



## THE USE OF MANUAL SUPER TEXT TWIST GAME TO IMPROVE STUDENTS' ENGLISH VOCABULARY MASTERY

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### Abstract

*This study concerns about the use of manual Super Text Twist game to improve the students' vocabulary mastery. Therefore, the objective of this study is to obtain how well the game contributes for solving vocabulary problems of Junior High School students. This study was conducted by using classroom action research design. The subjects of this study were VIII B students chosen by using purposive sampling technique. There were two cycles in this study. The treatment was given in each cycle. In order to get data, she used several instruments. They were tests, questionnaires, and observation checklists. She gave several pre-tests and post-tests to obtain the improvement of the subjects' vocabulary mastery. In order to carry out the subjects' opinion and interest toward the learning process, she used the questionnaires. She also recorded the subjects' behavior in an observation checklist. The result of this study showed that there was a significant improvement of the subjects' vocabulary mastery. It was proved by the high increase between the subjects' score of initial pre-test and final post-test. The average of the initial pre-test scores was 64, while the average of the final post-test was 80. In addition, the subjects gave positive perception, opinion, and interest toward the learning process by using the game. This fact was supported by the result of the questionnaires. Moreover, participation of the subjects increased after the treatment was given. The subjects were more enthusiastic in participating the learning process. This condition was based on result of the observation checklist. According to the results above, it can be concluded that game gives positive contribution to the improvement of the subjects' vocabulary mastery. The use of the game is recommended for English teachers as an alternative technique for teaching vocabulary. Through this technique, teachers are able to enhance students' interest and motivation in the learning English.*

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## INTRODUCTION

Mastering vocabulary is the most important thing in mastering English. English learning process faced many problems because students lacked vocabulary. Vocabulary cases happened in English learning process in Indonesian Junior High School students. For instance, in the learning process in the classrooms, the meanings of common words were often asked by teacher to students, but they could not answer the questions correctly. Moreover, there were still many spelling mistakes in students' writing. Furthermore, if the students were asked about their opinions about moral value of a text, they were unable to express their ideas properly. Those problems made the students unable to understand the material maximally. Therefore, they still had to find out the meanings of the words in the dictionary whereas for students, it is a boring activity to always look up words in the dictionary. According to the English teacher in the school, the students were often lazy to look the words up in the dictionary so their vocabulary mastery improvement was very slow. After knowing the conditions above some possibilities of causal factors of those problems were drawn. The first is students' character. The students' laziness to find out the meanings of words in the dictionary can be a causal factor of lack of vocabulary mastery. The second is that students especially adolescents, like fun learning. They always want to learn vocabulary by doing interesting activities which are almost similar to playing games. The next is language teaching method. Teachers always use traditional method. The last factor is that vocabulary teaching and learning does not have certain time allocation in learning process in the classrooms. Based on the facts above, implementing one of alternative techniques for teaching vocabulary should be done. It is game technique. The application of game technique in learning process may make better learning process.

## Review of Related Literature

Many researchers said that vocabulary is very important in language learning. According to Camerron (2001:73), "word is the key unit in building up skills and knowledge." In addition, here are some quotations from several researchers about vocabulary.

"No matter how well the student learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in an second language just cannot happen in any meaningful way" (McCarthy, 1990:viii).

"Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on" (Nation, 1993). In order to make vocabulary learning process better at junior high school, the teacher also has to follow particular principles in teaching vocabulary. According to Wallace (1982:27-30), they are as follows:

### (1). Aims

"The aims have to be clear for the teacher: how many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?" (page 27).

### (2). Quantity

"The teacher may have to decide on the number of vocabulary items to be learned" (page 28).

### (3). Need

"The students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant" (page 28).

### (4). Frequent exposure and repetition

"It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be certain amount of repetition until there is evidence that students have learned the target word" (page 29).

### (5). Meaningful presentation

"The learner must have a clear and specific understanding of what it denotes or refers to. The word is presented in such a way

that its denotation or reference is perfectly clear and ambiguous” (page 29).

(6). Situation of presentation

“The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal)” (page 30).

In fact, those purposes of language teaching cannot be reached if the students lack vocabulary. Therefore, the teacher has to find out the most suitable teaching and learning technique for her students to solve those problems.

According to Nation (1990), there are three strategies in teaching vocabulary. They are presentation strategies, strategy training, practice strategies. Moreover, Wallace (1982:38) categorized application of the techniques in some ways. One of them is group-to-group competitive playing games which are enjoyable for students.

Games are fun and useful. People whether are young or not like to play games. By playing game, they not only attain fun but also some benefits. According to Lewis and Bedson (2010:5), games ensure that players interact with each other, and this interaction is usually played out in language. They involve both of cooperation and competition, rules, and unpredictability, enjoyment, and serious commitment. By playing games, people can employ their language skills strategically in cooperative way, where a group works together to achieve certain goals.

One example of language games is Super Text Twist game. 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. The game is played in groups. The group which can arrange the most letters into English words, will be the winner. By doing this game, unconsciously the students will recall, write, and discuss to find out English words. Moreover, the students will be more familiar with English words. In addition, they will unconsciously be motivated to look words up in dictionary.

This study used an action research. According to Anne Burns (2010:2), “action research involves taking a self-reflective, critical, and systematic approach to exploring a teacher’s own teaching contexts.” In action research, the teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time she will be a participant in it.

According to Kemmis and McTaggart (1988:11), steps in doing action research are planning, action, observation, and reflection.

## METHODS OF INVESTIGATION

The subjects of the study are the students were students of VIII B class in academic year 2012/ 2013. This class had 39 students. In choosing the class as the subject of this study, I used purposive sampling technique. I chose the class which had the most vocabulary problems. This choice was based on the suggestion of an English teacher of the school. This fact was proved by the average of their English final test scores, low midterm test, and daily scores.

Based on the observation, there were several possible reasons of those conditions above. First, the schedule of English subject of the class was not in favorable time. Second, most of their parents are farmers. Therefore, awareness of the importance of education was very low. The third is language teaching method which was always used by their teachers.

Since the purpose of this study was to solve vocabulary problems, its object was the subjects’ vocabulary improvement. In this study, I only focused on vocabulary in writing skill.

Vocabulary was used as data in this study. It was taken from the subjects’ handout for one semester. There were 1424 words in the handout. Since the number of the words was very big, the study only used a sample of the words. The number of the sampled words was 70 words. Those sampled words were presented for two meetings. After the words as data was administered, the data began to be collected.

The data would be collected in four ways. They are by using observation checklist, questionnaires, tests, and interview. The

questionnaires and the tests would be analyzed quantitatively. The behavior checklist and the interview would be analyzed qualitatively.

There were five aspects which were observed in this study. There were (1) subjects' enthusiasm, (2) subjects' attention to teacher's explanation, (3) subjects' interest in playing the game, (4) subjects' participation and confidence in all learning process, and (5) subjects' seriousness in doing vocabulary task in group.

In this study, I gave the questionnaires to the subjects in order to obtain their opinions, beliefs, and interest after giving the treatment. In addition, the interview was in the form of guided or semi-structured interview.

The tests contained the words which were taken randomly from the sampled words. The tests were in the form of a gap-fill.

Analysis should be done after the results were caught. In this study, the analysis was done quantitatively and qualitatively.

The quantitative data were taken from the tests and the questionnaires. She used descriptive statistics in analyzing the data. Measuring central tendency was used to analyze the tests. Meanwhile, measuring dispersion was used to analyze the questionnaires.

In analyzing results of the questionnaires, she used a range of the means. The results of the questionnaires can be classified into the range of the means.

In this study, the qualitative data were obtained from the observation checklist and the interview. Analyzing result of the observation checklist and the interview used categorizing technique. The results of the observation checklist for each cycle were compared to those of other cycles in order to obtain the improvement of the subjects' attitudes toward the learning process.

Since this study was an action research, this study was done based on the following steps.

#### **A. Giving the Initial Pre-Test**

Before conducting the cycles, in order to know how far the subjects had mastered vocabulary which was supposed to learn, I gave the initial pre-test (IPT). Furthermore, it was followed by two cycles.

#### **B. First Cycle**

The steps of the first cycle were stated below.

##### **1. Planning**

In this step, some preparations for conducting the study were done. Firstly, I made scenario of teaching learning process. Secondly, I constructed a lesson plan. Thirdly, after preparing learning material, I constructed the instruments of this study. Finally, I prepared media for teaching learning process. After all of preparations were done, I began the action.

##### **2. Action**

Before doing the action, I gave the 1<sup>st</sup> cycle pre-test. In beginning of the action, I reviewed narrative and recount texts material. After that, I asked the subjects to identify difficult words from the texts with their partner. Then, the treatment was given. The treatment was playing super text twist game technique. The steps in giving the treatment were described as follows:

- (1) the subjects were divided into some groups;
- (2) the media of the game was distributed to the groups; each group got one media;
- (3) they were asked to fill in empty boxes on the media by using English words.
- (4) they should write as many English words as possible on the boxes; the number of letters for each word must be the same as numbers of the boxes on the media; and
- (5) vocabulary drill was done by checking the subjects' answers to the game.

Next, I gave the 1<sup>st</sup> cycle post-test. The post-test examined the first half of the sampled words which were taught in this cycle. At the end of the first cycle, I gave first cycle questionnaire to the subjects.

##### **3. Observing**

During the teaching and learning process, I observed the subjects' responses and attitude.

Those things were observed by using the observation checklist.

#### **4. Reflecting and Assessment**

In this step, she assessed and analyzed results from the instruments. The results of all of the instruments were cross-check each other. This was done to know how far the goal had been achieved and what I should do in the next cycle.

#### **C. Second Cycle**

Basically, the steps of the second cycle were similar to those in first cycle. Although the steps were similar to those in the first cycle, there were several modified steps in the second cycle. The steps were elaborated below.

##### **1. Planning**

In this step, I prepared several things for conducting the second cycle. The first was teaching learning scenario. Since there was a problem about time management in the first cycle, I changed the activities of teaching learning process. In order to minimize time for discussion, I applied think pair share technique. In addition, I tried to use cooperative learning technique with an award to the winner to make the learning process better. The second was a lesson plan. The lesson plan for the second cycle was constructed based on the second cycle scenario. The third was learning material and instruments. They were about narrative and recount texts which contained the second half of the sampled words. In the second cycle, she prepared two kinds of media. They were media for think pair share activity and media for super text twist game.

##### **2. Action**

In the beginning of the second cycle, I gave the 2<sup>nd</sup> cycle pre-test. In order to minimize time, I reviewed the previous material only for a while. After that, I explained the role of think pair share technique. The subjects were asked to identify difficult words from the texts by using think pair share technique.

Then, the treatment was given. The treatment was the same as the first cycle. Before giving the treatment, I said that there would be an award for the winner of the game.

Next, I gave the 2<sup>nd</sup> cycle post-test. The post-test examined the second half of the sampled words which were taught in this cycle. At the end of the second cycle, I gave the 2<sup>nd</sup> cycle questionnaire to the subjects.

##### **3. Observing**

In this step, I observed the subjects' responses and attitude toward the learning process of that day.

##### **4. Reflecting and Assessment**

In this step, I assessed and analyzed results from the instruments. Analysis of this cycle would be compared to the results from the first cycle. This comparison would show the result of this study, especially about the subjects' attitude.

#### **D. Giving the Final Post-Test**

At the end of this study, the FPT was given. This test obtained the improvement of the subjects' score in vocabulary test. The result of this test would be compared with the result of the IPT. This comparison was supposed to show significant improvement of the subjects' vocabulary mastery.

### **DATA ANALYSIS AND DISCUSSION**

#### **A. Result of Initial pre-test**

In this study, the initial pre-test (IPT) was given on Friday, June 7<sup>th</sup> 2013. This IPT consisted of 50 test items. The subjects had to finish this test in 40 minutes.

The average of the subjects' score of the test was 64, whereas the criterion of mastery learning was 72. It showed that the average was lower than the criterion of mastery learning. It seems that the subjects were not familiar with the words which were frequently used in their handout. Therefore, I concluded that the subjects really lacked vocabulary mastery.

Therefore, there should be a treatment to improve the subjects' achievement in vocabulary mastery. Then, I continued the study by conducting the first cycle of this study.

### **B. Analysis of the First Cycle**

The 1<sup>st</sup> cycle was conducted on Saturday, 8<sup>th</sup> June 2013. Before starting the learning process, I gave the 1<sup>st</sup> cycle pre-test. This was done to obtain how far the subjects have mastered the first half of the sampled words. The first half of the sampled words would be learned in this cycle. The average of scores of this test was 66.

Next, in order to know the subjects' feeling, interest, and opinion about the treatment and the learning process, I gave the 1<sup>st</sup> cycle questionnaire. Based on the result of matching the mean to the criterion, it can be concluded that:

- the subjects' interest in learning vocabulary was low;
- the game could help the subjects in mastering vocabulary;
- the use of the game motivated the subjects to learn English;
- the use of the game for learning vocabulary was effective; and
- the game was beneficial so that they wanted it to be done continually.

At the end of the first cycle, I gave the first cycle post-test. The average of the subjects' score of this test was 74.

After that I observed the subjects' attitude. It was elaborated in an observation checklist. Based on the result of it, I knew several information of the subjects' behavior. Firstly, in this cycle, only half of the subjects came to the class on time. This might be happen because they did not know that at that day, there would be a research. Since that day was the first time for learning process of this study, almost all of the subjects showed their curiosity about the learning process. This condition was contrast with their spirit in learning process. At that day, only half of the subjects learned English with high spirit. Based on the fact above, I concluded

that their enthusiasm toward the English learning was still needed to be improved.

Secondly, only half of the subjects really paid attention to teachers' explanation. When I explained the material, there were only several subjects who listened seriously. Moreover, when the learning process was being conducted, only several subjects who really understand role of each activity. Since the others still had to ask to their friends, the class was noisy.

Thirdly, since the game was an interesting activity, there were 28 subjects who were interested vocabulary learning by playing the game. This fact was proved by their behavior. When she explained the role of the game, they listened to the explanation seriously. They also played the game enthusiastically and seriously. There was not any subjects who did other activity when the game was played.

Fourthly, at that day, there were only half of the subjects who actively participated in learning process. The subjects who followed all of activities in the learning process well were only 23 subjects. The 23 subjects were attractive in the learning process, while the others were really passive. Moreover, there were only half of the subjects finished all of learning steps on time.

Fifthly, the subjects' seriousness toward learning process was only showed by 20 subjects. Since the beginning of the learning process at that day, only half of the subjects who did and stay on vocabulary task by themselves. There were still many subjects who disturbed their friends in finishing the task. The noise of the unserious subjects disturbed the learning process. Therefore, the learning process did not run well.

The last, I evaluated everything which related to the first cycle activities. Firstly, she evaluated the learning process. In the 1<sup>st</sup> cycle, she found a problem related to time management. Each step of the learning process was done in a rush. Secondly, I evaluated the results of the instruments. Based on the result of the 1<sup>st</sup> cycle observation checklist, there were some weaknesses. The subjects' seriousness, enthusiasm, attention, and participation were shown by half of the subjects. Moreover, from

result of the 1<sup>st</sup> cycle questionnaire, she knew that the subjects' motivation and interest were very low. Therefore, the subjects' desire in learning process still needed to be improved. In addition, from the tests, the average of result of 1<sup>st</sup> cycle pre-test was compared with the average of the 1<sup>st</sup> cycle post-test.

From the comparison, I knew that there was an improvement of the subjects' vocabulary mastery after the treatment was given. This was due to the fact that the average of the post-test result was higher than that of the pre-test result. Yet, the improvement of the subjects' scores was not significant because the increasing score was not too high. Moreover, there were still several subjects whose scores were lower than the criterion of mastering learning. Therefore, there should be a special treatment for them. Consequently, for the second cycle, I made several modifications to solve those problems.

### C. Analysis of the Second Cycle

The second cycle of this study was conducted on Monday, 17<sup>th</sup> June 2013. Although the prepared things for 2<sup>nd</sup> cycle were almost similar to those 1<sup>st</sup> cycle, their content was different. This was due to the modifications for the 2<sup>nd</sup> cycle. Because of the time management problem in the 1<sup>st</sup> cycle, she changed discussion technique to be Think Pair Share technique. This was done to minimize time in teaching process. Think Pair Share is one of cooperative learning types. The use of this cooperative learning technique was supposed to create more interesting learning process. For solving the subjects' lack of motivation and seriousness, I planned to give a present to the highest score and the winner of the game. After preparing the things for the 2<sup>nd</sup> cycle, I began the teaching process.

The activities in these steps were to give the 2<sup>nd</sup> cycle pre-test, apply Think Pair Share, play the game technique, and give 2<sup>nd</sup> cycle questionnaire and post-test. The average result of the 2<sup>nd</sup> cycle pre-test was 68.

After conducting the learning process, I gave the 2<sup>nd</sup> cycle questionnaire (2<sup>nd</sup> CQ). In 2<sup>nd</sup> cycle CQ, I knew that the subjects' answers of all of

the aspects of the questionnaires improved. There were many subjects changed their answers in the 2<sup>nd</sup> CQ. In the 2<sup>nd</sup> cycle, the subjects' interest and motivation increased significantly. Moreover, their opinion about the game also changed. In the 2<sup>nd</sup> CQ, they argued that the game was very effective for learning vocabulary because the game had many advantages. Therefore, they really suggested that the game would be used continually. The result of the 2<sup>nd</sup> CQ was noted in the following table.

At the end of the learning process, the 2<sup>nd</sup> cycle post-test was given. The average of the result of the test was 83.

Observation the subjects' attitude was reported in 2<sup>nd</sup> cycle observation checklist. Improvement of the subjects' attitude was seen in the 2<sup>nd</sup> cycle learning process. Almost all of the subjects were enthusiastic in 2<sup>nd</sup> cycle. In the 2<sup>nd</sup> cycle, they came to the class before the learning process begun. Therefore, the learning process began on time. They also showed their curiosity about the learning process. Their spirit for learning also improved. It was proved by their sound when they were asked by her. In addition, number of the subjects who paid attention to her explanation also increased. Almost all of the subjects understood role of activities so useless noise was not heard. In the 2<sup>nd</sup> cycle, before they played the game, almost all of the subjects listened the role of the game well. They played the game enthusiastically and seriously since they knew that there was a present for the winner. Moreover, the subjects' participation also improved. Although not all of the subjects were attractive, they followed all of activities well. They also finished each activity on time. Not only their participation, but also their seriousness increased. There were more than half of the subjects were serious in vocabulary learning at that day. They finished the vocabulary task by themselves. Although not all of the subjects did not stay on the task, they did not disturb their task individually. Since the learning process in the 2<sup>nd</sup> cycle well, I concluded that the atmosphere of the 2<sup>nd</sup> cycle was more interesting. The class was more alive.

In this cycle, the problems which arose in the 1<sup>st</sup> cycle did not arise anymore. In the learning process, each step was finished on time. In addition, based on the result of the 2<sup>nd</sup> cycle observation checklist and questionnaire, there were the improvement in the subjects' behavior, interest, participation, and enthusiasm in the learning process. Moreover, the subjects' vocabulary scores were also higher than before. In addition, there was a significant improvement of the subjects' vocabulary score. There was a 15 point increase. There was not any subject whose score was lower than criterion of mastering level. Since the problems were solved, I ended this study.

#### **D. Final Post-test and Interview**

I ended this study by giving the final post-test (FPT) and an interview. They were done on Tuesday, 18<sup>th</sup> June 2013.

The number, type, and time allocation of this test were the same as those in IPT. The average of the subjects' FPT scores was 80. Moreover, there was not any subject whose score was lower than criterion of mastery learning.

In order to strengthen result of the study, I did informal interview to the subjects. From the interview, I got a lot of information. Firstly, almost all of the subjects did not like English subject. According to them, English subject is a boring subject since they must learn many texts in each meeting. In addition, since learning English cannot be done without mastering vocabulary, they feel difficult to learn it. Secondly, English teachers always teach English subject by using traditional method, such as Grammar Translation method. Moreover, the teachers also did not provide interesting media and teaching technique to make the subjects happy in learning English. Therefore, the subjects still feel bored and difficult in learning English. Thirdly, the subjects feel happy in learning English by using the game technique. It happened because they could play the game and learn English at the same time. Fourthly, if the learning process was done interestingly, they were motivated to participate in the learning process. Fifthly, according to them, the game

technique should be used continually for teaching vocabulary.

#### **E. Discussion**

In this step, I evaluated the result of this study over all.

##### **1. Improvement of the Subjects' Vocabulary Mastery**

In this study, there were three comparisons of the subjects' score in vocabulary test. The first was the comparison between the 1<sup>st</sup> cycle pre-test and the post-test scores. There was an improvement of the subjects' scores of the 1<sup>st</sup> cycle tests. The improvement was not significant because the increasing score was not really high. This fact was caused by several problems in the learning process. In this case, the problems related to time management. When the subjects had the 1<sup>st</sup> cycle pre-test, they were less serious in finishing it. They did not finish it on time. Consequently, time allocation for the other activities in the 1<sup>st</sup> cycle was limited more. Since time for finishing the first cycle post-test was very limited, they answered the test in rush. As a result, there were many wrong answers in result of the 1<sup>st</sup> cycle post-test. Those facts caused several subjects got scores lower than criterion of mastering learning. Therefore, the improvement of the subjects' scores between the 1<sup>st</sup> cycle pre-test and post-test was not significant.

The second was the comparison between the 2<sup>nd</sup> cycle pre-test and post-test scores. When I conducted the 2<sup>nd</sup> cycle, I made several modifications. Firstly, before starting the learning process, she explained role of the learning process clearly. This was done to make the subjects' understanding of the role of learning process clearer. Secondly, I really applied all of activities based on time allocation. When time allocation for finishing the test was over, I directly took all of the answer sheets from the subjects. Consequently, they had to finish the tests on time. Thirdly, she changed discussion technique to be cooperative learning technique. According to her opinion, cooperative learning technique was more



effective in minimizing time for learning process. The result of this change really affected positively toward the learning process. In the 2<sup>nd</sup> cycle, all of learning steps run on time. Fourthly, in order to make the subjects more serious in finishing the tests, she told their scores of the 1<sup>st</sup> cycle tests. Because of knowing their low scores, they did the 2<sup>nd</sup> cycle tests more seriously. Since the modifications were used, I could make the learning process better. Therefore, in the 2<sup>nd</sup> cycle, the improvement of the score was significant. In addition, there was not any subject whose score was lower than criterion of mastering learning.

The last was the comparison between the IPT and the FPT scores. In the IPT, the average of the subjects' score was 64 while the average of the FPT score was 80. These averages showed that there was a significant improvement between the subjects' score. Moreover, all of the subjects' score was higher than criterion of mastering learning.

## **2. Improvement of the Subjects' Behavior**

In the 1<sup>st</sup> cycle, the subjects' enthusiasm, attention, and interest were only shown by half of the subjects. In the first cycle, there were still subjects who did not come to the class on time. Moreover, there were only half of the subjects who learned English with high spirit. Their high enthusiasm toward the learning process was shown only by several subjects. Those conditions contrasted to conditions in the second cycle. In the 2<sup>nd</sup> cycle, almost all of the subjects came to the class on time. Therefore, learning process could be started on time. In addition, their enthusiasm also improved because there was a present for the best participant in the learning process.

Starting the learning process was begun by explaining the material. In the first cycle, there were only half of the subjects who listened to it seriously. As a result, when the learning process was being conducted, there were many subjects who had to ask to their friends because there were only several subjects who really understood role of each activity. Therefore, the

class was noisy. They also did not finish the task on time. There were only half of the subjects participated actively toward the learning process on that day. On the other hand, in the beginning of the lesson in the second cycle, I explained the material again. On that day, she did not start the explanation before all of the subjects really paid attention to her. Therefore, all of the subjects listened the explanation seriously so they really understood the material and role of the learning process. Consequently, in the 2<sup>nd</sup> cycle, the learning process ran better. They finished the task on time. Almost all of the subjects participated actively toward the learning process. Furthermore, there was not any subjects who made useless noisy.

Since the game was an interesting activity, the subjects played it enthusiastically. Before playing the game, they listened role of the game seriously. In the 1<sup>st</sup> cycle, almost all of the subjects actively participated in playing the game. In the second cycle, participation of the subjects improved because there was a present for the winner of the game. Therefore, in the 2<sup>nd</sup> cycle, all of the subjects contributed in playing the game. There was not any subjects who did another activity when the game was played.

Based on the facts above, she concluded that by doing several modified steps in the 2<sup>nd</sup> cycle, the learning process run better. All of the aspects in 2<sup>nd</sup> cycle observation checklist improved.

## **C. Improvement of the Subjects Opinion and Interest**

The subjects' opinion and interest were known from result of the questionnaires and the interview. I compared results of 1<sup>st</sup> and 2<sup>nd</sup> CQ. Almost all of aspects in the questionnaires improved. The highest improvement was the improvement related to the subjects' interest toward vocabulary learning process. Subjects' interest toward the vocabulary learning process improved in the second cycle. In the 1<sup>st</sup> CQ, there was not any subject answered that they liked vocabulary learning process. According to them, learning vocabulary was difficult to be done because they had to remember thousands words. The subjects changed their mind after

they had 2<sup>nd</sup> cycle learning process. Therefore, there were several subjects who changed their answer to be interested in vocabulary learning process.

The other aspects also improved, such as the subjects' opinion about the advantages of the game, effectiveness of the game, their motivation in vocabulary learning process, and sustainability of the game. Their opinion and interest changed after conducting the 2<sup>nd</sup> cycle. In the first cycle, the subjects' interest and motivation in learning English were low. After having the 2<sup>nd</sup> cycle which was done by several modified activities, their interest and motivation improved. This fact was also supported by result of the interview. From the result of the instruments, it showed that teaching technique had a big influence in the success of a learning process.

## CONCLUSIONS AND SUGGESTIONS

Based on the data analysis in previous chapter, conclusions and suggestions are offered. Based on the detailed data analysis in previous chapter, several conclusions can be derived as follows.

Firstly, the subjects of this study really lacked vocabulary mastery. It was proved by their scores of the Initial Pre-test (IPT). The average of their IPT scores was 64.

Secondly, in order to solve the problem, the manual Super Text Twist game technique was applied in the learning process. The game used the words which were learned in the learning process. As a result, the subjects could learn vocabulary and do an interesting activity at the same time. Therefore, by playing the game, their vocabulary mastery improved.

Thirdly, the game technique was a good solution for improving vocabulary mastery. It was proved by the significant increase of the subjects' scores in vocabulary tests. The average of the Initial Pre-test score was 64, while the Final Post-test was 80. In addition, after learning vocabulary by using the technique, the subjects' interest and motivation were better. This fact supported by the answers from the questionnaires. Moreover,

there was an improvement of the subjects' behavior in participating in all steps of the learning process.

Referring to conclusions above, some suggestions are offered as follows.

Firstly, since the students really lack vocabulary, she suggested that they should learn vocabulary intensively by learning vocabulary continually. They can do it individually or classically.

Secondly, English teachers of Junior High School are expected to give some vocabulary drills in every teaching learning process so that the students will be more familiar with the English words.

Thirdly, this study should inspire teachers to develop their teaching process. They should provide some interesting activities in order to increase the students' motivation and participation in the learning process. One of the interesting activities is playing the game.

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