocabulary is concerned, the multiple choice technique is the one which is widely used at all levels of language courses. It has gained its popularity thanks to some advantages which has made a contribution to its common use. Madsen (1983) indicates that multiple choice completion is an adequate type of vocabulary test for students who have already developed reading abilities. It makes the student depend on context clues and sentence meaning. Such item may be constructed by deleting a word from a sentence, for instance: ([*] indicates the correct answer)

They _____ a bike every day.
a. drive b. fly c. ride* d. go

In this case, students` task is to choose and circle only one possible answer among all the distractors.

2. Matching Words to Their Definitions

This technique focuses on recognition skill, it requires test-takers to be more advanced as far as reading comprehension is concerned. Beginners of foreign language learning will not be able to cope with this level of difficulty. Here is an example of the test:

Match the words below with its definition!

- | | |
|-----------------|---|
| 1. Survive | a. continue to live or exist |
| 2. Hopelessness | b. lacking of importance or significant |
| 3. Important | c. the feeling or a state of despair |
| 4. Extremely | d. the quality of being hot; high temperature |
| 5. Heat | e. very great; not usual |

Key Answers: 1-a, 2-c, 3-b, 4-e, 5-d

3. Matching Words to Their Synonym/Antonym

This particular technique allows learners to expose the wide range of vocabulary they know, and it encourages them to develop this knowledge for the sake of communication. Having the ability to substitute one word with the other, students become more proficient in speaking and writing skills. The task to provide synonyms or antonyms is really practical; moreover to prepare such activity not much effort is needed. For instance:

Match each words with the synonym!

- | | |
|------------|------------|
| 1. Problem | a. disease |
| 2. Happen | b. save |
| 3. Illness | c. trouble |
| 4. Dead | d. occur |
| 5. Protect | e. gone |

Key Answers: 1-c, 2-d, 3-a, 4-e, 5-b

Match each words with the antonym!

- | | |
|---------|--------------|
| 1. Same | a. live |
| 2. Die | b. hot |
| 3. Sick | c. take |
| 4. Cold | d. different |
| 5. Give | e. healthy |

Key Answers: 1-d, 2-a, 3-e, 4-b, 5-c

4. Matching Words to A Given Category

These types of activities are quite likable by learners at all levels of language acquisitions. Using this technique allows the teacher to examine learners` capacity to distinguish either the function, or the category of given words, for example:

Match the following words to their function in the sentence!

Words: die, important, happen, temperatures, nearly, extremely, health, low.

Key Answers:

Noun	Verb	Adjective	Adverb
Temperatures	Die	Important	Nearly
Health	Happen	Low	Extremely

5. The Odd Man Out

Last but not least technique testing recognition skill is the one, which is widely used with children as well as with the beginners, namely the odd man out. Students` task is to search for such word which does not belong to the rest of

words provided, for the sake of its attachment to a different category. For example:

Take the odd words out!

Sports: football, basketball, study, swimming, chess

Diseases: strokes, heart attacks, bronchitis, pneumonia, massage

As it can be seen from the examples provided, the odd word may be identified at the first glance, as its difference is clearly exposed.

2.8.2. Testing Production Skill

There are some techniques which aimed at testing the production of words, and test active use of vocabulary knowledge. Such techniques can be applied for rather advanced learners of a foreign language. These techniques will be explained more as follows:

1. Gap Filling

It is quite commonly practiced approach while testing vocabulary knowledge. Let us take a look at the example of it:

Complete the sentences with one word!

1. Smoking a_f_c_s non smokers as well.
2. Many countries today have laws that pr_h_b_t smoking in public places.
3. Smoke contains over 4.000 che_i_a_s.
4. Smoking is d_ng_r_u_ habit.
5. Banning the sm_k_n_ in public will keep non-smokers safer.

In this technique there is one thing of a high importance, namely the context of a sentence. Unless it is clear enough, students will not be able to come up with the idea what word they are supposed to fill in. What is characteristic about such activity is that one dash corresponds to one letter. In order to have under control the degree of a task difficulty, teachers can decide how many letters they are going to provide.

2. Providing Words to Their Definitions

This approach is definitely suitable for students with good reading comprehension skills. A definition should be formed in such a way it was not confusing or the ambiguity should not occur. It must not be too general as it would prevent learners from supplying the correct answer. Let us take under consideration these three examples.

Write the correct word for its definition.

1. It spreads smoke if it is flamed, and when it is flamed, it causes many diseases to people around.

Answer: cigarette.

2. It is such a crowded place, many people are doing some activities there, and we easily find this place around us when we are outside house.

Answer: public area.





3. These people do not smoke, but they have higher potential to get some danger diseases because of smoke.





Answer: secondhand smoker.

3. Providing Words to Pictures

The technique of matching words to pictures is known as the typical one which test students` abilities towards word production. It can be successfully applied either for children or beginning learners of a foreign language, who have not developed reading skills yet, and who make use of limited amount of vocabulary. The students are required to produce an answer on their own The example goes as follows:

Write the correct name of each sports below!

1.  2.  3.  4. 

5.  6.  7.  8. 

Source: google.co.id

Answer: 1. Athletic, 2. Softball, 3. Ski, 4. Golf, 5. Soccer,
6. Volley, 7. Badminton, 8. Basketball.

4. Word Formation

Kind of task that requires changing of the basic form of a given word by adding a prefix or a suffix to a given word or taking them away is called word formation technique. For instance:

Complete the sentences below with the correct form of the word in bold:

1. Sports have become an _____ way to release energy. **accept**
2. Most sports offer a _____ escape from the pressures. **construct**
3. You can keep up an _____ suited to your characters. **active**
4. France was _____ hit in Britain. **particular**
5. Smoking is very _____ to every living creatures. **danger**

Answer: 1. Acceptable, 2. Constructive, 3. Activity, 4. Particularly,
5. Dangerous

5. Translation

In order to measure to what extend students are able to produce a new word, teachers can give them just a few words to translate. They may be provided separately without any context, for example:

Translate the following words into Indonesian language!

- | | |
|-----------------|---------------|
| 1. Maxim | 6. Acceptable |
| 2. Consolidate | 7. Tension |
| 3. Constructive | 8. Pressure |
| 4. Escape | 9. Ability |
| 5. Nearly | 10. Extremely |

Answer: 1. Pepatah, 2. Menggabungkan, 3. Berguna/konstruktif,
 4. Pelarian/hiburan; Meloloskan diri, 5. Hampir, 6. Dapat diterima,
 7. Ketegangan, 8. Tekanan, 9. Kemampuan, 10. Terlalu/sangat.

It is clearly understood that, in assessing students' vocabulary knowledge, there are many tests which can be used. In general, the more items on a test, the more reliable it is considered to be.

2.9. Advantages and Disadvantages of Text Twist Game

It was a very common way of thinking that learning a language may make the learners feel bored. That was why the appropriate technique and media were needed to make the learning process more fun.

Regarding to the previous study, Lestari (2017:21) states that there are several advantages in using text twist game in teaching vocabulary mastery such as:

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 up words in dictionary.

Jay (2006) in Desmanto (2016:21) also states that the advantage of this game is students will be motivated to look words up in dictionary. Besides, text twist game make students become more creative in producing vocabulary. As the impact, students get the improvement in vocabulary memorizing skill. It can be concluded that the advantages of this game is it builds up the students' motivation

to consult their dictionary, so that they can improve their vocabulary memorizing skill.

However, every single thing in this world has two sides. A good side and a bad side. Even the thing which we have considered as a perfect thing also has a negative side. It also happens in this case. However, Lestari (2017:22) also states that text twist game has several disadvantages such as:

1. It takes longer time. In this case, the problem is related to time management. Thus, the students did not finish the task on time.
2. There are many subjects who have to ask to their friends because there were only several subjects who really understand about the role of each activity. Therefore, the class will be noisy.

2.10. Procedures in Playing Text Twist Game

The procedure of teaching vocabulary through text twist game based on Brams (2010) in Damiri (2013:31) are as follow:

1. The teacher should 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 one student from one team and ask him/her to show their answer to the other students
4. Each group has seven minutes to fill the word into the blank boxes
5. The leader 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 their answers. Give them the point if it is correct.

7. Write the incorrect word on the board, and then tell the class to correct the 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 consult the dictionary.
10. After the students finish making a sentence, he/she hands in their work to the teacher.

To be concrete, here is the example of interactions between the teacher and the students in applying text twist game:

Pre-Activity:

- a. The teacher asked the students about the songs which are related to the materials.

T: *Good morning students! How are you today?*

S: *Good morning, Miss! I'm fine thank you, and how are you?*

T: *I am really fine today, thank you for asking me. Well students, have you ever seen people smoking on the road? Or even when they are driving a car or riding a motorcycle?*

S: *Yes, Miss. We have ever seen people like them! It has been a habit in this country, they are very annoying!*

T: *Of course! They are very annoying, they spread the negativity like virus.*

S: *Yes, Miss! Cigarette's smoke causes some diseases to people around them.*

T: *Yes! What is 'people around the smokers' called?*

S: *Passive smokers, Miss!*

T: *Yes good! It is also called secondhand smokers. Now, students, what do you think about them? Do you agree or disagree with them?*

S: *No! We disagree with them, miss.*

T: *Why do you disagree? What is your argument?*

S: *I think it is because they cause many diseases to the secondhand smokers, they also annoy people by spreading their cigarette smoke randomly.*

T: *That is good! So, can you guess what will we learn today?*

S: *I think we will learn about smokers, miss.*

T: *Yes, but what text will we learn today?*

S: *I guess it is argumentative text or it is probably analytical exposition text, Miss.*

- b. The teacher told the students about the learning material they were going to learn, and then mentioned the indicators.

T: *Yes, it is good! We will learn about analytical exposition today. Now, students, in this learning material, I have some indicators which have to be reached after learning this material. The first is the students are able to analyze some vocabularies especially verb, noun, adjective and adverb in analytical exposition text properly, the second is the students are able to rewrite some vocabularies especially verb, noun, adjective and adverb in analytical exposition text properly, the third is the students are able to memorize the new vocabularies especially verb, noun, adjective and adverb which have been given to them, and the last is the students are able to produce a sentence based on some vocabularies they have found.*

Whilst-activity:

- a. The teacher gave the students a piece of paper which consists of analytical exposition text about the dangerous of smoking.

T: *So, students, here is the paper consists of the text about the dangerous of smoking. I will give you some time to read this text, and then I want you to mention some difficult vocabularies you may do not understand.*

S: *It is alright, Miss. What kind of the words that we have to analyze?*

T: *Every kind of words. So, if you know the meaning of the word, you have to write it down. If you do not know the meaning of the word, you can underline it and we will discuss it later.*

S: *It is alright, Miss.*

- b. The teacher guides the students to memorize the vocabularies (especially verb, noun, adjective, and adverb) that they found in the text.

T: *Well, after you analyze the word, you have to memorize it. Divide those words into four word classes, wether it is a verb, a noun, an adjective, or an adverb. Do you understand?*

S: *Yes, we do, Miss.*

- c. The teacher asks the students to submit the text again.

T: *Have you finished?*

S: *Yes, Miss, we have finished.*

T: *Now, submit your paper to me. Then we will start the game. Do you want to play a game?*

S: *Yes! We want to play a game!*

- d. The teacher divides the students into some groups
- e. The teacher explains the rules of playing text twist game
- f. The teacher asks the leader of each groups to come forward to take their number.

T: *Have you decided the leader of your group?*

S: *Yes Miss, we have decided the leader of the group.*

T: *Now, every group's leader please come forward to take the number.*

S: *It is alright Miss.*

- g. The group who chooses number 1 will be the first group

T: *So students, who gets the number one?*

S: *This group gets number one, Miss.*

T: *It's then alright. You are now the first group. Then the group who gets number 2 is the second group, and so on. Is it alright?*

S: Yes, it is *alright*, Miss.

- h. The teacher gives a batch of alphabets started from 3 letters

T: *Now it is the first word. I have three scrambled letters. You have to arrange it into meaningful word. Remember, one scrambled word may have more than one arranged meaningful word. Do you get it?*

S: *Yes, we get it, Miss. Can we consult the dictionary, Miss?*

T: *Yes, ofcourse you can consult your dictionary.*

T: *Now, I write down the scrumbled letters. **A S E, O U Y, H T E.***

- i. The teacher guides the students to start the game by giving the clue “Go!”

T: *Now, you can start to play the game!*

S: *That is good, Miss!*

- j. The teacher guides the students to write the answer on the paper (scoreboard) which are given by arranging that letters into new word/s.

T: *It is alright students, have you finished?*

S: *Yes Miss, we have finished!*

T: *Who wants to be a volunteer to come forward first?*

S: *May I try, Miss?*

T: *That is good, Aldo, now mention your arranged meaningful words.*

S: *Yes, Miss, they are ‘The’, ‘sea’, and ...*

T: *What about the last scrambled letters? Can you arrange it?*

S: *The last word is ‘you’ Miss.*

T: *It is good then!*

- k. After 2 minutes, the teacher changes the letters become 4 scrambled letters, and repeats the same procedures until the 5th round by giving them 7 scrambled letters
- l. The teacher guides the students to choose one of them to rewrite their answers on the whiteboard

- m. The teacher asks the students to do the task on their paper. The task consists of: (1) translate the word into Indonesian language, (2) analyze the word class of the word, and (3) make a sentence based on the word.

T: *Now, students, you have to translate the words you have found and written. After that, analyze the word classes. Last, make a simple sentence of each word. Is it clear?*

S: *Yes, Miss, it is very clear.*

- n. The teacher asks the students to submit their work.

Post-activity:

- a. After finishing the pre-activities and the whilst-activity, the students are asked about how they feel about the lesson

T: *Well, students, did you enjoy the class?*

S: *Yes Miss, we did!*

T: *How do you feel about our lesson today?*

S: *We feel excited in learning the material and we completely enjoy the lesson.*

- b. The teacher asks the students about the difficulties during the teaching and learning process in vocabulary context

T: *What was your difficulty during learning process?*

S: *There were many vocabulary items that I rarely found in daily life, Miss. It was hard for me to understand several verbs such as linking verbs and helping verbs.*

T: *It is alright, now, you have already known it right? Did you consult you dictionary?*

S: *Yes Miss, I even could make a sentence of that word.*

T: *That is very good!*

- c. The teacher gives the students a task related to the material.

T: *Now, students, I want you to do this vocabulary tasks too see how far your vocabulary knowledge is.*

S: *Alright, Miss.*

- d. After giving tasks and correcting it together, the teacher creates a reflection/refreshing activity by playing a happy song

T: *Now, let us do the reflection! Do you want to listen a happy song?*

S: *Yes Miss, we want to listen the happy song!*

- e. During the music is played, the students need to surround the paper ball to the next people, and then the music will be stopped, and the student who holds the ball when the music stops has to answer the teacher's question

T: *Alright students, now, who gets the ball?*

S: *I get the ball, Miss.*

T: *It is good, Qila, you have to answer my questions. What is the synonym of sea?*

S: *The synonym of 'sea' is 'beach', Miss.*

T: *That is exactly right! What word classes is it?*

S: *It belongs to noun!*

T: *That is good! Now, please make a simple sentence based on that word.*

S: *I want to have a trip to the sea with my family.*

- e. After that, the teacher and the students are praying together before going home.
f. Last, the teacher and the students say 'see you' to each other.

T: *Well students, this is the end of our lesson today, thank you for your participations. Don't forget to increase your vocabulary knowledge because we will do this game again next meeting, see you!*

S: *It is alright, Miss! See you*

2.11. Theoretical Assumption

As mentioned earlier, in teaching vocabulary, an English teacher should be able to help the students to memorize a word. Therefore, the teacher needs to apply a good technique to motivate the students in learning vocabulary mastery. In this case, the teacher can help the students gaining their vocabulary knowledge by using text twist game as a technique.

Broadly says, text twist game was believed that it can increase the students' knowledge of vocabulary. Text twist was so fun and challenging game which could make students motivated in learning process. By applying text twist game, the teacher could make a good communication with the students, and the students would be more active during the learning process. The researcher assumed that text twist game will bring a very good impact to the students' vocabulary mastery.

2.12. Hypothesis

Based on the frame of theories and assumption, the researcher formulated the hypotheses as follows:

1. There is no significant difference on students' vocabulary mastery in terms of content words after the implementation of text twist game
2. There is a significant difference on students' vocabulary mastery in terms of content words after the implementation of text twist game

This chapter had discussed the terms related to the study such as: previous research, concept of vocabulary, the relationship between vocabulary and grammar, concept of teaching vocabulary, technique of teaching vocabulary,

games in teaching vocabulary, concept of text twist game, concept of text twist game in teaching vocabulary, advantages and disadvantages, procedures of teaching vocabulary through text twist game, theoretical assumption, hypothesis.

III. METHODS OF THE RESEARCH

This chapter dealt with the design and procedures of the research. This refers to research design, data source, variables, research instruments, data treatments; validity and reliability, research procedure, data analyses, and hypothesis testing.

3.1. Design

This research was a quantitative research. This research aimed to find out whether there is any significant difference on students' vocabulary mastery after the implementation of text twist game in terms of content words and to investigate which types of content words improve the most after the implementation of text twist game through learning vocabulary. The data was analyzed by t-test formula.

The research design would be presented as follows:

T1 X T2

The design can further be described as follows:

T1 refers to pre-test

X is concerned with text twist game

T2 relates to post-test

(Hatch and Farhady as cited in Setiyadi 2006:132)

3.2. Variable of The Research

Regarding to Fraenkel (2012:77), variable is a concept – a noun that stands for variation within a class of objects. There are two kinds of variables named independent variable and dependent variable. In this case, there was only one variable used, it was vocabulary mastery as the dependent variable. More operationally, the dependent variable will be measured to see the effect of the implementation of text twist game.

3.3. Population and Sample

The population of this research was the eleventh grade students of SMAN 1 Bandar Lampung. For the sample of this research, the researcher took one class as the experimental class.

This stands to reason that the students of SMAN 1 Bandar Lampung still had much lack of vocabulary based on the preliminary research, and it was reasonable to use one class as an experimental class because that class was the recommendation from the teacher at that school since the class was having lower vocabulary knowledge than the other classes.

Broadly says, the population and sample which was used in this research was the eleventh grade students of SMAN 1 Bandar Lampung. There was one class which was used in this research.

3.4. Research Instruments

This study found out the students' vocabulary achievements by giving several vocabulary tests to the students. The vocabulary tests were pre-test and post-test

to see the significant difference of the students' vocabulary. The pre-test was used to investigate the students' vocabulary achievement before the treatment. Besides, the post test aimed to evaluate how far the students' vocabulary mastery after being given the treatment. Furthermore, the other tests which are conducted during the treatments were the tests based on the concept of vocabulary testing such as multiple choice questions, matching words to the definitions, to the synonym or antonym, and to a given category, and then the odd man out. These tests were considered as recognition test. While, another test was testing production skill which consists of gap filling, providing words, word formation, and translation.

3.4.1. Pretest

The purpose of the pretest was to find out the students' mastery of vocabulary before they were given the treatment. The test which was used by the teacher was an objective test in the form of multiple choices. The number of items was 40 items and each item had four options of answer (A, B, C, and D). The time allocation was 45 minutes. The result of pretest would be compared with the posttest in order to find out their achievement.

3.4.2. Posttest

This test was given to know the students' improvement after the implementation of the treatment. It was done in order to find out how far the students had mastered the vocabulary after being taught through text twist game. The questions were the same as the pretest. However, the researcher changed the order of the questions and the distracters from those in the pretest in order that the students did

not only memorize the order of the answer of each question but they could really understand the questions. The posttest consisted of 40 items and each item had four option of answers (A, B, C, and D).

Thus, from the explanation above, the instruments of this research were vocabulary tests which are pre-test and post-test.

3.5. Data Treatments

Validity and Reliability Testing

In this sub chapter, the researcher would explain about the validity and reliability in this research.

3.5.1. Validity

A test is said to be valid if it measures accurately what is intended to measure. As Hughes (1989:42) says, there are some types of validity: content validity, construct validity, and face validity. The validity of the test in this research relates to:

a. Face Validity

Face validity could easily be called surface validity or appearance validity since it merely a subjective, superficial assessment of whether the measurement procedure we use in a study appears to be a valid measure of a given variable or construct. It means face validity focuses on the layout or appearance of the test.

b. Construct Validity

According to Hughes (1989:42), a test, part of test, or a testing technique is said to have construct validity. It can be demonstrated that it measures just the ability which it is supposed to measure. In this research, the researcher measured the students' vocabulary mastery by using multiple choice test. In that test, the students were asked to answer the questions related to the types of vocabulary in terms of content words. The scoring criteria was also based on the vocabulary theory. Here is the classification table of construct validity of the test.

Table 3.1. The Specification Table of Construct Validity of The Test

No	Questions	Yes	No
1.	Do items of 1, 2, 3, 11, 12, 13, 24, 25, 31, 34 measure verb types?	✓	
2.	Do items of 4, 5, 6, 16, 17, 18, 19, 20, 32, 35 measure noun types?	✓	
3.	Do items of 7, 8, 14, 15, 21, 22, 23, 33, 36, 37 measure adjective types?	✓	
4.	Do items of 9, 10, 26, 27, 28, 29, 30, 38, 39, 40 measure adverb types?	✓	
5.	Do the items of the test measure the meaning of words?	✓	
6.	Do the items of the test measure the form of words?	✓	
7.	Do the items of the test measure the context of words in sentences?	✓	

c. Content Validity

Heaton (1988:100) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives. This research used vocabulary types which were supposed to be mastered by the eleventh grade students of senior high school. The test was considered as valid in content validity since the test of vocabulary mastery consisted a representative sample of the language aspect and also the material used were chosen based on 2013 English Curriculum for eleventh grade students of senior high school. The following table is the specification table of a try out test.

Table 3.2. Table of Specification of a Try Out Test

No	Types of Content Words	Number of Items	Percentage	Item Numbers
1.	Verb	12	24%	1, 5, 9, 13, 17, 21, 22, 23, 34, 35, 41, 44,
2.	Noun	12	24%	2, 6, 10, 14, 18, 26, 27, 28, 29, 30, 42, 45
3.	Adjective	13	26%	3, 7, 11, 15, 19, 24, 25, 31, 32, 33, 43, 46, 47
4.	Adverb	13	26%	4, 8, 12, 16, 20, 36, 37, 38, 39, 40, 48, 49, 50
Total		50	100%	

Table 3.3. Table of Specification of a Pretest

No	Types of Content Words	Number of Items	Percentage	Item Numbers
1.	Verb	10	25%	1, 2, 3, 11, 12, 13, 24, 25, 31, 34
2.	Noun	10	25%	4, 5, 6, 16, 17, 18, 19, 20, 32, 35
3.	Adjective	10	25%	7, 8, 14, 15, 21, 22, 23, 33, 36, 37
4.	Adverb	10	25%	9, 10, 26, 27, 28, 29, 30, 38, 39, 40
Total		40	100%	

3.5.2. Reliability

Reliability refers to the consistency of the measure. Hatch and Farhady (1982:144) mentions that a test is said to be reliable if its scores remain relatively stable from one administration to another. It means that a test is reliable if it has stable score from one test to another test. Setiyadi (2006) says that reliability is a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. In this research, Split-Half Method; odd and even number had been applied to find the coefficient of the reliability of the first and the second half group.

After getting the students' final score and calculating the score, the researcher used Pearson Product Moment to see whether the tests (pre- and post-test) were reliable or not. The result of those tests were calculated by Pearson Product Moment whose formula was:

$$r_1 = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

The design can further be notified as follows:

r_1 is concerned with coefficient of correlation between the x and the y variables

Σxy relates to the sum of the multiplication of the x and the y variables

Σx^2 denotes the sum of x quadrate

Σy^2 refers to the sum of y quadrate

$(\Sigma x)^2$ denotes the sum of x is quadrate

$(\Sigma y)^2$ relates to the sum of y is quadrate

Based on Hatchy and Farhady (1982:144), after getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

The design can further be described as follows:

r_k relatesto the reliability of the whole tests

r_{xy} denotes the reliability of half tests

The criteria of reliability as follows:

0.00- 0.20 indicates that reliability is very low

0.21- 0.39 points out that reliability is low

0.40 - 0.59 denotes as reliability is average

0.60 - 0.79 refers to reliability is high

0.80 – 1.00 relates to reliability is very high

3.5.3. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item is done by the participants. It can be calculated by the following formula:

$$\mathbf{LD} = \frac{U+L}{N}$$

The design can further be described as follows:

LD denotes a level of difficulty

U refers to number of upper group students who answer correctly

L relates to number of lower group students who answer correctly

N relates to the number of students who join the test

The criteria are as follows:

<0.30 indicates that level of difficulty is difficult

0.30-0.70 points out that level of difficulty is average

>0.70 denotes that level of difficulty is easy.

(Shohamy, 1985:70)

3.5.4. Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who had high ability and those who had low ability. The discrimination power is calculated by this following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

The design can further be notified as follows:

DP relates to discrimination power

U denotes as the number of students from the upper who answer correctly

L refers to the number of students from the lower who answer correctly

N relates the number of students

The criteria of discrimination power are:

0.00-0.20 indicates that the item of the test is poor

0.21-0.40 points out that the item of the test is satisfied

0.41-0.70 denotes that the item of the test is good

0.71-1.00 indicates that the item of the test is excellent

- (Negative) points out that the item of the test is bad, and it should be omitted

(Heaton, 1975:160)

3.6. Procedure of Data Collection

In this sub chapter, the researcher would explain the procedure of data collection in this research.

a. Planning

The first step in this stage was identification of the problem the researcher would identify the problem based on the researcher's experience as the English teacher in the classroom. After finding out the problem, the researcher would formulate and analyze the problems that were important to be given the treatment. Then the researcher would make a lesson plan based on the formulation of the problem by using text twist game.

b. Conducting a pre-test

The pretest was conducted to determine the students' present vocabulary mastery before the treatment. The students were given multiple choices about the vocabulary and ask them to answer it as much as they can. The researcher was focusing on content words such as verb, noun, adverb, and adjective words.

c. Giving Treatment (Text Twist Game)

The treatment of text twist game was conducted in the class for three meetings in which 2 x 45 minutes were distributed for each meeting. The reseracher did the treatment in two meetings by assuming that the researcher would get the target. The activities of text twist game which were done by the researcher could be seen in lesson plan.

d. Conducting A Post-test

After the researcher conducted the treatment, the post-test aimed to find out the progress of the students' writing ability after being given the treatment. This test was similar to the pre-test, the difference was only the topic.

e. Testing The Normality of The Test

After conducting the pre-test and and post-test, this study used normality test to find out whether the data were normally distributed or not. More operationally, the data were tested by *One- sample Kolmogorov-Smirnov Formula* (SPSS 16.0 for Windows) to test normality of the data.

f. Analyzing The Data

The quantitative data which were done by the students in pre-test and post-test would be analyzed. The researcher would score the the pre-test and post-test of the students, then, put into the result's table of the test. After that, the researcher calculated the mean of pre-test and post-test of the students. And the last was concluding the result of the tests by using *Paired Sample T-Test of SPSS*.

In short, from the explanation above, there were some steps of research procedures in this research starting from planning, action, conducting pre-test, giving treatment, conducting post-test, doing the observation, and analyzing the data.

3.7. Scoring System

The scoring system that was used in this research was dividing the right answer by total items timed 30. The ideal highest score was 40. To calculate the score of pre-test and post-test, the researcher used the formula which is employed:

$$S = R - \frac{W}{N-1}$$

The design can further be described as follows:

S denotes as score of the test

R relates to number of right answers

W refers to number of wrong answers

N relates to total number of items on the test

3.8. Data Analysis

In order to find out the students' progress in mastering the vocabulary, the researcher analyzed the data using some steps as follows:

1. Scoring the pre-test and post-test
2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the mean score using formula which is designed by Arikunto (2006), as follows:

$$X = \frac{\sum x}{N}$$

The design can further be described as follows:

\bar{X} denotes as mean score

$\sum x$ relates to sum of individual score

N refers to number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test.

(Arikunto, 2006)

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there was a difference of students' vocabulary mastery after being taught through text twist game. The researcher used *Repeated Measured T-Test* to find out the difference of the treatment effect. The hypotheses were as follows:

H_0 : There is no significant difference of the students' vocabulary mastery after being taught through text twist game.

H_1 : There is a significant difference of the students' vocabulary mastery after being taught through text twist game.

The criteria for accepting the hypotheses are as follows:

1. H_0 is accepted if the t-value is lower than T-table.
2. H_0 is rejected if the t-value is higher than T-table.

This chapter had discussed the research design, data source, variables, research instruments, data treatments; validity and reliability, research procedure, data analyses, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use text twist game as an additional step in teaching vocabulary and for those who want to conduct similar research.

5.1. Conclusion

Having conducted the research at the eleventh grade of SMAN 1 Bandar Lampung and analyzing the data, the researcher draws the conclusion as follows:

1. Generally, text twist game can give significant difference to students' vocabulary mastery. Based on the result, there is an improvement of students' vocabulary mastery after being taught using text twist game. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. Indicatively, the students' mean score increased from 29.99 to 32.93 which the gain was 2.93. It happens since the students were capable to get involved actively in the process of text twist game activity.
2. Concretely, text twist game is not only effective to give significant difference to students' vocabulary mastery, but it also brings good effect to develop students' vocabulary mastery in terms of all types of content words. To be

more specific, the students' achievement in each type of content words ranging from the highest to the lowest can be illustrated like the following:

- 2.1. Verbs improved from 24.90 points to 25.80 points with gain 0.90 point with the percentage was 13.64%. They became more familiar with verb items since they consulted their dictionary while playing text twist game. There are some verb items improved after the implementation of text twist game such as (1) transitive verbs, (2) intransitive verbs, and (3) linking verbs.
- 2.2. Nouns. Referring to nouns, the students could increase their mean score from 22.90 to 24.70. The increase was 1.80 with the percentage was 27.27%. Typical of nouns are also easily remembered by the students such as *examination, addition, and competition*. Here are the difficult noun items which improved the most: (1) collective nouns, (2) uncountable nouns, (3) abstract nouns, and (4) a common noun.
- 2.3. Adjectives. In terms of adjective type, the students were able to improve their mean score from 24.00 to 25.00. the increase of this type was 1.00 with the percentage was 15.15%. Specifically, these are some adjective items which improved after the implementation of text twist game: (1) descriptive adjectives, (2) numeral adjectives, and (3) emphasizing adjectives.
- 2.4. Adverbs. This is the type of content words which improved the most with the highest increased score which is 2.90 points with the percentage 43.94%. The mean score of the tests was increased from 25.70 to 28.60. This occurred since the students found that learning something new was so

fun and challenging. The students considered learning adverbs was something new and increasing adverbs type through text twist game was challenging. These are some adverb items which were gained: (1) adverbs of frequency, (2) adverbs of manner, (3) adverbs of place, and (4) adverbs of time.

5.2. Suggestions

In reference with the conclusion above, some points of recommendations are put forward as follows:

1. Suggestions for English teacher

Since adverbs and adjectives were not really successful to be gained by the students, therefore, the teacher should apply effective strategies to improve these elements.

In line with the consequence of verbs, these are several strategies that can be used by the teacher:

1. The teacher may provide more excercises dealing with verbs,
2. The teacher may use true false questions in testing verbs
3. The teacher may provide verbs more in interesting sentences

In terms of adjectives, here are several things the teacher should do:

1. The teacher may use error spelling test in testing adjectives
2. The teacher needs to guide the students to consult more their dictionary
3. The teacher may provide excercises about adjectives

2. Suggestions for Further Researchers

1. In this research, the researcher used analytical exposition text as the material to put text twist game in. It was because the time of doing the treatment was on October to November which meant that the material based on the syllabus was about analytical exposition text to the eleventh grade students. The researcher suggests other researchers to find out the effect of text twist game in other material such as songs, narrative text, or others.
2. This research was conducted by text twist game in senior high school. Thus, the further researcher can conduct this technique for different levels of students such as junior high school students, or even university students.

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