CHAPTER I
INTRODUCTION

A. Background of The Research

Vocabulary as one of language components is a very important thing besides other language components. By studying vocabulary, many people can mastery the words or sentences correctly. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes a significant contribution to almost all of the aspects of language. Without vocabulary, nothing can be conveyed.[1]

This statement appropriates with the Koran, Allah said:

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسۡمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمۡ صَـٰدِقِينَ ﴿٣١﴾

"And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if you are right." (QS. Al-Baqarah: 31)[2]

The verse above tells us how essential it is to learn vocabulary. By mastering the adequate vocabulary, it will be easier to develop both receptive and productive language use. Furthermore, we

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[1]Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002), p.13.

[2]Maulana Wahiduddin Khan, *The Quran*, (New Delhi: Goodword Books, 2013), p. 4-5.

will be able to create a meaningful communication either in spoken or written form.

However, mastery of vocabulary is not an easy thing for students, because they have limited ability in learning and memorizing the vocabulary. Even, some students feel that English are not really needed when it is not used for communication outside the class.[3]

To teach vocabulary, especially in noun, teacher's creativities, appropriate methods, and the variation of the activities are required. There are some teaching aids that can be used to teach English effectively. Games are one of them. Games help and encourage many learners to sustain their interest and work. Besides, games also help teachers to create contexts in which the language is useful and meaningful.[4]

There are various games in English language learning. One of them is "Text Twist" game. In this study, the researcher using "Text Twist" games to improve students' noun vocabulary power. Text Twist game was based on another word game called Anagram. It is a word phrase formed by the reordering of the letters of another word or phrase (e.g., opts, pots, tops, stop, spot, post). Anagrams were invented by the Greek poet Lycophron in 260 B.C. During the Renaissance, anagrammatizing was so popular that King Louis XIII of

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[3]Virginia French Allen, *Techniques in teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 9

[4]Andrew Wright et.al, *Games for Language Learning New Edition*, (Cambridge: Cambridge University Press), p. 2.

2

France even appointed a royal anagrammatist, Thomas Billon.[5]

In order to gain more students' attention, the researcher implemented cooperative learning in text twist game. Cooperative learning is an alternative way to transfer of knowledge. In learning contexts, cooperative learning often defined as small groups formation consist of students that being demanded to be more cooperative and improve their learning achievement each other.[6]

Cooperative learning is a pedagogical practice that promotes socialization and learning across different curriculum areas and classroom settings. Cooperative learning is an effective way to encourage students to share their thinking, ask questions, and take notes. It's not only boost academic achiemement, but also help students to improve social skills.[7]

In cooperative learning, each student is required not only to complete their part of the work but to ensure that others do likewise. The technical term for this dual responsibility is 'positive interdependence', and it is the most important element of cooperative learning.[8]

Suprijono stated that "cooperative learning is different from learning in groups. Cooperative learning is able to raise an effective

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[5]Harry Edwin Eiss, *Dictionary of Language Games, Puzzles, and Amusement*, (Connecticut: Greenwood Press, Inc., 1986), p. 32-33.

[6]Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012), p. 31.

[7]Robyn M. Gillies and Adrian F. Ashman, *Cooperative Learning*, (London: Routledge Falmer, 2003), p. 50.

[8]Robyn M. Gillies and Adrian F. Ashman, *Cooperative Learning* ... p. 37.

learning that has something useful such as fact, skill, concept, and how to live together harmoniously." [9]

The writer hopes by using text twist game to teach noun and implemented through cooperative learning, students will be motivated to enrich their vocabulary. They can make a list of vocabulary and remember it easily. Teacher will be easily guides students to revise it so that they can improve the organization. So, it is very reasonable to the writer to choose the title "The Use of Text Twist Game Implemented Through Cooperative Learning to Improve Students' Noun Vocabulary Power" (A Classroom Action Research at the Seven Graders Students of MTs Negeri Model Babakan Lebaksiu Tegal in the Academic Year of 2015/2016)

B. Research Question

1. How is the implementation of text twist game through cooperative learning to improve students' mastery of English noun?

2. How is the improvement of students' mastery of English noun after students are taught using text twist game?

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[9]Agus Suprijono, *Cooperative Learning: Teori dan Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar, 2010). p. 58.

4

C. Objective of The Research

The objectives of the research are as follow:

1. To describe the implementation of text twist game through cooperative learning to improve students' mastery of English noun.

2. To find out the improvement of students' mastery of English noun after taught using text-twist game.

D. Pedagogical Significance

Based on the objectives of study, the significance of the study can be started as follows:

1. For the writer

    It is expected that it will be useful knowledge for the writer when he start his profession as a teacher in the future time.

2. For the teacher

    Especially those who teach at MTs N Model Babakan in making students to be motivated to learn English and also in improving the result in teaching vocabulary especially noun.

3. For the students

    Hopefully the result will be beneficial for the students, so that the students can enjoy studying English by using games.

4. For the school

    The result of this study is expected to give reference in improving teaching learning process.

E.   Limitation of The Research

       To limit the scope of the research and to analyze the problems, the findings of the research should be limited by the following factors:

1. This research is limited only on the teaching vocabulary especially noun using text twist game implemented with cooperative learning at the 7th graders of MTs N Model Babakan Lebaksiu.

2. The instructional material will be confined to a number of units taken from guide book.