# CHAPTER IV
# RESEARCH FINDINGS AND DISCUSSION

## A. Implementation of Research

After the researcher implemented the Text Twist game through cooperative learning technique, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was improvement of students' ability in memorizing noun vocabulary after taught using Text Twist game. It could be seen from the result of the test from the first cycle to second cycle.

Table 4.1

The improvement of students score test in every cycle

| Categories of Score | Pre-Cycle | Cycle 1 | Cycle 2 |
|---|---|---|---|
| **Highest** | 92 | 92 | 92 |
| **Lowest** | 16 | 12 | 8 |
| **Average** | 58.93 | 65.73 | 76.86 |

According to the data above, the highest score in pre cycle is 92 and it is constant until second cycle. The lowest score in pre cycle is 16 and it is decreased in the cycle 1 and cycle 2. The average score in every cycles get improvement.

Table 4.2

Comparison of the Percentage of Teacher's Performance in

Teaching Learning Process

| No. | Cycle | Percentage (%) |
|-----|-------|----------------|
| 1. | Pre Cycle | 72 |
| 2. | Cycle 1 | 82 |
| 3. | Cycle 2 | 84 |

Table 4.2 presents the comparison of the percentage of teacher's performance in every cycle. It shows a 10% improvement from 72% in the preliminary research to 82% in the first cycle. In the second cycle it increases to 84% in which there is a 2% of improvement.

Table 4.3

Comparison of the Percentage of Students' Performance in

Teaching Learning Process

| No. | Cycle | Percentage (%) |
|-----|-------|----------------|
| 1. | Pre Cycle | 77 |
| 2. | Cycle 1 | 80 |
| 3. | Cycle 2 | 83 |

The comparison of the percentage of students' engagement in each cycle is presented in table 4.3. Before Text Twist game being applied, the students engagement is 77%. It rises to 80% in first cycle and it is increases to 83% in the second cycle after the teacher implemented Text Twist game.

Table 4.4

The criterion of average score

| No. | Interval of Quality | Quality |
|-----|---------------------|---------|
| 1 | 80 – 100 | Excellent |
| 2 | 66 – 79 | Good |
| 3 | 56 – 65 | Fair |
| 4 | 40 – 55 | Less |
| 5 | < 39 | Poor |

The activities of teacher and the students get improvement in every cycles. It is followed by improving the students' score in every cycles. The mean of students' score from pre cycle to second cycle is as follow:

Figure 4.1 Increasing Students' Score
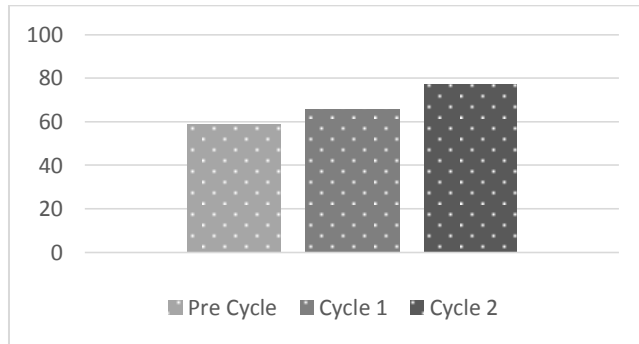


According to the data above, the students' score in pre cycle up to second cycle got improvement, although the improvement is few. The lowest average of students score is 58.93. That mean is in pre cycle. The highest mean of students score is 76.86. That mean is in second cycle.

**B. Improvement of Students**

In this chapter, the researcher would like to describe and discuss the finding of the research. The researcher wanted to describe the implementation of Text Twist Game to teaching noun vocabulary. In this findings, the researcher present ed the result of research and the analysis of the data collected which are preliminary research and two cycles. The results descriptions of all cycles were as follow:

**1. Preliminary Research**

The preliminary research was done on October 28th 2015 at 08.00 – 10.00 a.m. There were 38 students in 7th grade but there was five students who did not come, so the number of students was 33. The topic of the lesson were name of animals. The teacher introduced the vocabulary by writing it down on the blackboard along with the description and asked them to memorize. The researcher observed the classroom activities before being taught using text twist game using observation checklist.

Table 4.5

Observation for Teacher's Activities in Pre Cycle

| No | Aspects | Score | | | | |
|----|---------|---|---|---|---|---|
| | **Pre-Activities** | **1** | **2** | **3** | **4** | **5** |
| 1 | Teacher greets students | | | | v | |
| 2 | Teacher checks students' attendance | | | | v | |
| 3 | Teacher pays attention to the whole class | | | v | | |
| 4 | Teacher open the lesson and do apperception. | | | v | | |
| | **Main Activities** | **1** | **2** | **3** | **4** | **5** |
| 5 | Teacher explains the material systematically. | | | | v | |
| 6 | Teacher pronounces the word correctly. | | | | v | |
| 7 | Teacher uses media. | | | v | | |

| 8 | Teacher encourages students to work in pairs and / or groups. | | | v | | |
|----|----|----|----|----|----|----|
| 9 | Teacher manages the classroom. | | | | v | |
| 10 | Teacher evaluates students' works. | | | | v | |
| 11 | Teacher invites students to conclude the lesson. | | | | v | |
| | **Post Activities** | **1** | **2** | **3** | **4** | **5** |
| 12 | Teacher gives feedback to the students. | | | v | | |
| 13 | Teacher checks students' understanding by asking questions. | | | | v | |
| 14 | Teacher manage the time properly. | | | | v | |
| | **TOTAL** | | | **51** | | |

$$Score = \frac{Total\ score}{Maximum\ score} \times 100\%$$

$$= \frac{51}{70} \times 100\%$$

$$= 72\%$$

Table 4.6

Observation for Students Activities in Pre Cycle

| No | Aspects | Score | | | | |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Students pay attention. | | | | v | |
| 2 | Students ask questions. | | | v | | |
| 3 | Students answer teachers' questions. | | | | v | |
| 4 | Students are interested to work in group. | | | | v | |
| 5 | Students are interested doing the task. | | | | | v |
| 6 | Students conclude the material. | | | v | | |
| | **TOTAL** | | | **23** | | |

$$Score = \frac{Total\ score}{Maximum\ score} \times 100\%$$

$$= \frac{23}{30} \times 100\%$$

$$= 76\%$$

According to the result of observation, teacher's performance in teaching and learning process is fair with 72% in percentage. Whereas score of the students' activities in teaching

learning process were fair with 76%. On the preliminary research, the teacher explained and gave instruction clearly. However, at the beginning of the class, he did not deliver the learning goal. During the class, he did not give encouragement to the students nor invited them to conclude the lesson. After evaluating students' work, he closed the class. Students noticed the teacher's explanation properly but just few student was brave to asked about the material. Students did not really respond with teachers' explanation even they looked like interested with the material because it was something new for them.

Before students were given by the test, teacher asked the students about the material that was given, but just few students were brave to answered the questions. The teacher also gave and responded students' questions properly. But the teacher did not notice all of the students in the class just several students were brave to asked questions.

Table 4.7

Test Score in Pre Cycle

| No. | Student's Code | Score |
|-----|----------------|-------|
| 1 | S-1 | 48 |
| 2 | S-2 | 64 |
| 3 | S-3 | 64 |
| 4 | S-4 | 16 |
| 5 | S-5 | 28 |
| 6 | S-6 | 68 |
| 7 | S-7 | 40 |
| 8 | S-8 | 92 |
| 9 | S-9 | 40 |
| 10 | S-10 | 76 |
| 11 | S-11 | 52 |
| 12 | S-12 | 44 |

| 13 | S-13 | 68 |
|----|------|----|
| 14 | S-14 | 40 |
| 15 | S-15 | 56 |
| 16 | S-16 | 52 |
| 17 | S-17 | 68 |
| 18 | S-18 | 64 |
| 19 | S-19 | 68 |
| 20 | S-20 | 72 |
| 21 | S-21 | 72 |
| 22 | S-22 | 68 |
| 23 | S-23 | 64 |
| 24 | S-24 | 64 |
| 25 | S-25 | 56 |
| 26 | S-26 | 64 |
| 27 | S-27 | 68 |
| 28 | S-28 | 56 |
| 29 | S-29 | 44 |
| 30 | S-30 | 92 |
| **TOTAL** | | 1768 |

$$Average = \frac{Total\ score}{Total\ students}$$
$$= \frac{1768}{30}$$
$$= 59.03$$

Based from the students' test result, students' ability was less with 59.03. Just few student that successful reached the standard of minimum score. Mostly students could not yet pronounced the noun vocabulary correctly. Because of this situation, the researcher intended to improve students noun vocabulary power by suggesting the teacher to apply a technique in teaching learning process. The technique used was Text Twist game.

**2. Cycle 1**

The first cycle was done on November 2$^{nd}$ 2015 at 08.00 – 10.00 a.m. That was the first meeting to apply Text Twist game through cooperative learning. The topic of the lesson were name of things at school.

The teacher began the lesson by greeting the students and checking their attendance and noticed that four student was absent. Thus, the teaching and learning process was attended by 34 students. After opening the class, the teacher showed a picture of things at school and asked the students to guess what picture it was. Then, the teacher wrote down the English word on the blackboard. The teacher pronounced the word, followed by the students. These steps were done till the entire vocabulary was presented. To check on how far the students memorize the vocabulary, the teacher wrote down the sentences and asked the students to identify the noun from the sentences.

As the material fully delivered, the teacher implemented Text twist game through cooperative learning. The technique of cooperative learning was Numbered Head Together. This technique requires that the class is divided into several groups. In this case, the teacher divided them into six groups. The teacher demonstrated Text Twist game and explained the rules to the students. Then he gives the answer sheet marked with number #1, #2, #3, #4, #5, and #6. The teacher gives the questions along with three clues according to the answer.

After students answer the questions from teacher in 15 minutes, the teacher mentioned the number and name of group randomly. The student who mentioned directly wrote down the answer on the whiteboard.

There are 30 points for each correct answer on the solved first clue, 20 points for the second clue, and 10 points for the third clue. But if the student answers incorrectly or cannot answer, will be thrown to student from another group with the same number. The winner is the group who got the highest score.

Table 4.8

Observation for Teacher's Activities in First Cycle

| No | Aspects | Score | | | | |
|----|---------|---|---|---|---|---|
| | **Pre-Activities** | 1 | 2 | 3 | 4 | 5 |
| 1 | Teacher greets students | | | | v | |
| 2 | Teacher checks students' attendance | | | | | v |
| 3 | Teacher pays attention to the whole class | | | | v | |
| 4 | Teacher open the lesson and do apperception. | | | | v | |
| | **Main Activities** | 1 | 2 | 3 | 4 | 5 |
| 5 | Teacher explains the material systematically. | | | | v | |
| 6 | Teacher pronounces the word correctly. | | | | v | |
| 7 | Teacher uses media. | | | | | v |
| 8 | Teacher encourages students to work in pairs and / or groups. | | | | v | |
| 9 | Teacher manages the classroom. | | | | v | |
| 10 | Teacher evaluates students' works. | | | | | v |
| 11 | Teacher invites students to conclude the lesson. | | | | v | |
| | **Post Activities** | 1 | 2 | 3 | 4 | 5 |
| 12 | Teacher gives feedback to the students. | | | | v | |
| 13 | Teacher checks students' understanding by asking questions. | | | v | | |
| 14 | Teacher manage the time properly. | | | | v | |
| | **TOTAL** | | | 58 | | |

$$Score = \frac{Total\ score}{Maximum\ score} \times 100\%$$

$$= \frac{58}{70} \times 100\%$$

$$= 82\%$$

Table 4.9

Observation for Students Activities in First Cycle

| No | Aspects | Score | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Students pay attention. | | | | v | |
| 2 | Students ask questions. | | | v | | |
| 3 | Students answer teachers' questions. | | | | v | |
| 4 | Students are interested to work in group. | | | | v | |
| 5 | Students are interested doing the task. | | | | | v |
| 6 | Students conclude the material. | | | | v | |
| | **TOTAL** | 24 | | | | |

$$Score = \frac{Total\ score}{Maximum\ score} \times 100\%$$

$$= \frac{24}{30} \times 100\%$$

$$= 80\%$$

According to the result of observation, teacher's performance in teaching and learning process is good with 82% in percentage. Whereas score of the students' activities in teaching learning process were good with 80%. The students are more active, supportive and got the accurate feedback from the teacher. The teacher explained the material clearly and systematically using pictures as the media. He managed the class pretty well. He also gave clear enough instruction during the class, especially when he applied Text Twist game. However, some students were a bit confused about the game so that they were got some problems to find out the answers. The teacher also didn't check students' understanding by asking questions. Only

few student was brave to asked about the material just like preliminary research. The result of the test is presented as follow.

Table 4.10

Test Score in First Cycle

| No. | Student's Code | Score |
|-----|----------------|-------|
| 1 | S-1 | 64 |
| 2 | S-2 | 88 |
| 3 | S-3 | 56 |
| 4 | S-4 | 12 |
| 5 | S-5 | 12 |
| 6 | S-6 | 88 |
| 7 | S-7 | 68 |
| 8 | S-8 | 60 |
| 9 | S-9 | 68 |
| 10 | S-10 | 16 |
| 11 | S-11 | 88 |
| 12 | S-12 | 84 |
| 13 | S-13 | 76 |
| 14 | S-14 | 64 |
| 15 | S-15 | 88 |
| 16 | S-16 | 88 |
| 17 | S-17 | 52 |
| 18 | S-18 | 64 |
| 19 | S-19 | 68 |
| 20 | S-20 | 72 |
| 21 | S-21 | 76 |
| 22 | S-22 | 48 |
| 23 | S-23 | 64 |
| 24 | S-24 | 84 |
| 25 | S-25 | 92 |
| 26 | S-26 | 64 |
| 27 | S-27 | 52 |
| 28 | S-28 | 60 |
| 29 | S-29 | 72 |
| 30 | S-30 | 84 |
| TOTAL | | 1972 |

$$Average = \frac{Total\ score}{Total\ students}$$
$$= \frac{1972}{30}$$
$$= 65.73$$

Based from the students' test result, the average score was fair with 65.73. That score was higher than in preliminary. There were students who successful reached the standard of minimum score, but there were a lot of students who did not reach the standard of minimum score yet. In other words, there is improvement in the first cycle.

3.  **Cycle 2**

The second cycle was done on November 4th 2015 at 08.00 – 10.00. The topic of the lesson were name of things at home. In this cycle, the teacher did the same procedure as a previous cycle with different cooperative learning technique. It was Roundrobin.

The teacher began the lesson by greeting the students and checking their attendance and noticed that only one student was absent. Thus, the teaching and learning process was attended by 37 students. In delivering the material, the teacher used picture, stuck it on the blackboard and asked the students what the name of things at home it was then he wrote the English word below the picture. Then, the teacher pronounced it, followed by the students. To check the students' understanding, the teacher wrote down the English vocabulary of things at home and students

asked to make a sentence from it.

When it came to playing Text Twist game, the teacher divided the students into six groups, each group choose one person as note taker. All groups were asked to provide answers as many as possible until certain time limit. Each student in the group take turns answering questions every 5 minutes, starting from the student who sat on the right side of note taker. At the end of the game, the teacher asks the students to attach the answer sheet on the whiteboard. The winner is the group who got the highest correct answer.

Table 4.11

Observation for Teacher's Activities in Second Cycle

| No | Aspects | Score | | | | |
|---|---|---|---|---|---|---|
| | **Pre-Activities** | 1 | 2 | 3 | 4 | 5 |
| 1 | Teacher greets students | | | | v | |
| 2 | Teacher checks students' attendance | | | | v | |
| 3 | Teacher pays attention to the whole class | | | | | v |
| 4 | Teacher open the lesson and do apperception. | | | | v | |
| | **Main Activities** | 1 | 2 | 3 | 4 | 5 |
| 5 | Teacher explains the material systematically. | | | | v | |
| 6 | Teacher pronounces the word correctly. | | | | v | |
| 7 | Teacher uses media. | | | | | v |
| 8 | Teacher encourages students to work in pairs and / or groups. | | | | v | |
| 9 | Teacher manages the classroom. | | | | v | |
| 10 | Teacher evaluates students' works. | | | | v | |
| 11 | Teacher invites students to conclude the lesson. | | | | v | |
| | **Post Activities** | 1 | 2 | 3 | 4 | 5 |
| 12 | Teacher gives feedback to the students. | | | | | v |
| 13 | Teacher checks students' understanding by asking questions. | | | | v | |
| 14 | Teacher manage the time properly. | | | | v | |
| | **TOTAL** | | | 59 | | |

$$Score = \frac{Total\ score}{Maximum\ score} \text{ x } 100\%$$

$$= \frac{59}{70} \text{ x } 100\%$$

$$= 84\%$$

Table 4.12

Observation for Students Activities in Second Cycle

| No | Aspects | Score | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Students pay attention. | | | | v | |
| 2 | Students ask questions. | | | | v | |
| 3 | Students answer teachers' questions. | | | | v | |
| 4 | Students are interested to work in group. | | | | | v |
| 5 | Students are interested doing the task. | | | | v | |
| 6 | Students conclude the material. | | | | v | |
| | **TOTAL** | | | **25** | | |

$$Score = \frac{Total\ score}{Maximum\ score} \text{ x } 100\%$$

$$= \frac{25}{30} \text{ x } 100\%$$

$$= 83\%$$

According to the result of observation, teacher's performance in teaching and learning process is good with 84% in percentage. Whereas score of the students' activities in teaching learning process were good with 83%. The teacher and the students were very attracted. The majority of students paid attention to teacher's explanation. There were a lot of students that asked and the teacher gave the answers for every questions. They also participated in the game with much enthusiasm.

After playing the game, the students were assigned to do a test. Half of the students gave good response towards the test whereas the others showed upset expression. Thus, they who found difficulty in doing the test, whispered to other to ask for the answer. As the test ended, the researcher checked their works and got the result as follow.

Table 4.13

Test Score in Second Cycle

| No. | Student's Code | Score |
|-----|----------------|-------|
| 1 | S-1 | 84 |
| 2 | S-2 | 92 |
| 3 | S-3 | 68 |
| 4 | S-4 | 8 |
| 5 | S-5 | 80 |
| 6 | S-6 | 80 |
| 7 | S-7 | 80 |
| 8 | S-8 | 88 |
| 9 | S-9 | 96 |
| 10 | S-10 | 84 |
| 11 | S-11 | 84 |
| 12 | S-12 | 68 |
| 13 | S-13 | 80 |
| 14 | S-14 | 88 |
| 15 | S-15 | 26 |
| 16 | S-16 | 84 |
| 17 | S-17 | 76 |
| 18 | S-18 | 72 |
| 19 | S-19 | 88 |
| 20 | S-20 | 72 |
| 21 | S-21 | 88 |
| 22 | S-22 | 92 |
| 23 | S-23 | 72 |
| 24 | S-24 | 72 |
| 25 | S-25 | 84 |
| 26 | S-26 | 84 |
| 27 | S-27 | 88 |
| 28 | S-28 | 72 |

| 29 | S-29 | 68 |
|---|---|---|
| 30 | S-30 | 88 |
| | **TOTAL** | 2306 |

$$Average = \frac{Total\ score}{Total\ students}$$

$$= \frac{2306}{30}$$

$$= 76.86$$

Based from the students' test result, the average score was good with 76.86. It was higher than in cycle 1. Almost all of students got score more than 70 or reached the standard minimum score. In conclusion, there is improvement in the second cycle.

As the observation was done, the researcher and teacher analyzed the collected data. From pre cycle to second cycle, the teacher's performance in the teaching and learning process improved. The students' engagement in the teaching and learning process also improved. Based on the finding, the researcher and the teacher decided to end the cycle.

## C. Discussion

According to the result of the data, the average of students score test was increased in every cycle. In preliminary, the average of the students' score is 58.93. In the first cycle, the average of the students' score is increased, it is 65.73. In the second cycle, the average of students' score is 76.86. This average score has reached the standard minimum score. It means that this technique can help the students to improve noun

vocabulary power.

Text Twist game is a word game. This is an interesting game that stimulates students' thinking skill. They arrange the letter from the word given by the teacher and guess what the words is it. This technique makes the students more interactive in their learning. Unconsciously the students will recall, write, and discuss to find out English words. Moreover, they will unconsciously be motivated to look words up in dictionary.[64]

In this technique, the teacher and the students have important role. The teacher has to give good explanation, feedback and motivation to the students. The teacher must give description and demonstration in his explanation and give the students opportunities to practice. The students' role are they must be more confident and to work in group.

In summary, the implementation of Text Twist game through cooperative learning can improve students' noun vocabulary power. The improvement is not only in the students' achievement but also in their interest in learning. Therefore, this classroom action research in the implementation of Text Twist game through cooperative learning to improve students' noun vocabulary power at the seventh graders of MTs Negeri Model Babakan in the academic year of 2015/2016 is successful.

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[64]Nurul Saofa Aulia, "*The Use Of Manual Super Text Twist Game To Improve Students' English Vocabulary Mastery*" *Journal of English Language Teaching,* (Vol. II, No. 2, November/2013), p. 3.

**D. Evaluation**

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some evaluations of this research are:

1. Time management

   There were 38 students in the class. Several students still confuse about the game. Thus, the teacher has to take more time to repeat the instruction until all students understand.

   In this case, the researcher has to manage the time properly.

2. Preparation

   The researcher should prepare the instruments at least a month before the research began, so that the research become effective and efficient.

3. Classroom management

   During the research, the students were busy to find out the answer. As the impact, the class activity becomes uncontrollable.