

## USING “TEXT TWIST 2” GAMES TO INCREASE STUDENTS VOCABULARY PRACTICE IN STUDY ENGLISH (SURVEY AT THE FIRST GRADE OF SMPN 11 BATAM)

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### Abstract

*This study is to analyze the effect using “Text Twist 2” games as media to increase students vocabulary practice in study English. a learner to facing world challenge must prepare and ready themselves, to all pressure the students must meet this challenge controlled with English language. Many method that teacher show to make students understood about English language. To increase students abilities in speaking, reading, listening, and writing, teacher must make their skill can be productive and using in social. Reading that also as the way for vocabularies building. Research is the next objective from the writer as the way to find out the effect from this method. In this case, the writer choose Action Research and to try inprove this research with games. The result is Students can find out more vocabularies as modal to be ready in speaking English used “Text Twist 2” games can increase the students’ vocabulary practice in study English. The students’ average score is 74.42. It fulfills the criteria of success which is determined 70.00 or more.*

**Keywords:** *text, increase, vocabulary, games and Vocabulary*

### Abstrak

*Penelitian ini adalah untuk menganalisis efek menggunakan “Text twist 2” game sebagai media untuk meningkatkan siswa praktik kosakata dalam belajar bahasa Inggris. pembelajar untuk menghadapi tantangan dunia harus mempersiapkan dan siap diri, semua tekanan siswa harus memenuhi tantangan ini dikendalikan dengan bahasa Inggris. Banyak metode yang menunjukkan guru untuk membuat siswa mengerti tentang bahasa Inggris. Untuk meningkatkan kemampuan siswa dalam berbicara, membaca, mendengarkan, dan menulis, guru harus membuat keterampilan mereka dapat menjadi produktif dan menggunakan di sosial. Reading yang juga sebagai cara untuk kosakata building. Research adalah tujuan berikutnya dari penulis sebagai cara untuk mengetahui pengaruh dari metode ini. Dalam hal ini, penulis memilih Penelitian Tindakan dan mencoba inprove penelitian ini dengan permainan. Hasilnya adalah Siswa dapat mengetahui lebih lanjut kosakata sebagai modal untuk siap dalam berbicara bahasa Inggris digunakan “Text twist 2” game dapat meningkatkan praktik kosakata siswa dalam belajar bahasa Inggris. Rata-rata siswa adalah 74,42. Memenuhi kriteria keberhasilan yang ditentukan 70.00 atau lebih.*

**Kata kunci:** *teks, peningkatan, kosakata, game dan Kosakata*

## **INTRODUCTION**

In practice, students as an actor and a learner to facing world challenge must prepare and ready themselves, to all pressure the students must meet this challenge controlled with English language. Many method that teacher show to make students understood about English language. To increase students abilities in speaking, reading, listening, and writing, teacher must make their skill can be productive and using in social. Reading that also as the way for vocabularies building. To balance all skills, students must have much vocabularies because it will make easily the students to do this. Many ways to increase students vocabularies, start from find word, search on dictionary, or using game words.

According to Khine (2011:121) using computer games in educational settings has gained much attention in recent years. Some studies show that 'learning through play' provides a successful education experience. In general, game playing consists of rules, goals, engagement, challenge, feedback, fun, interactive, outcome and immediate reward. According to Sánchez et. Al. (2009) in Khine (2011:9) present a number of desirable attributes of playability in games that go beyond usability. These are: effectiveness, learnability, satisfaction, immersion, motivation, emotion and socialisation. This study is to combine the games as media to increase vocabularies to students in junior high school, and the writer is interested in finding out the effects of treatment after using this method. The writer hope after this research student was be ready study English in speaking, listening, reading, or writing skill with much vocabularies.

In this study, the writer only focus the effect using "Text Twist 2" games as media to increase students vocabulary practice in study English. Students can find out more vocabularies as modal to be ready in speaking English too. Based on background of the problem above the problem is as follow :What is the effect using "Text Twist 2" games as media to increase students vocabulary practice in study English? The objective of the problem are :To show the effect after using "Text Twist 2" games and the result after students using this games as media to increase students vocabulary practice in study English and also to show students the spelling words what they was found.

## **METHODOLOGY**

Research is the next objective from the writer as the way to find out the effect from this method. In this case, the writer choose Action Research and to try improve this research with games. According to Ernest, Lois, Shelia (2009:1) action research is presented as a cyclical, repetitive process of inquiry that guides teacher preparation and instruction: Look: Gathering information, Think: Reflecting on, or analyzing, the information, Act: Planning, implementing, and evaluating student learning

As a long-term facilitator of action research, one of my roles is that of teacher. As teachers experience their first encounters with action research, they need to develop a sound understanding of the nature of action research and how to engage in the action research process prior to planning a classroom or school-based project. During early planning sessions with collaborative groups of action researchers.

According to McMillan (2004); Blaxter, Hughes, and Tight (2001) in Karen (2011:3) defines educational research as systematic, disciplined inquiry applied to educational problems and settings. The state that all research should be planned, cautious, systematic, and reliable ways of finding out or deepening understanding. Data analysis should occur as soon as you start the implementation of the project. It is the process of ordering, organizing, and thinking about the raw data you have collected. According to Thornbury (2002) in Ihsan Journals, tells about the four skills assessment (writing, speaking, listening, and reading), where vocabulary is sometimes a part of the construct, which makes use of the context to demonstrate learners' ability in using the words. While data organization will occur during implementation, at the end of implementation researcher need to conduct a careful review of all the data. Creating a log of research activities and sources will provide an overview of the dataset. This should include the date and place of the data collection activities, the types of data collected, and how the data was collected.

## **DISCUSSIONS**

In this research, the data were obtained during the time the writer conducted the research. The aim of this research is to know the result of the test and questionnaire which had been answered by the students. So, the data collection is based on the students' work based on the practicing test and questionnaire had given to find out the students' problem in study English.

### **The Implementation of Cycle 1**

Before implementing the cycle 1, The researcher administered pre-test by asking the students to practice them vocabularies in study English (in speaking practice). In this case based on the observation and interview to the students, the researcher find the problem is that the students can not speaking English well and difficult to saying word by words. This is mean that the students lack in English vocabulary.

In cycle 1, the researcher introduced and presented the "Text Twist 2" games as media to increase student vocabulary. First of all, the students try to play the games in Timed Mode or with time limit and find the word in the first level until finish it in 2 minutes. After that, the students write down the word in answer sheets that the researcher was given before. The student write their own word based on their word found in the games. The writer observed the students activities. It is done to know the the students motivation and their activeness in doing the task as influence of the use of the games media. In this activity, the researcher wrote the students' development happened during the observation.

The result of the implementation of cycle 1 shows that the students' vocabularies skill is improved, but it has not achieved the criteria of success. The minimal standard criteria of students ability in English vocabulary are when the average score of all the students is 70,00. The results reveals that the average score of students is only 68,37. It means that the study has not been successful yet.

### **Reflection for Cycle 1**

Based on the data presented in the table above, it can be stated that the implementation of using "Text Twist 2" games as media to increase students vocabulary in study English is not successful yet. The criteria of success in if the averages score of the students is at least 70,00. In terms of the students activeness in using this vocabulary games, the result of observation that some students are interesting to increase their vocabularies with playing the games and try to finding the word, but some other not active to using the games. They look still confused and panic in finding the meaning and write the word that they was found it in answer sheet.

Although some students show their wishes to find more the vocabulary to study English and get the best score in study. The cycle 2 needs to be conducted. This is done because some students get score under the standard which is determined. Many students get score below 70,00. The cycle 2 is done to find the appropriate strategy in increasing students vocabulary in study English using “Text Twist” games.

### **The Implementation of Cycle 2**

In cycle 1, the researcher used “Text Twist 2” games showed how to increase the vocabulary to the students when the games with limited time mode. The result shows that some students get practicing and using the games in their score and in their translating ability as parameters to know that the students understood with their own words, but some other are still under the target or the criteria.

In cycle 2, the researcher still used the games to draw up the students vocabulary. But in this cycle, the strategy used is different from the strategy applied in cycle 1. The strategy applied is the researcher gave more test and lesson used “Text Twist” games and change the game mode with Untimed Mode, where the students can finish it with more than limited time, but in this observation, the writer gave the students 5 minutes to finish find the word.

The results of the observation shows that most students very active and serious doing their tasks. Before class dismiss, the students submitted their sheets. When they were interview, they stated that they vocabularies more than good before they using this games, and the students say that they easily to study English and understand that the teacher explain used more English language. Beside that, the students not only have more vocabulary but also can practicing the vocabulary in daily conversation with friend and using this games to fulfils their speaking ability with other. And also helpfulness in study English.

### **CONCLUSION**

Based on the description it is concluded that used "Text Twist 2" games can increase the students' vocabulary practice in study English. The students' average score is 74.42. It fulfills the criteria of success which is determined 70.00 or more. In terms of students motivation and activeness, during the teaching and learning process using "Text Twist 2" games, the students are actively involved and more motivated to students' vocabulary practice.

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