

CHAPTER II

THEORITICAL REVIEW

2.1 Review On Vocabulary

2.1.1 The Definition of Vocabulary

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she enough vocabulary and has a capability of using it accurately. S. H. Burton said: “without a large vocabulary, it is impossible to use English language precisely and vividly”.¹

According of Norbert Schmitt, vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.²

A.S. Hornby in “Oxford Advanced Learner’s Dictionary of Current English” states that vocabulary is:

- a. Total number of words which (with rules for combining them) make up a language.
- b. (Range of) words known to, or used by, a person, in a trade, profession, etc.³

Webster has three definition of vocabulary as follows:

¹ S. H. Burton. 1982. *Mastering English Language*. London: The Macmillan Press Ltd, p. 98.
² Norbert Schmitt. 1987. *Vocabulary in Language Teaching*. USA: Cambridge University Press, p. 5.
³ A. S. Hornby. 1987. *Oxford Advanced Learner’s Dictionary of Current English*, revised and update. Oxford University Press, p. 959.

- a. A list or collection of words and phrase usually alphabetically arranged and explained or define.
- b. A list or collection of term or codes available for use.
- c. A sum or stock of word employed by a language group, individual or work or in a field knowledge.⁴

Another dictionary, Webster's New World College Dictionary, defined vocabulary as a list of words and, often, phrase, abbreviations, inflectional form, etc, usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.⁵

Vocabulary refers to the words we know that allow us communicate effectively. Mastery of vocabulary is a necessity for anyone who wants to understand a reading, conversation or writing English. Without sufficient vocabulary is impossible for us to be able to achieve that goal. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. It means that in learning vocabulary we have to know the meaning of it it and also understand and on use it in sentence context.

2.1.2 Kinds of Vocabulary

According to the basis of frequency, vocabulary can be divided into two kinds, there are high frequency vocabulary and low frequency vocabulary.⁶

- a. High frequency vocabulary consist of words that are used very often in normal language, use in all four skill and across the full range of situation of use. High frequency vocabulary consist of 2000 word families, which are about 87% of

⁴ Merriam Webster. 2003. *Collegiate Dictionary*. America: Merriam Web Inc., p. 1400.

⁵ Merriam Webster. 2002. *Webster's New World College Dictionary*, 4th ed. Cleveland: Wiley Publishing Inc, p. 1600.

⁶ Paul Nation. 1994. *New Ways of Teaching Vocabulary*. USA: Teacher of English to Speaker of Another Language/ TESOL. Inc, p. 3.

running words in formal written text and more than 95% of the words in informal spoken texts.

- b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.

I.S.P Nation calls those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consist of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

- a. Words which are only partly understood and are not well known enough to use actively, and
- b. Words which are not needed in daily communication.⁷

From the explanation above, can conclude that active vocabulary is all the words used in daily activities, partly while, passive vocabulary is all the words recognized and understood, and not necessarily used.

Jo Ann Aebersold and Mary Lee Field classify into active and passive.

- a. Active vocabulary refers to put item which the learner can use appropriately in speaking or wrting, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must to know how to pronounce it well, they must be familiar with collocation and understand the connotation meanging of the word. This type is often used in speaking and writing skill.

⁷ I.S.P Nation. 1990. *Teaching and Learning Vocabulary*. New York: Newbury House Publisher, p. 94.

- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Besides productive and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text.⁸ For example in a text on the topic of ice cream, the words flavor, texture, cone, toppings, and carton might appear frequently. So, those words can call as topic-specific or content-specific vocabulary.

Meanwhile Djalnushah and Azimar Enong divided vocabulary into two, namely general vocabulary and special vocabulary. General vocabulary is of the words that rae used in general. There is no limit of field and user. Special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.⁹

From the explanation above, we know thar every expert is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

2.1.3 Teaching of Vocabulary

Here are the steps in teaching vocabulary:

⁸Jo Ann Aebersold and Mary Lee Field. 1997. *From Reader to Reading Teacher*. Cambridge: Cambridge University Press, p. 139.

⁹Djalnushah and Azimar Enong. 1980. *Tata Bahasa Inggris Modern dalam Tanya Jawab*. Jakarta: CU. Miswar, p. 81.

- a. Whenever a familiar word is met in a new context, it should be taught again and practiced. A review or mention of the known of the words should be made so that, the students will understand the contrast. If possible, only one context should be thought at the time.
- b. Vocabulary items should be taught in the some way. The teacher gives their students understanding of the meaning in many ways.
- c. Vocabulary should be practiced as structures are practiced in situation drills, question, and answer.¹⁰

2.1.4 The Techniques in Teaching Vocabulary

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by teacher, by text or other materials they work with. A lot of vocabulary is automatically absorbed.¹¹

Besides incidental acquisition, there are pre-planned lesson stages in which learners are taught pre-selected vocabulary items.¹² Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning.

McCarty suggested, before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful.” Pre-teaching activities often arouse students’ attention and desire to explore a particular topic or subject in greater detail.¹³

¹⁰Finnochiaro. 1974. *The Foreign Language Learner: A Guide for Teacher*. New York: Regent Publishing Company, Inc, p.73.

¹¹Jeremy Harmer. 1993. *The Practice of English Language Teaching*. Essex: Longman Group UK Limited, p. 159.

¹²Scott Thornbury. 2004. *How to Teach Vocabulary*. Essex: Pearson Education Limited, p.75.

¹³Michael McCarthy. 1992. *Vocabulary*. Oxford: Oxford University Press, p.108.

Both McCarthy¹⁴ and Thornbury¹⁵ suggested two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa the form is introduction first, followed up with illustration of the meaning.

According to Harmer, in the latter, forms are often presented in the text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activities is called the discovery technique.¹⁶

In teaching, teachers need to consider also their length of attention. Most students will spend many hours to watch their favorite cartoon movies and they may spend less than an hour listening to their teachers' explanation. This commonly happens when they find the explanation or the lesson boring, useless, or too difficult. Teachers, however need to make the lesson more interesting, lively, and fun. They need to know their students' interest, use variety of activities, as well as having sense of humor to get students' attention. In conducting the teaching, teachers also need to stimulate all five senses of students. Therefore they need to consider using physical activities (such as role-play, playing games), use sensory aids and also their own nonverbal language. Teachers should realize that their nonverbal language is very important for their students since most children tend to be very sensitive to facial features, gestures, and touching.¹⁷

According to Scott and Ytreberg, games as the technique in teaching vocabulary. Young learners learn language through playing and they enjoy it. This is quite a natural way for them to learn. Playing with language is very natural in the first stages of foreign language learning.¹⁸

¹⁴ *Ibid.* p. 110

¹⁵ *Ibid.*, p. 76.

¹⁶ *Ibid.*, p.160.

¹⁷ H. Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach Language Pedagogy 2nd Edition*. San Francisco: Addison Wesley Longman, Inc. A Pearson Education Company, p. 89.

¹⁸ W. A. Scott and L. H. Ytreberg. 1990. *Teaching English to Children*. New York: Longman Inc., p. 5

Actually, Islam has learning methods even the most complete. In lines of ayah Qur'an and the collection of hadith Prophet Muhammad SAW have constituted learning methods which is used by Allah dan His Messenger to teach and educate men.

In Islam, Allah proclaims that learning or teaching is needed in learning process, because by applying a strategy the students will be easier understand about the material.

Verse in Qur'an which give *ibrah* for teacher in learning context is such Allah SWT said in Holy Qur'an, surah Al Nahl:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بَلِّغْتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ١٢٥

It means: "Invite (all) to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are the best and most gracious: for thy Lord knoweth best, who have strayed from His Path, and who receive guidance". (QS. Al Nahl: 125)¹⁹

The verse above contains educative values about Allah ask to all Moslem to teach the students by using strategy or method in learning process, because strategy can help the teacher and students in learning process.

And prophet Muhammad SAW also suggested in learning process must give relief.

عَنْ أَبِي مُوسَى قَالَ كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا بَعَثَ أَحَدًا مِنْ أَصْحَابِهِ فِي بَعْضِ أَمْرِهِ قَالَ بَشِّرُوا وَلَا تُنْفِرُوا وَيَسِّرُوا وَلَا تُعَسِّرُوا (رواه مسلم)

Dari Abu Burdah dari Abu Musa, ia berkata Rasulullah SAW ketika mengutus salah seorang sahabat di dalam sebagian perintahnya Rasulullah SAW bersabda berilah mereka kabar gembira dan janganlah mereka dibuat lari dan permudahkanlah manusia dalam soal-soal agama dan janganlah mempersukar mereka. (HR. Imam Muslim)²⁰

¹⁹ 'Abdullah Yusuf 'Ali. 2008. *The Holy Qur'an: Original Arabic Text with English Translation & Selected Commentaries*. Kuala Lumpur: Saba Islamic Media, p. 331-332.

²⁰ Juwariyah. 2010. *Hadist Tarbawi*. Yogyakarta: TERAS, p.105.

(From Abu Burdah from Abu Musa, he said when Rasulullah SAW delegated one of his companion in most of his command, Rasulullah SAW decreed give them good tidings and do not make them fled and give man facilitate in matters of religion, and do not complicate them)

Prophet command above gives a lesson to educators that in the task of education, teachers/educators are required to create a conducive learning and fun, seeks to make students feel at ease and happy to stay at school with teachers, and not vice versa it gives the impression sinister that students fear and loath teachers, because that attitude will only make students not feel at ease at school and at the same time would be difficult to be able to love the teachers and all science or education that is given to students.²¹

The hadith explains that the learning process should be made as easy as possible and as well as fun in order to the students are not distressed psychologically and not feel bored with the atmosphere in the classroom. With the selection of appropriate methods and right so the learning process will be easy and enjoyable for students. The condition of learning which is easy and fun, it will affect the interest of students to involved actively in the learning process so that the learning objectives will be achieved with maximum.

2.2 Review On Games

2.2.1 The Definition of Games

Language games are not only enjoyable, but also help the students learn without having to pay much attention to what and how they are learning. Meantime, students learn to use the target language and to communicate with others.

²¹ Ismail SM. 2008. *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*. Semarang : Rasail Media Group, p.13.

Hadfield stated that a game is an activity with rules, a goal and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and students²².

Uberman writes, "I believe games are not only fun but help students to learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users."²³

Games are fun and this makes them an enjoyable way of learning. There is nothing unusual in games serving ends in addition to those exercise and fun. Games build on the energy of informal interactions rather than repress them in the ways more rigid methods of learning require.²⁴

'Game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Competition against others is not an essential ingredient of games, but challenge often is.²⁵

2.2.2 The Advantages of Games

There are many advantages of using games in the classroom²⁶:

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills- speaking, writing, listening and reading.

²² Jill Hadfield. 1984. *Elementary Communication Games*. Hongkong: Thomas Nelson Ltd, p.5

²³ A. Uberman. 1998, January-March. *The Use of Games for Vocabulary Presentation and Revision*. Forum, 36(1), p. 20.

²⁴ Tim Bond. 1986. *Games for Social and Life Skill*. Hutchinson Publisher, p. 11.

²⁵ Andrew Wright, David Betteridge, and Michael Buckby. 2006. *Games for Language Learning*, Third Edition. New York: Cambridge University Press, p. 1.

²⁶ Lee Su Kim. January-March 1995. *Creative Games For The Language Class*. Forum Vol.33 No.1.

- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

2.2.3 The Kinds of Games

In choosing the games to play, teachers need to consider few things. The following are elements that the teacher need to consider before playing a game in the English classroom as proposed by Sugar and Sugar:²⁷

- a. Target audience
- b. Level of play (Language Level Required)
- c. Number of players
- d. Size of the class
- e. Learning outcomes
- f. Playing time
- g. Games variation

For addition, there are some criteria how to choose games (Tyson, 2000):

- a. A game must be more than just fun.
- b. A game should involve "friendly" competition.
- c. A game should keep all of the students involved and interested.
- d. A game should encourage students to focus on the use of language rather than on the language itself.

²⁷Steve Sugar and Kim Kostoroski Sugar. 2002. *Primary Games: Experimental Learning Activities for Teaching Children K-8*. San Francisco, CA: John Wiley & Sons, Inc., p.12-17.

- e. A game should give students a chance to learn, practice, or review specific language material.

There are many kinds of games that can be used in the classroom as well as outside the classroom. Wright, Betteridge and Buckby divide games based on their general characters and spirits as the following²⁸:

- a. Picture games

A picture game is a game in which the use of pictures plays a major part. In this games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between picture.

- b. Psychology games

This game has included the variety of games which might all lead to a greater awareness of the working of human minds and sense. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

- c. Magic trick

In magic trick games repetition is authentic needed because magic trick always attract and invite comment, there is a potentially large occurrence of other language.

- d. Caring and sharing games

All the games in this section demand encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feelings and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.

- e. Sound games

²⁸ Andrew Wright, David Betteridge and Michael Buckby. 1994. *Games for Language Learning, New Edition*. Cambridge University Press, p. 15-17.

Sound effect can create in the listener's mind and impression of people, place, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

f. Card and board games

The examples of these games are snake and ladders. We can make variations in order for the full value of achievement.

g. Story games

This games provides a framework for learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors that remade them make a written or mental note of the errors during the story telling, but delaying with them until afterwards.

h. Word games

This game focus of intention is initially on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue and argue at some length.

i. True/false games

This game is to decide which it is someone make statement which is either true or false.

j. Memory games

Essentially, these games challenge the player's ability to remember. The inevitably differences between what players remember lead to discussion, in which opinion and information are exchanged.

k. Question and answer games

This section a variety of games designed to create context in which the learner want to ask question in order to find something out, usually connected with grammatical points.

l. Guessing and speculating games

In guessing and speculating game, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.

m. Miscellaneous games

The examples of this game are fortune teller, put it together, what can you do with it, predicaments, and zip.

2.2.4 The Odd-Man-Out Game

Odd-One-Out (also called Odd-Man-Out) is a great game for ESL classrooms, though it can also be played alone or with a friend. It can be played by children or adults, from beginners to advanced students, depending on the categories and words used. In a classroom, divide students into groups of 2-4 or more, and distribute sheets with lists of four or five words per set and instructions to choose the word that is different, the “odd one.”²⁹

The Odd-Man-Out is a frequently used activity in that students have to select the odd word that does not fit into a list, giving reasons for their choice. It should be pointed out that what is important is not so much the “correct” answer but the discussion on the choice of the answers. Rivers (1981) in Thomas Kral, in fact suggests that word lists with more than one possible answer be used to stimulate discussion. The discussion focuses

²⁹ <http://www.englishclub.com/esl-activities/odd-one-out.html> Accessed on December, 10th 2013.

the students' attention not only on the meaning of the words but also on the relationship among them, thereby increasing their knowledge of collocation and lexical range. Flexibility of answers and pair or group work to facilitate discussion are thus crucial aspects of this activity.³⁰

Activities included were simple games such as Hangman and Odd-Man-Out as well as quizzes. In addition to this, the writing of chain stories and participation in joke competitions were game related activities that motivated children for social and competitive language production in the digital platform. For older children the learning values of solving games like Hangman and Odd-Man-Out may not be high as is it not the most reflective processes of learning. But in relation to younger children and when this type of games are employed as production processes in written language learning the learning values can be regarded as effective for learning for instance vocabulary.³¹

Through this act, students can study using of word. Interaction between them can be push when this activity is done by pairs or group. First, prepare group of words. Each of group contain a 'odd man', for example:

- *horse, cow, mouse, ~~eat~~, fish*
- *bicycle, bus, ~~eat~~, motorcycle, truck*
- *green, ~~big~~, orange, brown, red*
- *run, sit, go, ~~tired~~, think*

Ask student to find words which isn't include same category like another word in same group. The word which is choosen can give cross sign or circle. Like word of *eat*, *cat*, *big*, and *tired* are odd word because it hasn't same category with words in one line. Word of *eat* is verb but another words are noun. Word of *cat* isn't available because *cat* is

³⁰Thomas Kral (ed). 1995. *Selected Article from the Creative Classroom Activities English Teaching Forum*. p.113.

³¹Birgitte Holm Sørensen and Bente Meyer. 2007. *Serious Games in Language Learning and Teaching—A Theoretical Perspective*. Digital Games Research Association (DiGRA), p. 563.

animal and another words are transportation. Student must give the reason why he/she choose the word.³²

The aim of the game is to find different ways of classfying four of the words in each group. It is essential that the player can argue the case for his proposed classification, however eccentric it may be. Common ways of classifying may refer to the material the objects are made of, their usage, size, cost or shape. Less common classifications might be country of origin, naturalness (grown or manufactured), or number of letters, etc.

2.2.5 The Procedure of Odd-Man-Out

1. Tell the learners to identify the word from the first group that they think is the ‘odd-one-out’.
2. Ask individuals to say which word they chose as the ‘odd-one-out’ and to say why.
3. The other learners should be asked if they agree; or, if they disagree, to say why. You should not say which answer you think is correct until this discussion is finished – partly because this would inhibit discussion and partly because there may be no *one* correct answer.
4. Each of the groups of words can be discussed in turn in this way.

Notes:

- The words used should, of course, reflect the interests of the learners, and could be from a topic of a specialist nature from sport to business to engineering.
- Once learners are familiar with this game, they can be asked to compile their own sets of words, each containing one they consider to be the ‘odd one out’. These sets can then be used in classwork.

³²Tim Fasilitator Bahasa Inggris. November 2006. *Asyik Belajar dengan PAKEM:BAHASA INGGRIS*. MBE Jakarta, p.25.

2.2.6 The Variation of Odd-Man-Out

a. Variation 1 – They’re All Odd!

Instead of looking for the single word which doesn’t fit with the others (as in the main game, above), ask the learners to explain why each word can be seen as the ‘odd-one-out’.

mouse, fish, knife, horse, cow

Mouse is the odd-one-out because it is the only one which is not useful to people.

Fish is the odd-one-out because it is the only one which swims in the sea.

Knife is the odd-one-out because it is the only one which is not a creature.

Horse is the odd-one-out because it is the only one which carries people.

Cow is the odd-one-out because it is the only one which is called cow!

b. Variation 2 – Somebody Must Go!

Preparation: Make a list of six or eight interesting characters – they may be known *public figures* such as politicians, rock stars or actresses, *fictional characters* from fairy tales or television programmes, *members of different professions* such as teachers, comedians or lawyers, etc. The list should include about six or eight characters. Present the list on the board or on an OHP.

1. Present the list to the learners, and explain that these characters are on a life raft that is overloaded and sinking. Two of the six (or three of the eight) must be thrown overboard in order for the others to survive.

2. Have each learner suggest who should be sacrificed and why. Encourage debate and discussion about the relative importance and usefulness of each character, and the ethics underpinning the whole game.
3. You may want to take a vote at the end of the discussion to determine which characters remain on the life raft.³³

2.3 Related Studies

a. Sholihin. 2012. *Improving Students Vocabulary Mastery By Using Text Twist Game as a Media (A Classroom Action Research) of the Seventh Grade Students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in the Academic Year 2012/2013*. Thesis. English Education Department, Teacher Training and Education Faculty, Muria Kudus University.

Students cannot say or write anything in English without knowing words to support their creativity. Therefore, students are hope to be able to perform language skill such as listening, speaking, reading and writing. The language component such as structure, vocabulary, spelling and pronunciation are taught to support developing of four language skill. However, the students got difficulties to understand the meaning of word. The seventh grade students of SMP Islam Al Madina Kaliombo Pecangaan Jepara also argue that the foundation of understanding about the text knows the meaning of vocabulary in the text. Understanding the fact, the writer is eager to help them by using Text Twist Game as a media to improve mastery incvocabulary of the seventh grade students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in academic year 2012/2013.

³³ Andrew Wright, David Betteridge, and Michael Buckby. 2006. *Games for Language Learning, third edition*. New York: Cambridge University Press, p. 106-108.

The purpose of the research is to improve students' vocabulary mastery by using Text Twist Game. The research will give some useful information about teaching vocabulary by using Text Twist Game will be more interesting to students.

This research applied a classroom action research. The research was conducted in the seventh grade students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in the first semester of academic year 2012/2013. The number of the students in the classroom was 28 students; 15 male and 13 female.

The data of this research was taken from the result of written test and the check list of observation of those three cycles conducted. The findings of the research showed that: (1) on the first cycle, there were 13 students who had got scores under the criteria Minimal Score of 70. The mean score was 66,79 as sufficient categorized. The students' response were not observable appear yet when being taught by using Text Twist Game as a new media in vocabulary. Teacher has difficulties to teaching vocabulary by using Text Twist Game. (2) On second cycle, the total students who had got scores under the Criteria Minimal Score got down from 13 as 2 and the mean score was 86,43 as good categorized. The students' concentration is increase and students are more active and creative in twisting words activity. Teacher can control teaching learning well. (3) On third cycle, there is no students whose got scores were under the Criteria Minimal. The result of the third written test was optimal that the mean score got was 90,71 as Excellent categorized. The students and the teacher are to be confidence, more enjoyable, interactive and creative on this cycle.

This research comes to the conclusion that Text Twist Game can improve the students mastery in vocabulary of the seventh grade students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in academic year of 2012/2013. Thus, the writer suggests that a teacher should give short, clear and simple instructions in using Text Twist Game

as a media in teaching vocabulary. The aim is to get the students' respond to show the students' understanding to what the teacher wants. Besides that, the teacher should more evaluate students' worksheet through discussion, so they will feel happy and proud because their works are appreciated.

b. Budi Setiawan. X2208508. 2008. Improving The Students' Vocabulary Mastery Through Direct Instruction (A Classroom Action Research on The fourth Grade of SD Negeri Pringanom 3, Masaran, Sragen in the Academic Year of 2009/2010). A Thesis. Surakarta: Teacher Training and Education Faculty Sebelas Maret University Surakarta. 2010.

It is essential to learn vocabulary in order to support the mastery of English skills. In fact, many of English learners of elementary level are often faced with the problem of vocabulary mastery. The most common factors that become the obstacles are the limited number of words mastered and the difficulty to memorize the meaning of the words. Therefore, it is necessary for the teacher to apply certain method or technique to solve those problems and make students interested to learn English.

This research is aimed to know whether the technique of using Direct Instruction could improve the students' vocabulary mastery and to describe what happens during the implementation of Direct Instruction in English learning at the fourth grade of SD Negeri Pringanom 3, Masaran, Sragen.

This research is a classroom action research. It was conducted at SD negeri Pringanom 3, Masaran, Sragen. The writer conducted a classroom action research from February, 1 2010 until February 27, 2010 at the fourth grade of SD Negeri Pringanom 3, Masaran, Sragen in the academic year of 2009/2010. In this research, the writer used the fourth grade students as the subject of research. In conducting this classroom action

research, the writer divided the action into two cycles and carried out in four steps namely; planning the action, implementation/action, observation and reflection.

The data of the research were collected by using some techniques. They were qualitative and quantitative data collection techniques. Interview and observation were the techniques for getting qualitative data. They were in the form of recording and photographs. The data which were in the form of words from the result of interview was called as recording, while photographs were the authentic data in the form of visible pictures. The quantitative data included the written tests taken before and after the cycles were implemented. Then the writer compared the mean scores of each cycle from cycle 1 and cycle 2.

The result of the research shows that Direct Instruction technique can improve the students' vocabulary mastery. There was an improvement on the mean score of the test. In the first cycle it was 60.68 and improved to 68.10 in the second cycle. This technique could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. They were not shy anymore and highly motivated to join the instructional process. The English teachers who want to apply direct instruction in English teaching should consider the lesson sequence that must be done orderly consisting of orientation, presentation, guided practice, structured practice and independent practice in order to make the instructional process run well.

- c. Santi Afrida. 340826562. Thesis Title: Improving The Students's Vocabulary Achievement by Using Guessing Game Technique at MTs Tarbiyah Islamiyah Hamparan Perak. English Educational Department of Tarbiyah Faculty. State Institute For Islamic Studies, North Sumatera, Medan 2012.

This research is aimed to improve students' vocabulary achievement by using guessing game at MTs Tarbiyah Islamiyah Hamparan Perak.

The research was conducted by using class action research. The subject of this study was students of class VIII-A MTs Tarbiyah Islamiyah Hamparan Perak academic year 2012/2013, consist of 33 students. To collect the data, the instruments used were quantitative data (vocabulary test) and qualitative data (diary notes, interview, photo and observation sheet). In analyzing the data, the mean of the students' score for the pre-test was 52.4, for post-test I was 58.18, and the mean of the students' score for the post-test II was 72.12. based on diary notes, interview, photo and observation sheet, it showed that the expression and excitement of students were also improved.

It was found that teaching vocabulary by using guessing game could improve students' vocabulary achievement. It is suggested that english teachers apply this guessing game as one of alternative in teaching vocabulary.

2.4 Thought of Framework

This case is interested to find out the relating between variables. It consists of independent variable and dependent variable. Vocabulary becomes important thing in learning English, because vocabulary is basic component in learning a foreign language, and to teach it teacher should know technique. In teaching vocabulary, teacher should use appropriate way in order to make students understand and master vocabulary well. It is better if there is fun and enjoyable situation in learning. One of the way is by game.

Game is a way that can attract students attention to study English well. Game also effective for education process, because it can raise students motivation, interest and give students happy learning. Odd-Man-Out game is one of the way to teach vocabulary. By this game which was applied in the class, it's hoped can build students' vocabulary.

2.5 Hypothesis of Implementation

Based on the explanation of the theoretical framework of thought above the hypothesis of implementation this research is “Using Odd-Man-Out will build students’ ability in vocabulary.