THE EFFECT OF TEXT TWIST GAME ON VOCABULARY LEARNING MOTIVATION AT GRADE VIII STUDENTS OF PONDOK PESANTREN DARUL AZHAR JAMBUR PADANG MATINGGI

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd) in English

Written by :

ANGGI KARTIKA
Reg. Number. 16 203 00096

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021

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PADANGSIDIMPUAN

2021

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan, 26 April 2021

a.n. **Anggi Kartika**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anggi Kartika**, entitled **"The Effect of Text Twist Game on Vocabulary Learning Motivation at Grade VIII Students of Pondok Pesantren Darul Azhar Jambur Padang Matinggi"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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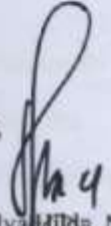Padangsidimpuan, 26 April 2021

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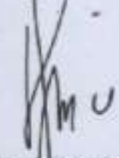
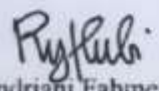Chief,

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ABSTRACT

This research focused about the effect of using Text Twist Game to motivation in learning vocabulary at grade VIII students of Pondok Pesantren Darul Azhar Jambur Padang Matinggi. Most of the students were luck of motivation and no habituation in learning vocabulary class, students also did not know how to pronoun and difficult to remember the new word. Because written and spoken is different, so the students difficult to understanding English lesson. So the researcher interested to prove students motivation had the effect to students' vocabulary at grade VIII students of Pondok Pesantren Darul Azhar Jambur Padang Matinggi.

This research has three formulation of the problem, they are how is the students' motivation in learning vocabulary before using text twist game, how is the students' motivation in learning vocabulary after using text twist game, and is there significant effect of text twist game to students' motivation in learning motivation. The purpose of this research are to describe students' motivation in learning vocabulary before using text twist game, to describe the students' motivation in learning vocabulary after using text twist game, to examine the significant effect of using text twist game on motivation in learning vocabulary.

Research methodology that used in this research is quantitative method. Type of the research was experimental research. The population of the research was the grade VIII students of Pondok Pesantrn Darul Azhar Jambur Padang Matinggi. Further, the sample of the research included 60 students. They were experimental class consist of 30 students and control class consist of 30 students. In collecting the data, the researcher used questionnaire to know the English learning motivation in vocabulary and on collecting the data. To analyse the data, the researcher used t-test formula.

After analysing the data, the researcher fount that mean score of experimental class after using text twist game was higher than control class. Mean score of experimental class before using text twist game was 56,9 and mean score after using text twist game was 72,96. Meanwhile, the mean score of control class in pre-test was 54,25 and post-test was54,3. Beside it, the score of t $_{count}$ was higher than t $_{table}$ (8,52 > 7,815). It means that the hypothesis alternative (Ha) was accept. It was concluded that there was a significant effect of text twist game on students' motivation in learning vocabulary at grade VIII students of Pondok Pesantren Darul Azhar Jambur Padang Matinggi.

Keywords: *Text Twist Game, Motivation, learning Vocabulary*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
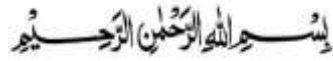
First of all, let the researcher says a lot of praises and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitles "". Then, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from **the bad character to the good one, which has created by knowledge like this era.**

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, happiness, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mr. Dr. H. Fitriadi Lubis,M.Pd., as my first advisor and Mrs. Fitri Rayani Siregar, M. Hum, as my second advisor who have guided me for finishing this thesis, who have been the great advisor for me and gave me much ideas and suggestions sincerely and patiently during the progress of writing this thesis.

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3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

I realize this thesis can't be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   2020

Researcher

<u>ANGGI KARTIKA</u>

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

The essential of motivation in learning vocabulary is the teacher should motivate the students to learn, the students do not have the same motivation in learning English. Some of them have a high motivate and some of them still poor. Motivation is to give support to the students to more understand to learn English lesson by given motivation because to learn English students need support or motivation even from intrinsic and extrinsic.

There are many efforts used by the government, school and teacher to motivate students in learning vocabulary, such as revision the curriculum completing the English teaching facilities and make a good program. Beside that the teachers managed in the classroom to increase students learning vocabulary like strategy, method and media. All this done to motivated students to learn vocabulary.

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The condition of students' motivation in learning vocabulary, even through many had done by the government and teacher to improve the students' English learning motivation, the fact in the field their learning motivation in vocabulary is still poor. Based on interviewed with English teacher in Pondok Pesantren Darul Azhar Jambur Padang Matinggi the vocabulary learning motivation at the grade eight students was still low. Mrs. F.N. Nst as an English teacher in Pondok Pesantren Darul Azhar Jambur Padang Matinggi, he said that "most of the students in eighth grade, they are lazy to open dictionary and lack of motivation. They also waiting me to ask them to open the dictionary".[1] It is mean the students are lazy to bring and open the dictionary, they waiting the teacher to translate the vocabulary than learn with their own self. They also tend to forget the meaning of the words with have been taught or practice before.

There are many factors that can be effect the student motivation in learning. Andrew Wright in Latifah Nafiah state "To teach vocabulary, the teacher's creativities, appropriate method, and the variation of the activities are required. There are some teaching motivation that can be used to motivate English effectively. Games are one of them, game help and encourage many learners to sustain learning and motivation".[2]

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[1] *Private Interviewed*, Mrs.F.N.Nst, as an English Teacher in Pondok Pesantren Darul Azhar Jambur Padang Matinggi, (Jambur: Pondok Pesantren Darul Azhar Jambur Padang Matinggi, September 20th, 2020).

[2] Latifatun Nafiah, "Improving Students' Vocabulary Mastery Through Text Twist Game at SMPT Ainul Ulum Pulung Ponogoro in Academic Year 2017/2018" (State Institute of Islamic Studies Ponorogo, 2018), p.3, http://digilib.unila.ac.id/56790/3/SKRIPSI TANPA BAB PEMBAHASAN.pdf.

Learning motivation in the learning proses is strongly influences by the motivation that selves.

There are many kinds of game such as Crosword puzzle, Scrable, Word Square, Anagram and Text Twist Game.[3] Game that is going to use in this research is text twist game. This fact may support the English teacher to effect the rule in teaching English. It is hope by increasing the teaching and learning process the problem will overcome soon and make the students will study English easily.

Text twist game is a language game where the way of playing this game is arranging some letters which given by the teacher in order to form as many English word as possible within a certain period of time.[4] This game plays in groups. It means that, text twist game is a kind of language game played in a group which emphasizes on arrange some letters in task gotten from the teacher and the player or students have to rearrange its letters to correct words.

The role of text twist game in vocabulary learning motivation is to make more enjoyable way to review students' vocabulary. The advantage of this game are students will be motivated to look words up in dictionary. Also, text twist game make students become more creative to find out the vocabulary. Using text twist game make students motivated in learning

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[3] Wanda Lestari, "Improving Students' Vocabulary Mastery by Using Text Twist Game at Private Islamic Junior High School Al-Hijrah 2 Lau Dendang 2016/2017 Academic Year" (state Islamic University of North Sumatera, 2017), p.9, file:///C:/Users/Windows 10/Downloads/skripsi text twist gamd 3.pdf.

[4] Isterya and Hasan Basri, "Improving Vocabulary Mastery Through Text Twist Game," *E-Journal of English Teaching Society (ELTS)* 3, no. 1 (2003): p.3, repository.uinsu.ac.id.

because it can make study more real, interested, focus, varies and can make encourage students to build their vocabulary.

Based on above explanation, this research want to know how the effect of text twist game to vocabulary learning interest. This research hopes the result of this investigation will give the answer of the problem above. This research is interested in discussing about " The Effect of Text Twist Game on Vocabulary Learning Motivation at Grade VIII Students of Pondok Pesantren Darul Azhar Jambur Padang Matinggi".

B. Identification of the Problem

As stated in the background of the study, the vocabulary learning motivation was still low. Vocabulary all the words that person know or use, the words that person use when they are telling about particular subject. Vocabulary is a group of word that used in human's communication to give interaction each other. It refers to all of word that people use to communicate each other.

Based on background above, there are many factors that can Effect the students motivation in learning vocabulary. Such as teacher's creativities, appropriate method, variation of the activity and game. Game help and encourage many learners to sustain learning and motivation. Learning motivation in learning process is strongly influences by the motivation that selves.

C. Limitation of the Problem

As mentioned above, there are many factors that can be effect the students motivation in learning vocabulary. Such as teacher's creativities, appropriate method, variation of the activity and game. Game help and encourage many learners to sustain learning and motivation.

The scope of this research can be a very large discussion. Based on above identification, this research limits the discussion into one factor only that is game. Game is mental encouragement as an activator to do something, by having motivation student will get more enthusiasm in doing action. Among the internal factors on students, motivation is one of the factors that influences student success.

The reason of choosing this factors is to make goal the advantage of using text twist game to vocabulary learning motivation. There are the advantage of using text twist game based on Andrew Wright, the advantage of this game are students will be motivate to look up on dictionary. Also, text twist game make students more creative to find out the vocabulary. As the impact, students got effect in vocabulary memorizing skill.[5] So, txt twist game can motivated the students to learn vocabulary and motivate the students to open dictionary.

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[5] Lestari, "Improving Students' Vocabulary Mastery by Using Text Twist Game at Private Islamic Junior High School Al-Hijrah 2 Lau Dendang 2016/2017 Academic Year," p.22.

D. Formulation of the Problem

Based on the background of the problem above, tis research formulated the problems as follow:

1. How is the students' vocabulary learning motivation before learning using text twist game at VIII grade Pondok Pesantren Darul Azhar Jambur Padang Matinggi?

2. How is the students' vocabulary vocabulary learning motivation after learning using text twist game at VIII grade Pondok Pesantren Darul Azhar Jambur Padang Matinggi?

3. Is there any significant effect of using text twist game on the students' vocabulary learning motivation at grade VIII Pondok Pesantren Darul Azhar Jambur Padang Matinggi?

E. Purpose of the Research

From the formulation above, the purpose of this research are:

1. To find out the students' vocabulary learning motivation before using text twist game at VIII grade Pondok Pesantren Darul Azhar Jambur Padang Matinggi.

2. To find out the students' vocabulary learning motivation after using text twist game at VIII grade Pondok Pesantren Darul Azhar Jambur Padang Matinggi.

3. To examine whether there is or there is not any significant effect of using text twist game at grade VIII MTs N Pondok Pesantren Darul Azhar Jambur Padang Matinggi

F. Significant of the Research

By doing this research, researcher hopes to contribute in the improvement of teaching in vocabulary. This research hope that this research can be benefit for teacher, the students and researcher himself.

1. The headmaster

    To develop and encourage English teacher to teach English well and used the best media to effect students' motivation in learning.

2. The teacher

    Through this research it is hope that the teacher can teach vocabulary effectively and decide what the best technique to teach vocabulary considering the students' characteristics.

3. The future research

    Interested in the same research as the reference and as additional consideration to solve the vocabulary problem when they find the same problem in their research.

G. Systematic of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters will detail as follow; in chapter one is consist of background of the problem. Identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significances of the research and systematic of the thesis.

In chapter two is consist of the theoretical description, which consist of sub chapters such as theoretical description of vocabulary

mastery and description of text twist game. Then review of findings, conceptual framework and hypothesis.

In chapter three is the consist of research methodology which consist of time and place of the research, research methodology, population and sample, instrument of research, the technic of data collection and the last technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consist of conclusion that is giving conclusion about the research of the research and suggestion that given suggestion to students and teacher by research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Learning Motivation

a. Definition of Learning Motivation

Suprijono book says, "Learning is to observe, to read, to imitate, to try something themselves, to listen to follow direction".[6] Hintzman in Muhibbin Syah book says "Learning is a change in organism due to experience which can affect the organism's behaviour".[7] From above definition, it can be concluded that learning is change step entire or all individual behaviour which relative remain to as result of interaction and experience with environment entangling cognate process.

Motivation is one of the most important factors in the success of English learning, when someone wants to be a success one in life, he/she goals need motivation. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true.

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[1]Suprijono, *Prikologi Pendidikan*, Educationa psychology (Bandung: Salemba Humanika, 2019),p. 2.

[7] Muhibbin Syah, *Psikologi Bedlajar* (Jakarta: Raja grafindo Persada, 2003), p. 65.

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According to Sardiman, motivation drives from "motif" which means energy or effort that encourage someone to do something.[8] In Snowment book, motivation is the willingness to expend a certain amount of effort to achieve a particular goal under a particular set of circumstances.[9] It is mean; motivation can be interpreted as an active activator to reach a goal.

According to Brown, motivation is defined as the decision made by people about purposes and the effort done to achieve those goals.[10] Moreover, it is also considered as the reasons why people do something intentionally. Based on the behavioral theory, instincts or emotions are also related to actions in which motivation can arise.

From the explanation above, it can be concluded that learning motivation is energy or effort that encourage someone to observe, to read, to imitate, to try something themselves, to listen to follow direction.

Besides, according to Wentzel and Brophy, "in the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the

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[8] Sadirman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2003), p.73.

[9] Jack Snowman and Rick McCown, *Psychology Applied to Teaching 13th Edition* (cengageCengage Learning, 2012),p. 393.

[10] M Rizky Setiawan et al., "The Effectiveness of Quizlet Application towards Students ' Motivation in Learning Vocabulary," *Studies in English Language and Education* 7, no. 1 (2020): 86, https://www.researchget.net.323. P. 86

teachers".[11] It can be concluded that, in terminology, motivation is considered as a desire or intention that could trigger someone to do something. Therefore, motivation becomes one of the most important aspects that will influence students' performance or achievement in learning English.

b. **Purpose of Motivation in Learning**

Motivation is very important for students. Motivation is an essential condition of learning. Vocabulary mastery becomes optimal if there is motivation. So, motivation has thee functions. There are the functions of learning motivation as follow:

1) The people conductive to do, as activator or motor that detached energy.
2) Establish the purpose of deed, that is to purpose that be going to bird in hard.
3) Select of deed, that is establish the deeds what must worked that serration for achieve our purpose, with reject the deeds that not benefit mentioned of purpose.[12]

Based on the above explanation, it seems that the purpose of students learning motivation is one of the important thing in learning something, especially in learning vocabulary. It can be said that purpose of motivation make students more active and optimal when process learning vocabulary.

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[11] Budi Setiawan, "Improving the Students' Vocabulary Mastery Through Direct Instruction" (2010), p.86, https://eprints.uns.ac.id/4397/1/138511008201006411.pdf.
[12] Sadirman, *Interaksi & Motivasi Belajar Mengajar*, p.85.

c. Factors of Learning Motivation

High or low students' learning motivation can be influenced by some factors. There are two categories of factors learning motivation. They are external factor which is factors that come from outside of individual and internal factor which is factors from individual inside.

1) Students aspiration
   Students' aspiration can be seen on child's wish before. Like want to walk, eat, read and sing. To reach success they will grow up their willing in the future that become aspiration for them.
2) Students ability
   Students try to get success from their action by using their ability that carries out that satisfaction and pleasant successfully in heart. The willing will strengthen motivation.
3) Students condition
   Students' condition are physical and mental condition that influences motivation in learning
4) Environment condition
   Students' environment condition is nature condition. Condition of the place, association of community live. As a human community students can be influenced by the surroundings.[13]

From those factors, students can be tried to effect the students motivation in learning. Exactly, learning motivation will be success if the students realize that learning is the important and it is useful for their future.

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[13] Slameto, *Belajar Dan Factor-Faktor Mempengaruhinya* (Jakarta: PT.Rineka Cipta, 1995), p.45.

d. Characteristics of Learning Motivation

As the additional, Hamzah B.Uno said the stated in Agus Suprijono the characteristics of the students who motivated in learning as follow:

1. There willing and wanting of success
2. Is a drive and need in learning
3. There hope and ambition in the future
4. There is appreciated in the learning
5. There is conductive learning environment so that makes the students there can learn well. [14]

Based on explanation characteristic above, can be conclude that there are five characteristics of students they are: active, optimist, never give up, diligent, lead the time. The students have a number of characteristics that can be seen from the physical aspect, social, emotional and cognitive.

e. Factors of the Influence Learning Motivation

Interested and motivated can be as the first vision of learning progress, because by the learner or students are interested and motivated those will make the students ready and ready to receive the learning as well as possible and also give a good feedback. When it happened it means that the goals of the learning have reach and successful.

The characteristic of learning motivation for each people is different. Some people have high learning motivation, also some

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[14] Hamzah B.Uno, *Psikologi Pendidikan* (Bandung: Alfabeta, 2005), p.200.

people not have learning motivation, and the difference characteristics students have learning motivation is:

1) Background knowledge level
2) Style to learn
3) Ripe level
4) Interest
5) Intelligence
6) Attitude
7) Learn achievement[15]

From explanation above, this research conclude that there are some factors of the influence learning motivation. The different characteristics students have learning motivation can be background knowledge level, style of learning and intelligence.

f. **Purpose of Teaching Vocabulary**

Purpose of teaching vocabulary is to increase learners' ability in language and to have knowledge about words and its element. Vocabulary is needed to make someone understand about the language. It is needed also to make someone be able in four language skills (listening, speaking, reading and writing).

According to Inbaraj, objectives of learning vocabulary is to know a word in a target language may mean the ability to: recognize it in its spoken/written form, recall it when needed, related to an appropriate objective or concept, use it in the appropriate grammatical form, pronounce it, speak in a recognizable way, spell it clearly and correctly, use it with words

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[15] Sadirman, *Interaksi & Motivasi Belajar ....,* p.119.

that correctly goes with it.[16] So, vocabulary make us can know how a word in target language.

Teaching vocabulary is a curial aspect in learning a language as languages are based in words. It is almost impossible to learn a language without words; event communication between human beings is based on words.[17] Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. There are various ways of teaching vocabulary, but there is no single "best" way for teaching vocabulary.[18] It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has a weakness. Therefore, it is teachers' task to find or choose a better technique that is suitable to student condition.

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[16] Inbaraj, *Ebglish Language Teaching* (Chennai: Tamildanu Textbook Coorporation, 2008), p.156, http://www.thesisscientist.com/docs/study Notes/dae3aa37-d69b-41ef-86ff-87bd224adf0f.

[17] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal Kata* 1, no. 2 (2017): p.185, https://researchgate.net/Publication/320571421_The_Teaching _Of_Vocabulary_ A_ P erspective.

[18] Elda Martha Suri, "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang," *Edu Research* 1, no. 1 (n.d.): 113, e-jurnal.upp.ac.id.

It can concludes that teaching vocabulary must be interesting and the teacher should be creative to create fun and meaningful learning because vocabulary is very essential in a language. So, teaching vocabulary is a process of giving knowledge of vocabularies to students as the aspect of learning a language consists of words and meaning.

g. **The Materials of Teaching Vocabulary**

According to English textbook[19] at grade VIII MTs Negeri 4 Mandailing Natal with the title "When Ring's a Ball". This research choose some title, they are:

1. The material of vocabulary in chapter 1 with the title "It's English Time"

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[19] dan Yuli Rulani kHiatimah Siti Wachidah, Asep Gunawan, Diantari, *When English Rings a Bell* (Jakarta: Pusat Kurikulum dam Perbukuan, Balitbang, Kemendikbut, n.d.), p.95.

Exercise 1: Look at the picture and guess what they are doing.

2. The material of vocabulary in chapter seventh with the title "My Uncle is a Zookeeper".

Exercise 2: Look at the picture and guess what they are doing.

3. The material of vocabulary in chapter seventh with the title "My Uncle is a Zookeeper".

Exercise 3: Look at the picture and guess what they are doing.

2. Text Twist Game

a. Definition of Text Twist Game

According to Aulia in Isterya and Basri's paper that text Twist game is a language game where the way of playing this game is arranging some letters which give by the teacher in order to form as many English words as possible within a certain period of time. [20] This game plays in groups. The group which can arrange the most letters into English words, will be the winner.

According to Crawford in Lestari's paper, text twist is simply a word scrambling game, in which students have to

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[20] Isterya and Basri, "Improving Vocabulary Mastery Through Text Twist Game,"p. 3.

assemble letters into meaningful words ranging from three or six letters.[21] Text twist game is a language game where the way of playing this game is by arranging some letters which are given in order to from as many English words as possible with in period of time.

Text Twist Game as media to effect students vocabulary practice in study English. Students can find out more vocabularies as modal to be ready in speaking English too. [22] To show the effect after using Text Twist Game and the result after students using this games as media to effect students vocabulary learning motivation in study English and also to show students the spelling words what they was found.

It means that, the text twist game is a kind of language game played in a group which emphasizes on arranging some letters in task gotten from the teacher and the player or students have to rearrange its letters into correct words as fast as possible within a certain period of time.

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[21] Nasrudin, "The Influece of Using Text Twist Game Towards Students' English Vocabulary Mastery in the Second Semester of the Eleventh Grade at SMA N 1 Penengahan In the Academic Year 2016/2017" (State Islamic Universitry of Raden Intan Lampung, 2017), p.25, http://repository.radenintan.ac.id/2735/1/NASRUDIN.pdf.

[22] Sri Sugihari, "Using 'Text Twist 2' Games to Increase Students Vocabulary Practice in Study English (Survey at the Grade of SMPN 11 Batam)," *Cahaya Pendidikan* 2, no. 1 (2016): p.4, https://journal.unnes.ac.id/sju/index.php/elt/article/view/2418.

Based on the definition above, it comes to the conclusion that text twist game is an activity in which learners play a word scrambling game, in which you have to assemble words ranging from three to six letters.

b. Procedures of Text Twist Game

The procedures of teaching vocabulary through Text Twist Game based on Steven J. Bram in Adenan Damira state are as follow:

1) Divide the class into four or five teams.
2) Give the aid (unstructured word with blank boxes) and tell the class to write the answer.
3) Choose a student from one team and ask to show the students answer.
4) Each group has seven minutes to fill the word into the blank boxes.
5) The leaders of teams write the answer on the board.
6) If it is correct, give his/her team one point. If it is incorrect, choose one from the other team and look at his/hers. Give him/her the point if it is correct.
7) Write incorrect word on the board. Tell the class to correct any mistakes they have made.
8) Each team translates the words in the blank box and makes a sentence based on the words in each box.
9) The students may open the dictionary.
10) After the students finish making a sentence, he/she collects to the teacher.[23]

Based on explanation above, the researcher concludes that the procedures of text twist game can make the students to be interactive in learning vocabulary. Because by using text twist

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[23] Adenan Damiri, "The Influence of Text Twist Game Towards Students' Vocabulary Mastery at the First Semester of the Tenth Class at SMA Adiguna Bandar Lampung in 2012/2013," *LENTERA STKIP-PGRI Bandar Lampung* 2, no. 3 (2015): p.4, jurnal.stkippgribl.ac.id.

game the lesson will be an interesting in teaching and learning process.

c. Principles of Text Twist Game

There are some principles of text twist game that we must know before using this game. Principle of text twist game is the most important to make enjoyable for the teacher and the students. They are:

1. Text Twist is a single player game in which the player is shown six letters that.

2. When re-arranged, can make up at least one six-letter word and many other words between three and six letters in length.

3. A game is an activity with rules, a goal and an element of fun.[24]

From the explanation above, it can be conclude that one of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.

d. Advantage and Disadvantage of Text Twist Game

The advantage of text twist game are students will be motivated to look words up in dictionary. Also, text twist game make students become more creative to find out the vocabulary. As the impact, students got improvement in vocabulary memorizing skill.

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[24] Lestari, "Improving Students' Vocabulary Mastery by Using Text Twist Game at Private Islamic Junior High School Al-Hijrah 2 Lau Dendang 2016/2017 Academic Year," p.19.

Regarding to the previous study, states that there are several advantages in using text twist game in teaching vocabulary mastery such as:

1. By doing the test twist game, unconsciously, the students will recall, write, and discuss to find out English words.

2. The students will be more familiar with English words.

3. The students will unconsciously be motivated to look up words in dictionary.[25]

However, every single thing in this world has to sides. A good side and a bad side. Even the thing which we have considered as a perfect thing also has a negative side. It also happens in this case. However, Lestari also states that text twist game has several disadvantages such as:

1. It takes longer time. In this case, the problem is related to time management. Thus, the students did not finish the task on time.

2. There are many subjects who have to ask to their friends because there were only several subjects who really understand about the role of each activity. Therefore, the class will be noisy.[26]

From explanation above it can be conclude that there are some advantage and disadvantage of using text twist game on students learning motivation.

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[25] Lestari, p.22.
[26] Lestari, p.22.

e. Vocabulary Learning Motivation by Using Text Twist Game

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

Text twist game is a language game where the way of playing this game is arranging some letters which given by the teacher in order to form as many English word as possible within a certain period of time.[27] This game plays in groups. It means that, text twist game is a kind of language game played in a group which emphasizes on arrange some letters in task gotten from the teacher and the player or students have to rearrange its letters to correct words.

Text twist game in vocabulary learning motivation is to make more enjoyable way to review students' vocabulary. The advantage of this game are students will be motivated to look words up in dictionary. Also, text twist game make students become more creative to find out the vocabulary. Using text twist

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[27] Isterya and Hasan Basri, "Improving Vocabulary Mastery Through Text Twist Game," *E-Journal of English Teaching Society (ELTS)* 3, no. 1 (2003): p.3, repository.uinsu.ac.id.

game make students motivated in learning because it can make study more real, interested, focus, varies and can make encourage students to build their vocabulary.

One of method to teach vocabulary is text twist game. This vocabulary teaching method uses some procedures and divided 3 steps of procedures; small group discussing in teaching vocabulary such as: pre-teaching, while-teaching and post-teaching. The more explanation as follow

a. Pre Teaching

Before starting the lesson about vocabulary, firstly, teacher gives greetings for students and prepare the students for studying and follow in teaching learning process. Then, teacher instruct the students for playing before starting the lesson and check the students' attend list.

Next, teacher give the explanation to students about the lesson plan, about standard competence that have to know the students, the indicators, and also about the method that teacher's use when teach vocabulary.

b. While Teaching

When teaching learning process, the teacher give the treatment to students about learning vocabulary by using text twist game. Where team game text twist game text twist have 10 steps. There is teaching, team study, Text twist game and team recognition.

c. Post Teaching

After giving the treatment to students, the teacher ask to students how their feeling after teaching vocabulary by using text twist game. Is there any significant effect after using text twist game.

The explanation above will summary in tables below:

Table 1
Step How the Teacher and students Using Text Twist Game

Procedure	Teacher Activities	Steps	Students Activities
Pre-Teaching	1. The teacher gives greeting 2. The teacher instruct the students for praying and check the students' attend list		1. Students answer the greeting 2. The students praying together and said present when the teacher called their name for attend lis
While-Teaching	1. Teacher divides the students into four and five teams and chose whose the leader of team	1. Divided class into some groups	1. Students sit in their groups. 2. Students choose the leader of the team

	1. The teacher give the unstructured word with blank boxes and ask the students to answer the blank box.	2. Give the aid (unstructured word with blank boxes) and tell the class to write the answer	1. The students feel the blank box and write the answer
	1. The teacher ask the group to choose one of them and show their answer	3. Choose a student from one group and ask to show the students answer	1. A student comes to in front of class to show their answer
	1. Teacher give the unstructured word with blank boxes and tell the class to write the answer	4. Students can identify how to write the vocabulary by fill the blank box	1. Students listen to the teacher. 2. Students fill the blank letter
	1. Teacher give each group has seven minutes to fill the word into the blank boxes	5. Students can answer the blank boxes on time	1. Students look at to the letter 2. Students fill the blank letter with the true answer
	1. Teacher asks the leader of team to write the answer on the board	6. Students can know how to write the vocabularies	1. The leader of the team come and write the answer on the board 2. Other students write the answer on their book
	1. If it is correct, give his/her team one point. If it is incorrect, choose one of the other team and look at his/her answer. Give him/her the point if it is correct	7. The students can write the vocabulary with the correct answer.	1. Students write down the answer
	2. Teacher asks the student to translate the vocabulary and make makes a sentence based on the	8. Students can translate the vocabulary and make the sentences from that vocabulary	1. Students translate the vocabulary 2. Students make the sentences from that vocabulary

	words in each boxes		
	1. The teacher ask to the students to open the dictionary to translate the vocabulary and make the sentences	9. The students may open the dictionary	1. Students perform their sentence 2. Students listen to the teacher.
	1. Teacher ask to the students to correct the answer	10. In this step the teacher give evaluation to the students answer	1. After the students finishing making a sentences, he/she collects to the teacher
Post Teaching	1. The teacher gives the score for each group 2. The teacher gives feedback to the students 3. The teacher gives the evaluation 4. The teacher gives the conclusion	11. The group that got highest score will be the winner	1. The students give some comment or responding

B. Review of Related Findings

The research is not the first research that had been done, there are some research related to this research the first is Wanda Lestari in her research find that it was showed from the mean of pre-test was 63.95. Where, there were6 students got successfull score criteria or it was only 29 % and 15 students' got unsuccessful or it was 71%.[28] So, it showed that the expression and excitement of the students were also improve.

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[28] Lestari, "Improving Students' Vocabulary Mastery by Using Text Twist Game at Private Islamic Junior High School Al-Hijrah 2 Lau Dendang 2016/2017 Academic Year."

The second researcher is Hotlamiari Pane From the result of the data analysis, it was found that r_{xy} was 0.479 while t-table was 0.325. It means that $t_{count} > t_{table}$ (0.479>0.325) which means the hypothesis was accepted. However, it means there was a significant correlation between learning motivation and students' reading ability at grade x SMA Negeri 1 Barumun Tengah.[29] So, it shows that learning motivation is effect to the students learning Engliah .

The third researcher is Melvy Nancilia Putri the result showed that there was a significant difference of the students' vocabulary mastery after the implementation of text twist game since the t-value was higher than t-table (7.221>2.045).[30] In conclusion, it can be said that text twist game can be used to improve students' vocabulary mastery.

The fourth researcher is latifatun Nafiah the result of observation divided three criteria. They were bad: 42,857%, good: 50% and very good: 7,145%. Then, in the second cycle they were bad: 14,286%, good: 50%, and very good: 35,714%.[31] In conclusion showed that of teaching vocabulary through text twist game revealed that it could improve in two cycles.

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[29] Hotlamiari Pane, "The Correlation Between Learning Motivation and Students' Reading Ability at Grade X SMA Negeri 1 Barumun Tengah" (State Institute for Islamic Studies (IAIN) Padang Sidimpuan, 2018).

[30] Melvy Nancilia Putri, "The Implementation of Text Twist Game in Improving Students' Vocabulary Mastery of the Eleventh Grade Students at SMA 1 Bandar Lampung" (University of Lampung Bandar Lampung, 2019), http://digilib.unila.ac.id/56790/3/SKRIPSI TANPA BAB PEMBAHASAN.pdf.

[31] Nafiah, "Improving Students' Vocabulary Mastery Through Text Twist Game at SMPT Ainul Ulum Pulung Ponogoro in Academic Year 2017/2018."

The fifth researcher is Nasrudin showed that the instrument was given in pre-test and post-test. Before giving the treatment, the writer gave a pre-test for both classes. After giving pre-test and post-test the writer analysed the data using SPSS to compute independent sample t-test. Than after conducting the treatment, the instrument was given in post-test. Based on the data analysis computed by using SPSS. It was obtain that Sig = 0,000 and X = 0,05. It's mean Ha is accepted because Sig. <0,000<0.05.[32] Therefore, there is a significant influence students' vocabulary mastery in the semester in eleventh grade at SMA N 1 Penengahan, south Lampung.

C. Conceptual Framework

Text twist game is a kind of language game played in a group which emphasizes on arranging some letters in task gotten from the teacher and the player or students have to rearrange its letters into correct words. So it will be a simple way in learning as a media or technique in entertain and educated learning process.

There will be so many of advantages of using text twist game in learning process is entertain it is exactly make the students interested and motivated to learn.

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[32] Nasrudin, "The Influece of Using Text Twist Game Towards Students' English Vocabulary Mastery in the Second Semester of the Eleventh Grade at SMA N 1 Penengahan In the Academic Year 2016/2017."

All activities in the class are using technique. Technique is a single activity that comes from procedure. Procedure is smaller method and large than technique.

Motivation comes not only from inside the students but also from the outside and one of them is the teachers' style in teaching. This research will use a questionnaire to know improve in collecting the data of this research. It can be shown in the following illustration.

By using this game, this research hopes that text twist game can be effect the student's motivation in learning. And this game also can make students motivate to learning motivation.

Students' motivation still low in learning vocabulary

Text twits game is used to effect students' motivation in learning vocabulary

English learning motivation through text twist game

Students' vocabulary learning motivation		Factor which influences students English learning

The effect of students' vocabulary learning motivation by using text twist game
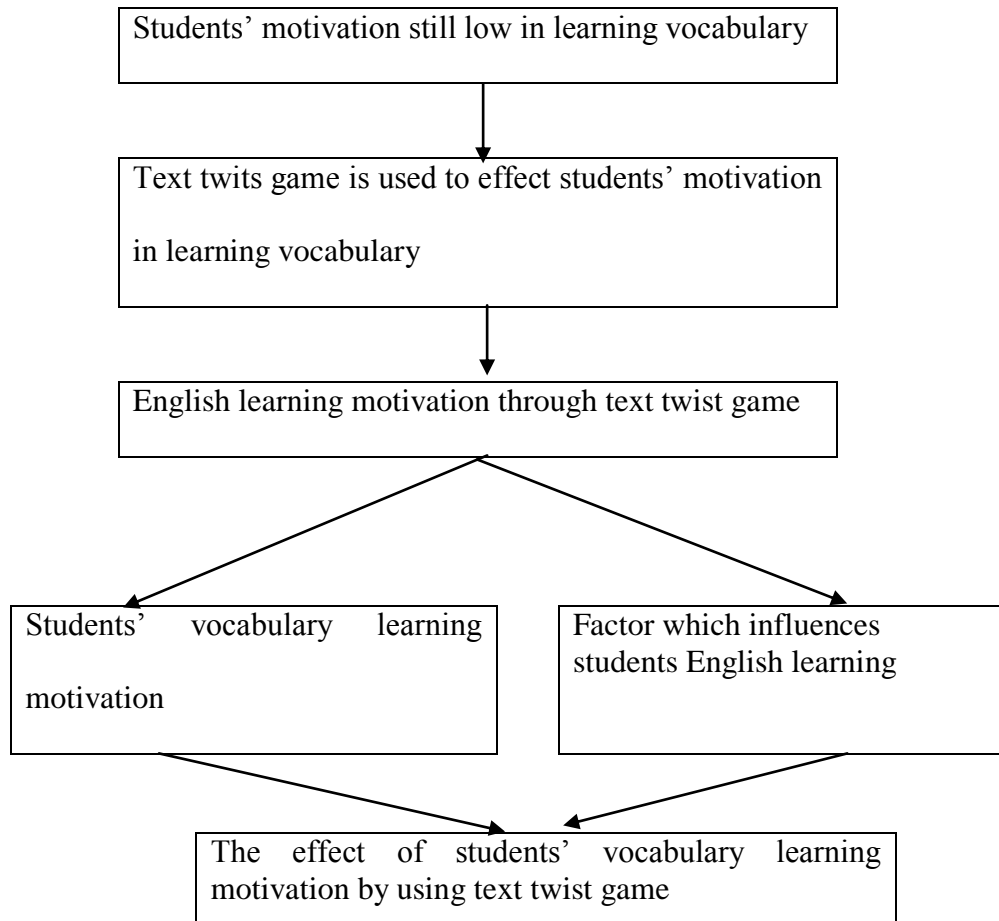
Figure: Conceptual Framework

D. Hypothesis

The hypothesis of the research as follow:

1) Ha: there is the significant effect of text twist game to the students'
   vocabulary learning motivation at VIII grade Pondok Pesantren Darul
   Azhar Jambur Padang Matinggi

2) Ho: there is no the significant effect of text twist game to the students
   vocabulary learning motivation at VIII grade Pondok Pesantren Darul
   Azhar Jambur Padang Matinggi

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research conducted the research at Pondok Pesantren Darul Azhar Jambur Padang Matinggi, It is loketed in Jl. Jambur padang matinggi in Mandailing Natal, North Sumatera, Indonesia. It is about 58 KM from the central Padangsidimpuan. The researcher choose this school because one of quality school in siabu district. The process of the research is from December 2019 until finish.

B. Design of Research

The kind of this research is quantitative research with experimental method. The researcher divides this research into two variables, those are independent (Text Twist Game) and dependent (students vocabulary learning motivation). The researcher use two classes in this research. One of the classes is taught with Text Twist Game and it called as experimental class or as a treatment. Meanwhile the other class is taught with conventional technique called control class.

Base on using control and experimental class, this research design that is used experimental design. This design which pretest-posttest control group design requires at least two group, each of which is formed by random assignment. Both groups are administers a pretest, each group recives a different treatment and both groups are posttest at the end of the

study. Posttest scores are compared to determine the effectiveness of the
treatment.

Table I

Pretest-Posttest Control Group Design

Class	Pre-test	Treatment	Post-test
Experiment Class	√	Text Twist Game	√
Control Class	√	Conventional Technique	√

Where:

E: symbol for experimental class
P: symbol for control class
X: symbol for treatment[33]

C. Population and Sample

1. Population

Population of this research is all of the VIII class of Pondok
Pesantren Darul Azhar it consisted of two classes with 60 students. It
can be seen in the following table:

Tabel II
Population of Research

No	Class	Students
1	VIII 1	30
2	VIII 2	30

Source: *School Administration Data of Pondok Pesantren Darul*
Azhar Jambur Padang Matinggi

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[33] Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Pcipta, 2003), 276.

2. Sample

Sample is the small group that is observed. It selected from a larger group which consist of the individuals, items or events and referred to as a population. A sample is a portion of population.[34] L. R. Gay and Airaisan figures sample is a number of individuals for a study in such a way that they represent the larger group from who they were selected.[35] So, sample is a portion of population that was selected as respondent in the research. The researcher used random sampling technique to select the respondent from population. Random sampling is "The process of selecting a sample in such a way that all classes in the defined population have an equal and independent change of selection for sample."[36] The researcher used random sampling technique because the population is homogenous, which the population were at the same grade, has same lesson and they are closely has the same age.

In this research, there are many rooms in grade VIII, in this room divided into two rooms. The participant of this research are grade VIII 1 as experiment class and VIII 2 as control class, the total of the students in VIII 1 are 30 students and the total of the students in VIII 2 are 30 students. The reason of choosing this grade because all of students' homogeny (divided into random class) and not based on placement test.

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[34]Donald Ary, et. al., *Introduction to Research in Education 8th Ediition* (Canada: Wadsworth Cengage Learning, 2010),p.148.
[35]L. R. Gay and Peter Airaisan, *Educational Research…,*p.121.
[36]Gay, Mills and Airasian, *Educational Research: Competencies For Analysis*.p.131

Tabel III
Sample of Research

Sample	Class	Total
Experimental Class	VIII 1	30
Control class	VIII 2	30
Total		60

D. Definition of Operational Variable

Based on the title of the thesis, this research is consisted of two variables, so that the definition of variables as follow:

1. Vocabulary learning motivation

Vocabulary learning motivation is energy or effort that encourage someone to observe, to read, to imitate, to try something themselves, to listen to follow direction.

2. Text twist game

Twist game is a language game where the way of playing this game is arranging some letters which give by the teacher in order to form as many English words as possible within a certain period of time.

E. Instrument of Collecting Data

The instruments for collecting the data

Questionnaire

Questionnaire is a number of questions which is used to gain the information from the respondents that deals with their personality report (statement), or everything they know. Basically, it is a set of standardized questions, often called items, which follow a fixed scheme

in order to collect individual data about one or more specific topics. There will be seventy questions related to the student's motivation. This research uses game in order to know the students' motivation in learning English, based on the result of the questionnaire.

There are five basics types of scales used to measure attitudes, they are Likert scales, Semantic differential scales, thrust one scales and Gutman scales.

The type of questionnaire that used in this research is Likert scale. The likert type scala renponse was level of frequency, in which there are five of alternative answer and score in using positive and negative, strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD) with each statements. For instance, the following point values are typically assigned to positive statements: SA=5, A=4, U= 2, SD=1, while negative statements, the point values should be reversed that is SA=1, A=2, U=3, D=4, SD=5. The way to score the questionnaire is as follow:

Table IV
Likert Scale

Alternative Options	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

In conditions, each item of the questionnaire was developed from indicator that has been described in the following below:

Table V
Indicator of Pre-test

Sub Indicator		Number of Questionnaires			Total of Questionnaire
Motivation / Vocabulary		Active	Never Give Up	Confidence	
Arranging Letter	Food	1,2,3,4	5,6,7	8.9.10	10
Meaning	Animals	11,12, 13,14	15,16,17	18,19,20	10
Pronouncia Tion	Job	21,22, 23,24	25,26,27	28,29,30	10
Total					30

Table VI
Indicator of Post-test

Sub Indicator			Number of Questionnaires			Total of Question naire
Motivation / Vocabulary			Active	Never Give Up	Confidence	
Arranging Letter	Food	Text Twist Game	1,2,3,4	5,6,7	8.9.10	10
Meaning	Animals	Text Twist Game	11,12, 13,14	15,16,17	18,19,20	10
Pronouncia Tion	Job	Text Twist Game	21,22, 23,24	25,26,27	28,29,30	10
Total						30

F. Validity and Reliability of Instrument

1. Validity

   In this research, the researcher used 70 item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where the questionnaire consists of 70 questions of Rearranging word questions that will be divided into two groups. They are 35 for pre-test and 35 for post-test. After the researcher did the validity of the test, the researcher concludes that 30 for pre-test that are valid and 30 for post-test that are valid.

   To know the validity of each question have been refer to list *r* product moment in 5% significant: 0,388 and 1% significant: 0,496.

   So, if $r_{count} > t_{table}$ the test is classified valid. To get the validity of the test, researcher uses the formula of product moment:

   $$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

   where:

   r_{pbi} : Coefficient item validity

   M_p : Mean Score of the total score

   SD_t : Standard Deviation of the total score

   p   : Presentation of the right answer of the item tested validity

   q   : Presentation of the wrong answer of the item tested validity

2. Reliability

An instrument test of the research must be reliable. A reliability test is consistent and dependable. To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20[37]

The formula:

$$R_{11}= \left(\frac{n}{n-1}\right)\left(\frac{St2-}{St2}\Sigma pq\right)$$

Where:

R_{11} : Reliability of the Instrument

N : Total of Question

St^2 : Variants Total

P : Proporsi Subject who is right Answer (1)

Q : Proporsi Subject who is wrong Answer (0)

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using formulation K-R 20.

G. Technique of Collecting Data

To collect the data, this research use questionnaire. In give the questionnaire, it is divided into two kinds, they are pre-test and post-test.

1. Pre-test

Pre-test is a test that given before doing the treatment to the students. The function is to know the students effect in experiment

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[37] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Dan Praktik* (Jakarta: Aneka Cipta, 2013).

class. It also used to find out the homogeneity and normality level of the sample. This research use some steps in give the post-test, they are:

a. The researcher prepare the questionnaire

b. The researcher distributes the paper of the question to students of experimental class and control class

c. The researcher explain what students to do

d. Giving the time to the students to answer the questionnaire

e. The researcher collect the questionnaire

f. Then, the researcher finds the mean score of control class and experimental class.

2. Treatment

After giving the pre-test the researcher giving treatment to students. The experimental class receive the treatment teach by use text twist game and control class is teach by conventional strategy.

3. Post-test

After giving the treatment, the researcher conduct a post-test which the different question with the pre-test. Also it use to know the different score of experimental class and the effect of treatment, whether is an effect or not. Here, the researcher use some steps in giving post-test. There are:

a. The researcher prepare the questionnaire

b. The researcher distributes the paper of the students to the students of experimental class and control class

c. The researcher explains what students to do

d. Giving time to the students to answer the questionnaire

e. The researcher collect the questionnaire

f. The researcher checks the answer question of students

g. Then, the researcher finds the mean score of control class and experimental class.

H. Technique of Analyzing Data

Experimental research design is being done through experimental class and control class. After experimental process, two of classes are tested with using technique of data analysis as follow:

1. Requirement Test

    a. Normality Test

The researcher used normality test with using *Chi – Quadrate* formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2 =$ Chi-Quadrate

$f_o =$ Frequency is gotten from the sample/result of observation (questioner)

$f_h =$ Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of chi-quadrate, it use significant level 5% (0, 05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-3).

    b. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group compared. So, the homogeneity test has function

to find out whether the data is homogeneous or not. It uses Harley test, as follow:

$$F = \frac{The biggest variant}{The smallest variant}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F\frac{1}{2}a(n_1-1)$ $(1=n_2-1)$, while if $F_{count}>F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1), while dkdeminators is (n_2-1).

To test whether variants of both homogenous samples, variants equality test, that is:

$$F=\frac{the biggest variants}{the smallest variant}$$

Here, after comparing to the F_{table}, its criterion is:If F calculating<F table, then both samples are homogeneous.

2. Hypothesis Test

The technique in analyzing the data is used by t-test, because it is aimed to examine the difference of two variables. Such examination performed both on pre-test and post-test score from the experimental class and control class. The hypothesis test stated as: there is a significant effect of using Text Twist Game on students' vocabulary learning motivation ($\mu_{1>}\mu_2$) and there is no significant effect of using Text Twist Game on vocabulary learning motivation($\mu_{1=}\mu_2$).

From explanation above, to test hypothesis researcher uses formula as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

Tt   : The value which the statistical significance

M_1 : The average score of experimental class

M_2 : The average score of control class

$X_1{}^2$: Deviation of experimental class

$X_2{}^2$: Deviation of control class

n_1 : Number of experimental

n_2 : Number of control

But if the data is not normal and homogenous, the formula that must be used to test hypothesis is Chi-Quadrate. The formula is as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2=Chi-Quadrate

f_o=Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5%(0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2{}_{count} < x^2{}_{table}$. So, it can be concluded that data is distributed normal.

CHAPTER IV

RESEARCH RESULT

To analysed the data, the researcher has collected data through pre-test and post-test in the both of classes, experimental class and control class. To find out The Effect of Text Twist Game on Vocabulary Learning Motivation, the researcher has calculated the data by using quantitative analysis. Next, the researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using Text Twist Game

a. Score of Pre-test Experimental Class

As the experimental class, the researcher took class VIII-1. Based on students' answer in pre-test, the researcher has calculated the students' score in appendix 9 and 10. The score of pre-test experimental class can be seen in the following table:

Table.7
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Highest score	91
Lowest score	43
Mean	56,9
Median	51,06
Modus	51,5
Range	48
Interval	8
Standard deviation	6,64
Variants	33,61

Based on the above table the total score of experimental class in pre-test was 1563, mean was 56,9, standard deviation was 6,64, variants was 33,61, median was 51,06, range was 48, modus was 51,5, interval was 8. The researcher got the highest score was 91 and the lowest score was 43. It can be seen on appendix 10. Then, the calculation of the frequency distribution of the students' score as follow:

Table.8
Frequency Distribution of Students' Score
Experimental class pre-test

No	Interval	Mid-Point	Frequency	Percentages
1	43-50	46,5	14	46,67 %
2	51-58	54,5	14	46,67 %
3	59-66	62,5	1	3,33 %
4	67-74	70,5	0	0
5	75-82	78,5	0	0
6	83-91	87	1	3,33 %
I=8		-	30	100 %

From the table frequency distribution above shown that the students score is there in class interval between 43-50 was 14 students (46,67%), class interval 51-58 was 14 students (46,67 %), class interval 59-66 was 1 students (3,33%), class interval 67-74 was 0 students (0 %), and class interval 75-82 was 0 students (0 %), class interval 83-91 was 1 students (3,33 %).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
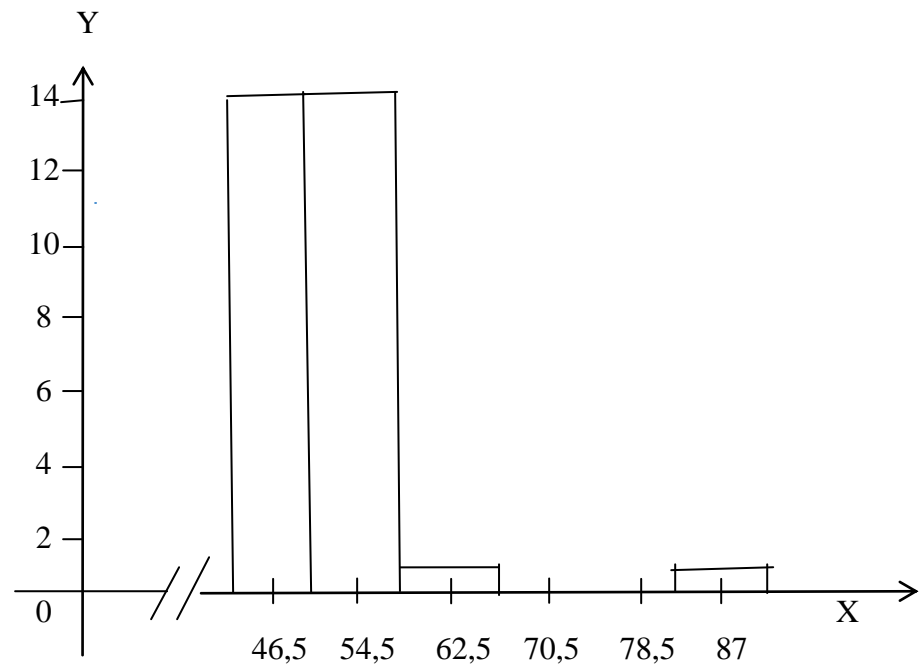
Figure 1: Description Data of Students' Vocabulary   Learning Motivation in Experimental Class (Pre-test)

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the test. The score of pre-test control class can be seen in the following table:

Table.9
The Score of Control Class in Pre-test

Descriptive	Statistics
Highest score	71
Lowest score	58
Mean	54,25
Median	65,5
Modus	60,5
Range	13
Interval	2
Standard deviation	3
Variants	59.44

Based on the above table the total score of Control class in pre-test was 1949, mean was 54,25, standard deviation was 3, variants was 59,44 , median was 65,5 , range was 13 , modus was 60.5, interval was 2. The researcher got the highest score was 71 and the lowest score was 58. It can be seen on appendix 10. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table.10
Frequency Distribution of Students' Score
Control Class Pre- test

No	Interval	Mid-Point	Frequency	Percentages
1	58-59	58,5	3	
2	60-61	60,5	1	
3	62-63	62,5	5	
4	64-65	64,5	10	
5	66-67	66,5	3	
6	68-69	68,5	7	
7	70-71	70,5	1	
I=2		-	30	

From the table frequency distribution above shown that the students score is there in class interval between 58-59 was 3 students (3,33%), class interval 60-61 was 1 students (0 %), class interval 62-63 was 5 students (6,66%), class interval 64-65 was 10 students (13,33 %), class interval 66-67 was 3 students (13,33 %), class interval 68-69 was 7 students (16,67 %), class interval 70-71 was 1 students (13,33 %).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
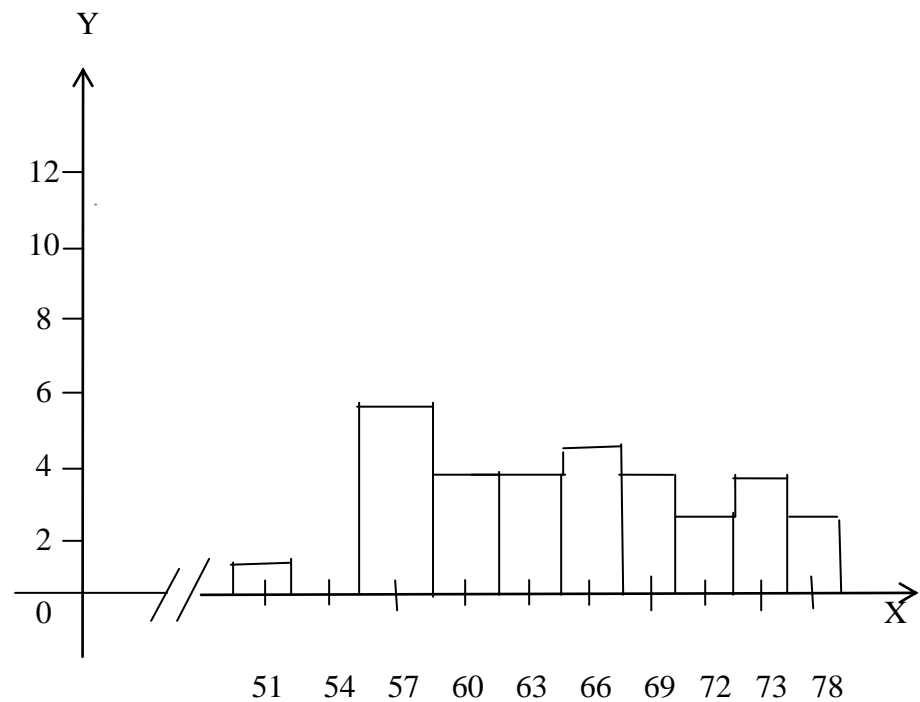
Figure 2: Description Data of Students' Vocabulary   Learning
Motivation in Control Class (Pre-test)

2. The Description of Data After Using Text Twist Game

a. Score of Post-Test Experimental Class

The calculation of the result that had been gotten by the students in answering the test after the researcher did the treatment by using Text Twist Game can be seen in the following table:

Table.11
The Score of Experimental Class in Post-test

Highest score	90
Lowest score	57
Mean	72,96
Median	77,5
Modus	67,25
Range	33
Interval	6
Standard deviation	7
Variants	127,40

Based on the above table the total score of experiment class in post-test was 2270, mean was 72,96, standard deviation was 7, variants was 127.40, median was 77.5, range was 33, modus was 67.25, interval was 5. The researcher got the highest score was 90 and the lowest score was 57. It can be seen on appendix 12. Then, the calculation of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution as follow:

Table.12
Frequency Distribution of Students' Score Experimental Post-test

No	Interval	Mid-Point	Frequency	Percentages
1	57-62	59,5	2	6,67%
2	63-68	65,5	3	10%
3	69-74	71,5	9	30%
4	75-80	77,5	6	20%
5	81-86	83,5	9	30%
6	87-92	89,5	1	3,33%
I=6		-	30	100 %

From the table frequency distribution above shown that the students score is there in class interval between 57-562 was 2 students (6,67%), class interval 63-68 was 3 students (10%), class interval 69-

74 was 9 students (30 %), class interval 75-80 was 6 students (20 %), class interval 81-86 was 9 students (30 %), and class interval 87-92 was 1 students (3,33%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
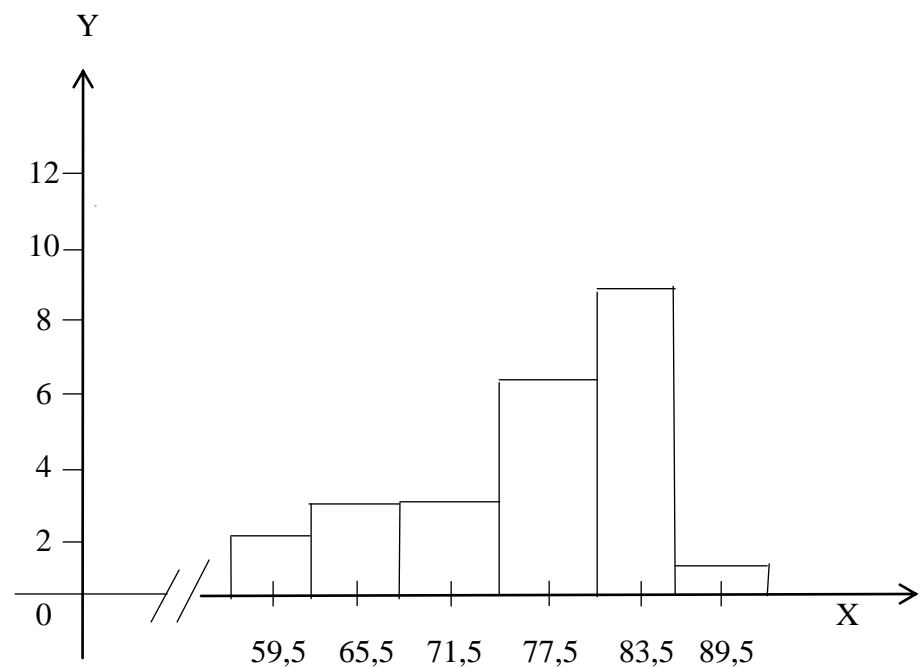
Figure 3: Description Data of Students' Vocabulary   Learning
Motivation in Experiment Class (Post-test)

b. Score of Post-Test Control Class

As the control class, the researcher took class VIII-2. The result that had been gotten by the students in answering the test after the researcher taught vocabulary by using conventional method can be seen in the following table:

Table.13
The Score of Control class in Post-test

Descriptive	Statistics
Highest score	81
Lowest score	53
Mean	54,3
Median	64,65
Modus	62,9
Range	27
Interval	5
Standard deviation	7,35
Variants	33,04

Based on the above table the total score of control class in post- test was 2028, mean was 54,3 , standard deviation was 7,35 , variants was 33.04, median was 64,65 , range was 27, modus was 62.9, interval was 5. The researcher got the highest score was 81 and the lowest score was 53 . It can be seen on appendix 11 and 12. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table.14
Frequency Distribution of Students' Score Control Class Post-test

No	Interval	Mid-Point	Frequency	Percentages
1	53-57	54,5	3	10 %
2	58-62	65	5	16,66%
3	63-67	65	8	26,66%
4	68-72	70	7	23,33%
5	73-77	75	3	10%
6	78-82	80	4	13,33 %
	$I=5$	-	30	99,98%

From the table frequency distribution above shown that the students score is there in class interval between 53-57 was 3 students (23,33%), class interval 58-62 was 5 students (16,66 %), class

interval 63-67 was 8 students (26,66%), class interval 68-72 was 7 students (23,33%), class interval 73-77 was 3 students (10 %), and class interval 78-82 was 4 students (13,33 %).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
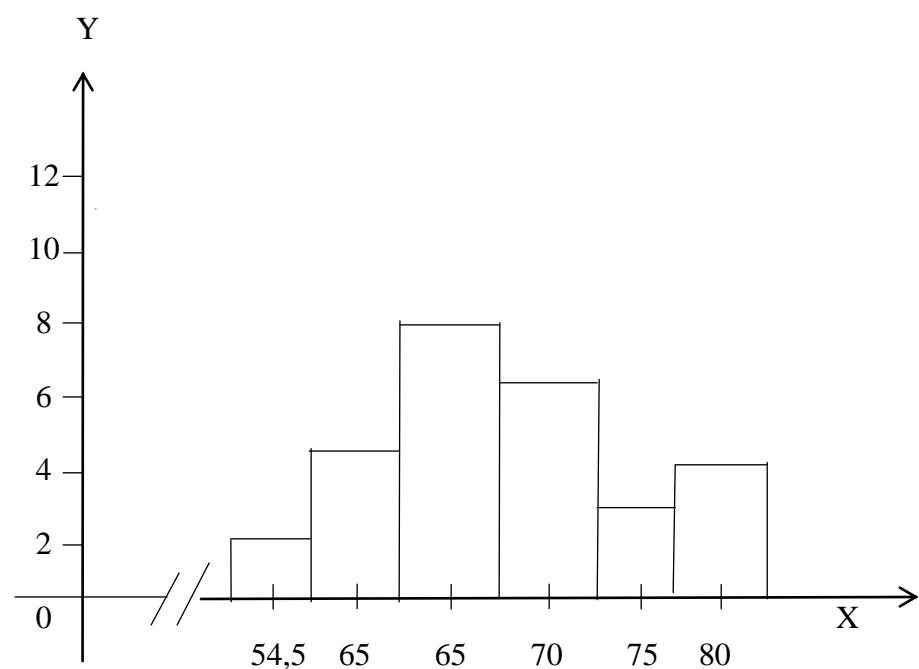
Figure 4: Description Data of Students' Vocabulary   Learning
Motivation in Control Class (Post-test)

B. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Text Twist Game has effect on students' Vocabulary Learning Motivation at Grade VIII Students Pondok Pesantren Darul

Azhar Jambur Padang Matinggi". The calculation can be seen on the appendix 10 and 13. The result of t-test was as follow:

Table.15
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1,58	7,815	8,52	7,815

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is rejected. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 1,58 while $t_{table} = 7,815$ with opportunity $(1-\alpha)$ = 1-5% = 95% and dk = $_{n1 + n2} - 2$ = 30+30 − 2 = 58. Cause $t_{count} < t_{table}$ (1,58 < 7,815), it meant that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference I n the both classes. But, in post-test, researcher found that t_{count} 8,52 while t_{table} 7,815 with opportunity $(1-\alpha)$ = 1-5% = 95% and dk = $_{n1 + n2} - 2$ = 30 + 30 − 2 = 58. Cause $t_{count} > t_{table}$ (8,52>,815), it meant that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 15 and 16. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 56.9 and in post-test was 72,96. Then, the mean score of control class in pre-test was 54,25 and in post-test was 54,3. The gain score was 16,01. The calculation can be seen on the appendix 17.

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 56,9 and in post-test was 72,96. The enhancement was 16,06. Then, the mean score of control class in pre-test was 54,25 and in post-test was 54,3. The enhancement was 0,05. So, based on its comparing can be concluded that the enhancement of experimental class was higher than control class. So, Text Twist Game had the effect on students' vocabulary learning motivation.

Related to the theory from Lin and Tseng also describes the advantages of using text twist game to teach vocabulary by using different point of view. The first, the use of text twist game on vocabulary learning motivation make it easier for the students to comprehend difficult texts, which eventually make them more independent and autonomous learners. The second, learning vocabulary by using text twist game constructs stronger meaning representations for better vocabulary retention. While text twist game, the students use their visual and auditory senses which can help them remember the vocabularies much better than read a text from text books.

So by using this media the students' vocabulary learning motivation can be facilitated effectively. It also discussed with the theory and compared with the related finding that has been stated by researcher.

D. The Threats of the Research

There were some aspects that could threat for this research as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.

2. The students did not know the meaning. So, they did not answer the test seriously. It made noisy and distrubed others.

3. The students also think that the score did not influence their score in the school. So, they talked each other and sometimes asked for permission.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Students' vocabulary mastery at grade VIII Pondok Pesantren Darul Azhar Jambur Padang Matinggi before using text twist game were still low. It can be seen from the students' mean score of pre-test was 56,9 in experimental class and 54,25 in control class.

2. The students' vocabulary learning motivation of the grade VIII students at pondok pesantren darul azhar jambur padang matinggi in vocabulary by using text twist game had higher score. It can be seen from the students' score of post-test, the higher score of post-test (experiment class) is 90 and the lowest score is 57 .

3. It is found that t_{count} was higher than t_{table} 8,52 > 7,815 which means H_a was accepted. Hence, there was significant effect of using text twist game on students vocabulary learning motivation.

B. Suggestion

The researcher got much information in English teaching and learning after finishing this research. From this research, researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by using text twist game to motivate students' motivation in learning vocabulary, because this game can active the students vocabulary learning motivation.

2. For the English teacher, it is hoped to use text twist game in teaching vocabulary learning motivation. This research and others proved that text twist game was effective to be applied in classroom.

3. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. The other researcher can get the information from this experimental research, even do a comparison between this research and another with the similar variable.

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CURRICULUM VITAE

A. Identify

    Name   : Anggi Kartika

    Reg. Num   : 16 203 00096

    Place / Birthday   : Medan/September, 09th, 1999

    Sex   : Female

    Religion   : Islam

    Address   : Pintu Padang Julu, Kec.Siabu, Kab.

  Mandaling Natal

B. Parents

    Father's Name   :Sarhan Lubis

    Mother's Name   : Nurhayati Lubis

C. Education Background

    1. Elementary school   : SDN Siabu   (2010)

    2. Junior High School   : MTs Guppi Simaninggir (2013)

    3. Senior High School   : MAN Siabu   (2016)

    4. Institute   : IAIN Padangsidimpuan (2021)

Lesson Plan

(RPP)

Experimental Class

Nama Sekolah : **MTs Darul Azhar Jambur Padang Matinggi**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **VIII / 8 (Delapan)**

Alokasi waktu : **2 X 40 minutes (2JP)**

Topik Pembelajaran : **Food, Animals and Job**

A. Kompetensi Inti

		ai dan menghayati ajaran agama yang dianutnya.
		ai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
		hi pengetahuan (faktual, konseptua ldan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
		, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Mengenali penulisan kosa kata, mengartikan kosa kata dan mengetahui cara pengucapan kosa kata tersebut

4.13 Menangkap makna dalam kosa kata lisan dan tulis sederhana.

4.14 Menyusun kalimat dari kosa kata lisan dan tulis sederhana tentang makanan, hewan-hewan dan pekerjaan.

C. Indikator

5.1 Menyimak contoh kosa kata tentang makanan, hewan-hewan dan pekerjaan

5.2 Mengamati fungsi sosial, struktur kalimat dan unsur kebahasaannya.

5.3 Membuat kalimat dari kosa kata makanan, hewan-hewan dan pekerjaan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami kosa kata tentang makanan, hewan-hewan dan pekerjaan, mengartikannya dan mengucapkan kosa kata tersebut

2. Siswa mampu menulis atau mengucapkan kalimat melalui kosa kata tersebut

E. Materi Pembelajaran

Sosial Function

To know how to write, how to translate and how to pronouns vocabulary

F. Metode Pembelajaran : Text Twist Game

G. Langkah-Langkah Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	ktu
ngucapkan salam ketika masuk ruang kelas.	salam guru.	henit
inta siswa untuk membuka kelas dengan berdo'a	rsama dengan guru.	
kehadiran siswa.	an kehadirannya dengan berkata, "Yes" atau "Present"	
an kesiapan peserta didik untuk belajar.	nyatakan kesiapan nya dalam belajar.	
aikan cakupan materi dan uraian kegiatan dan menjelaskan	ndengarkan serta memahami uraian materi yang	

tujuan pembelajaran yang akan dicapai oleh guru.	disampaikan oleh guru.	

2) Kegiatan Inti

Teacher Activities	Steps	Students Activities
3. Teacher divides the students into four and five teams and chose whose the leader of team	2. Divided class into some groups	1. Students sit in their groups. 3. Students choose the leader of the team
12. The teacher give the unstructured word with blank boxes and ask the students to answer the blank box.	13. Give the aid (unstructured word with blank boxes) and tell the class to write the answer	2. The students feel the blank box and write the answer
2. The teacher ask the group to choose one of them and show their answer	14. Choose a student from one group and ask to show the students answer	2. A student comes to in front of class to show their answer
2. Teacher give the unstructured word with blank boxes and tell the class to write the answer	15. Students can identify how to write the vocabulary by fill the blank box	3. Students listen to the teacher. 4. Students fill the blank letter
2. Teacher give each group has seven minutes to fill the word into the blank boxes	16. Students can answer the blank boxes on time	3. Students look at to the letter 4. Students fill the blank letter with the true answer
2. Teacher asks the leader of team to write the answer on the board	17. Students can know how to write the vocabularies	3. The leader of the team come and write the answer on the board

		4. Other students write the answer on their book
2. If it is correct, give his/her team one point. If it is incorrect, choose one of the other team and look at his/her answer. Give him/her the point if it is correct	18. The students can write the vocabulary with the correct answer.	3. Students write down the answer
4. Teacher asks the student to translate the vocabulary and make makes a sentence based on the words in each boxes	19. Students can translate the vocabulary and make the sentences from that vocabulary	3. Students translate the vocabulary 4. Students make the sentences from that vocabulary
2. The teacher ask to the students to open the dictionary to translate the vocabulary and make the sentences	20. The students may open the dictionary	3. Students perform their sentence 4. Students listen to the teacher.
2. Teacher ask to the students to correct the answer	21. In this step the teacher give evaluation to the students answer	2. After the students finishing making a sentences, he/she collects to the teacher

3) Kegiatan Penutup

1. The teacher gives the score for each group 2. The teacher gives feedback to the students 3. The teacher give the conclution	1. The group that got highest score will be the winner	1. The students gives some comment or responding

H. Media/Alat, Bahan dan Sumber Belajar

1. Media
   a. Whiteboard
   b. Boardmarker

2. Sumber
   a. Buku siswa
   b. Buku Guru
   c. Kamus

I. Penilaian

1. Teknik   : Test
2. Bentuk   : Penilaian proses
3. Instrumen   : Tes jawaban singkat dan lembar pengamatan

J. Indikator Penilaian

pencapaian kompetensi	enilaian	strumen	n Soal
tifikasi makanan, hewan dan pekerjaan dengan menyusun kata	Test Tulisan	Angket	Memilih jawaban yang sesuai dengan petunjuk soal
tifikasi makanan, hewan dan pekerjaan dengan mengartikan kosa kata			
tifikasi makanan, hewan dan pekerjaan dengan mengucapkan kosa kat			

Padangsidimpuan,

Mengetahui

Guru Mata Pelajaran   Peneliti

Patimah S.Pd   **Anggi Kartika**

NIM. 1620300096

APPENDIX 2

Lesson Plan

(RPP)

Control Class

Nama Sekolah   **: MTs Darul Azhar Jambur Padang Matinggi**

Mata Pelajaran   **: Bahasa Inggris**

 Kelas/Semester   **: VIII/ 8 (Delapan)**

Alokasi waktu   **: 2 X 40 minutes (2JP)**

Topik Pembelajaran   **: Food, Animals and Job**

A. Kompetensi Inti

		ai dan menghayati ajaran agama yang dianutnya.
		ai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
		hi pengetahuan (faktual, konseptua ldan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
		, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah

		abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, menyusun huruf menjadi kosa kata, mengartikan kosa kata dan mengucapkan kosa kata

4.13 Membuat kalimat dengan menggunakan kosa kata .

4.14 Menyusun huruf yang kosong dari kosa kata lisan dan tulis sederhana tentang kosa kata makanan, hewan dan pekerjaan

C. Indikator

5.1   Menyimak contoh kosa kata

5.2   Mengamati kosa kata, mencari arti kosa kata dikamus

5.3   Membuat kalimat dengan menggunakan kosa kata tersebut

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami tulisan kosa kata dan mengartikannya

2. Siswa mampu menulis kalimat dengan menggunakan kosa kata tersebut.

E. Materi Pembelajaran

1. Foot

2. Animals

3. Job

F. Metode Pembelajaran : Conventional Strategy

G. Langkah-Langkah Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	ktu

ngucapkan salam ketika masuk ruang kelas.	salam guru.	henit
ninta siswa untuk membuka kelas dengan berdo'a	rsama dengan guru.	
kehadiran siswa.	an kehadirannya dengan berkata, "Yes" atau "Present"	
an kesiapan peserta didik untuk belajar.	nyatakan kesiapan nya dalam belajar.	
aikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	ndengarkan serta memahami uraian materi yang disampaikan oleh guru.	

2) Kegiatan Inti

Guru	Siswa	Waktu
Guru menyiapkan bahan ajar tentang kosa kata makanan, hewan dan pekerjaan	Siswa mempersiapkan diri untuk belajar.	
Guru menjelaskan tentang kosa kata makanan, hewan dan pekerjaan beserta artinya	Siswa mendengarkan penjelasan guru.	
Guru memberikan contoh kalimat yang menggunakan kosa kata makanan, hewan dan pekerjaan	Siswa memperhatikan contoh kalimat yang dibuat oleh guru.	
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.	Siswa bertanya kepada guru tentang pelajaran.	
Guru menyuruh siswa menulis kalimat berdasarkan kosa kata yang dipelajari	Siswa menulis kalimat sederhana tentang kosa kata tersebut	

3) Kegiatan Penutup

Guru	Siswa	Waktu
panduan menyimpulkan hasil pembelajaran	kesimpulan dengan panduan guru	10 menit
kelas dengan berdoa bersama		

H. Media/Alat, Bahan dan Sumber Belajar

3. Media
   a. Whiteboard
   b. Boardmarker
4. Sumber
   a. Buku siswa
   b. Buku Guru

I. Penilaian

Teknik   : Test

Bentuk   : Penilaian proses

Instrumen : Tes jawab singkat dan lembar jawab singkat

J. Indikator Penilaian

pencapaian kompetensi	enilaian	istrumen	n Soal
tifikasi makanan, hewan dan pekerjaan dengan menyusun kata			
tifikasi makanan, hewan dan pekerjaan dengan mengartikan kosa kata	Test Tulisan	Angket	Memilih jawaban yang sesuai dengan petunjuk soal

tifikasi makanan, hewan dan pekerjaan dengan mengucapkan kosa kat			

Padangsidimpuan,

Mengetahui

Guru Mata Pelajaran   Peneliti

Patimah S.Pd   **Anggi Kartika**

                                         NIM. 1620300096

Appendix III

<div align="center">

ANGKET POST TES

MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS DENGAN

MENGGUNAKAN PERMAINAN TEXT TWIST GAME

</div>

Nama   :

Kelas/ Semester   :

Hari/ Tanggal   :

Petunjuk Pengisian Angket

1. Isilah daftar identitas yang telah disediakan.

2. Bacalah setiap pernyataan dengan teliti dan seksama.

3. Pilihlah salah satu jawaban yang menurut anda sesuai dengan keadaan atau

   pendapat dengan memberikan tanda checklist ( ) pada tempat yang disedikan.

Keterangan Alternatif Jawaban

    a. SS   = Sangat Setuju

    b. S   = Setuju

    c. KD   = Kadang-kadang

    d. STS   = Sangat Tidak Setuju

No	PERTANYAAN	SS	S	KD	TS	STS
1.	Saya aktif belajar menyusun huruf menjadi kosa kata tentang makanan dengan menggunakan text twist game, karena banyak mendapatkan kosa kata yang baru					
2.	Saya aktif belajar menyusun huruf menjadi kosa kata tentang makanan dengan menggunakan text twist game, karena saya bisa menyusun huruf menjadi kata					
3.	Saya aktif belajar menyusun huruf menjadi kosa kata makanan dengan menggunakan text twist game, karena akan mudah menyusun huruf menjadi kata					

4.	Saya aktif belajar menyusun huruf menjadi kosa kata makana dengan menggunakan text twist game, karena akan menyenangkan dalam menyusun huruf menjadi kata					
5.	Saya tidak pernah putus asa belajar menyusun huruf menjadi kosa kata tentang makanan dengan menggunakan text twist game, walaupun banyak kosa kata yang tidak bisa saya susun menjadi kata					
6.	Saya tidak pernah putus asa belajar menyusun huruf menjadi kosa kata tentang makanan, dengan menggunakan text twist game, walaupun penyusunan huruf saya banyak yang salah					
7.	Saya tidak pernah putus asa belajar menyusun huruf menjadi kosa kata tentang makanan dengan menggunakan text twist gam, walaupun penyusunan huruf saya terbalik					
8.	Saya selalu percaya diri belajar menyusun huruf menjadi kosa kata tentang makanan menggunakan text twist game, walaupun penyusunan huruf saya salah					
9.	Saya selalu percaya diri menyusun huruf menjadi kosa kata tentang makanan dengan menggunakan text twist game, walaupun banyak kosa kata yang belum bisa saya hapalkan					
10.	Saya selalu percaya diri belajar menyusun huruf menjadi kosa kata tentang makanan dengan menggunakan text twist game walaupun penyusunan huruf saya terbalik					
11.	Saya aktif belajar mengartikan kosa kata tentang hewan-hewan menggunakan text twist game, karena mengetahui arti kosa kata tentang hewa-hewan bagi saya tergolong mudah					
12.	Saya aktif belajar mengartikan kosa kata tentang hewan-hewan dengan menggunakan text twist game, karena memahami makna kosa kata					
13.	Saya lebih bersemangat belajar mengartikan kosa kata tentang hewan-hewan dengan menggunakan text twist game melalui kamus bahasa inggris					
14.	Saya aktif belajar kosa kata tentang hewan-hewan dan menghafal artinya karena saya senang dengan hewan					
15.	Saya tidak pernah putus asa belajar mengartikan kosa kata tentang hewan-hewan dengan menggunakan text twist game, karena banyak kosa kata yang belum saya ketahui					
16.	Saya tidak pernah putus asa belajar mengartikan kosa kata tentang hewan-hewan dengan menggunakan text twist game, karena banyak kosa kata yang tidak saya					

	ketahui artinya					
17.	Saya tidak pernah putus asa menghapal arti kosa kata hewan-hewan dengan menggunakan text twist game walaupun banyak arti kosa kata yang tidak bisa saya hapalkan					
18.	Saya slalu percaya diri belajar mengartikan kosa kata tentang hewan-hewan dengan menggunakan text twist game, walaupun saya tidak mengetahui artinya					
19.	Saya tetap percaya diri belajar mengartikan kosa kata hewan-hewan dengan menggunakan text twist game walaupun banyak arti kosa kata saya yang disalahkan dan disorakin oleh teman-teman					
20.	Saya percaya diri belajar mengartikan kosa kata tentang hewan-hewan dengan menggunakan text twist game walaupun banyak kosa kata yang tidak bisa saya hapalkan artinya					
21.	Saya slalu aktif belajar mengucapkan kosa kata tentang pekerjaan dengan menggunakan text twist game karena saya ingin menguasai pengucapan kosa kata					
22.	Saya slalu aktif belajar mengucapkan kosa kata tentang pekerjaan dengan menggunakan text twist game yang saya dengar langsung dari native speakers melalui audio					
23.	Saya aktif belajar mengucapkan kosa kata tentang pekerjaan dengan menggunakan text twist game, karena mengulangi pengucapan kosa kata tersebut					
24.	Saya slalu aktif mengucapkan kosa kata tentang pekerjaan agar lebih mudah saya mengucapkan kosa kata tersebut					
25.	Saya tidak pernah putus asa mengucapkan kosa kata tentang pekerjaan dengan text twist game, walaupun banyak kosa kata yang tidak bisa saya ketahui pengucapannya					
26.	Saya tidak pernah putus asa belajar mengucapkan kosa kata pekerjaan dengan menggunakan text twist game, walaupun pengucapan saya salah					
27.	Saya tidak pernah putus asa belajar mengucapkan kosa kata pekerjaan dengan menggunakan text twist game walaupun pengucapan saya tidak sesuai dengan native speaker					
28.	Saya tetap percaya diri belajar mengucapkan kosa kata tentang pekerjaan dengan menggunakan text twist game walaupun saya kesulitan dalam mengucapkannya					

29.	Saya tetap percaya diri belajar mengucapkan kosa kata pekerjaan dengan menggunakan text twist game walaupun pengucapan saya salah					
30.	Saya tetap percaya diri belajar Bahasa Inggris dengan bermain text twist game walaupun pengucapan saya tidak seperti native speaker					

Padangsidimpuan, 05 November 2020

Validator   Pembuat Angket/Peneliti

Drs. H. Agus Salim Daulay, M. Ag   Anggi Kartika
NIP. 19561121 198603 1 002   NIM. 1620300096

Appendix IV

ANGKET PRE TES

MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS DENGAN MENGGUNAKAN

PERMAINAN TEXT TWIST GAME

Nama   :

Kelas/ Semester   :

Hari/ Tanggal   :

Petunjuk Pengisian Angket

4. Isilah daftar identitas yang telah disediakan.

5. Bacalah setiap pernyataan dengan teliti dan seksama.

6. Pilihlah salah satu jawaban yang menurut anda sesuai dengan keadaan atau

   pendapat dengan memberikan tanda checklist (   ) pada tempat yang disedikan.

Keterangan Alternatif Jawaban

  e. SS = Sangat Setuju

  f. S = Setuju

  g. KD = Kadang-kadang

  h. STS = Sangat Tidak Setuju

No	PERTANYAAN	SS	S	KD	TS	STS
1.	Saya aktif belajar menyusun huruf menjadi kosa kata tentang makanan, karena banyak mendapatkan kosa kata yang baru					

2.	Saya aktif belajar menyusun huruf menjadi kosa kata tentang makanan, karena saya bisa menyusun huruf menjadi kata					
3.	Saya aktif belajar menyusun huruf menjadi kosa kata makanan, karena akan mudah menyusun huruf menjadi kata					
4.	Saya aktif belajar menyusun huruf menjadi kosa kata makana, karena akan menyenangkan dalam menyusun huruf menjadi kata					
5.	Saya tidak pernah putus asa belajar menyusun huruf menjadi kosa kata tentang makanan, walaupun banyak kosa kata yang tidak bisa saya susun menjadi kata					
6.	Saya tidak pernah putus asa belajar menyusun huruf menjadi kosa kata tentang makanan, walaupun penyusunan huruf saya banyak yang salah					
7.	Saya tidak pernah putus asa belajar menyusun huruf menjadi kosa kata tentang makanan, walaupun penyusunan huruf saya terbalik					
8.	Saya selalu percaya diri belajar menyusun huruf menjadi kosa kata tentang makanan, walaupun penyusunan huruf saya salah					
9.	Saya selalu percaya diri menyusun huruf menjadi kosa kata tentang makanan, walaupun banyak kosa kata yang belum bisa saya hapalkan					
10.	Saya selalu percaya diri belajar menyusun huruf menjadi kosa kata tentang makanan, walaupun penyusunan huruf saya terbalik					
11.	Saya aktif belajar mengartikan kosa kata tentang hewan-hewan, karena mengetahui arti kosa kata tentang hewa-hewan bagi saya tergolong mudah					
12.	Saya aktif belajar mengartikan kosa kata tentang hewan-hewan, karena memahami makna kosa kata					
13.	Saya lebih bersemangat belajar mengartikan kosa kata tentang hewan-hewan, melalui kamus bahasa inggris					
14.	Saya aktif belajar kosa kata tentang hewan-hewan dan menghafal artinya karena saya senang dengan hewan					

15.	Saya tidak pernah putus asa belajar mengartikan kosa kata tentang hewan-hewan, karena banyak kosa kata yang belum saya ketahui					
16.	Saya tidak pernah putus asa belajar mengartikan kosa kata tentang hewan-hewan, karena banyak kosa kata yang tidak saya ketahui artinya					
17.	Saya tidak pernah putus asa menghapal arti kosa kata hewan-hewan, walaupun banyak arti kosa kata yang tidak bisa saya hapalkan					
18.	Saya slalu percaya diri belajar mengartikan kosa kata tentang hewan-hewan, walaupun saya tidak mengetahui artinya					
19.	Saya tetap percaya diri belajar mengartikan kosa kata hewan-hewan, walaupun banyak arti kosa kata saya yang disalahkan dan disorakin oleh teman-teman					
20.	Saya percaya diri belajar mengartikan kosa kata tentang hewan-hewan, walaupun banyak kosa kata yang tidak bisa saya hapalkan artinya					
21.	Saya slalu aktif belajar mengucapkan kosa kata tentang pekerjaan, karena saya ingin menguasai pengucapan kosa kata					
22.	Saya slalu aktif belajar mengucapkan kosa kata tentang pekerjaan yang saya dengar langsung dari native speakers melalui audio					
23.	Saya aktif belajar mengucapkan kosa kata tentang pekerjaan, karena mengulangi pengucapan kosa kata tersebut					
24.	Saya slalu aktif mengucapkan kosa kata tentang pekerjaan agar lebih mudah saya mengucapkan kosa kata tersebut					
25.	Saya tidak pernah putus asa mengucapkan kosa kata tentang pekerjaan, walaupun banyak kosa kata yang tidak bisa saya ketahui pengucapannya					
26.	Saya tidak pernah putus asa belajar mengucapkan kosa kata pekerjaan, walaupun pengucapan saya salah					
27.	Saya tidak pernah putus asa belajar mengucapkan kosa kata pekerjaan, walaupun pengucapan saya tidak sesuai dengan native speaker					

28.	Saya tetap percaya diri belajar mengucapkan kosa kata tentang pekerjaan, walaupun saya kesulitan dalam mengucapkannya					
29.	Saya tetap percaya diri belajar mengucapkan kosa kata pekerjaan, walaupun pengucapan saya salah					
30.	Saya tetap percaya diri belajar Bahasa Inggris walaupun pengucapan saya tidak seperti native speaker					

Avendix V

QUESSIONNAIRE EXPERIMENTAL RESULT OF VOCABULARY LEARNING MOTIVATION

PRE-TEST

NO	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	AMS	1	2	3	3	2	2	2	2	3	2	2	2	3	2	2	3	2	2	2	2	2	3	3	3	2	2
2	APS	2	2	3	2	3	3	3	3	2	3	3	2	2	3	3	2	3	3	3	3	3	2	3	2	3	3
3	AA	3	2	3	3	4	2	2	2	3	2	4	2	2	2	2	2	2	3	2	3	3	3	4	3	4	3
4	AT	4	3	2	4	2	3	3	3	2	2	5	2	2	3	3	3	3	3	4	3	2	3	2	2	3	3
5	AM	2	4	2	1	3	2	2	2	3	3	3	3	3	2	3	2	2	2	3	3	3	2	2	3	2	3
6	DA	3	1	3	3	2	1	3	2	2	3	2	2	2	2	3	3	4	3	2	3	3	2	4	2	3	4
7	DP	1	2	2	4	3	3	1	2	4	2	3	3	3	2	2	1	3	2	3	2	3	2	3	3	4	4
8	DIS	3	2	3	4	2	1	2	2	2	3	3	2	2	2	3	2	2	1	3	2	2	3	1	4	3	3
9	DS	2	3	2	2	4	3	3	3	2	2	2	3	3	3	3	3	3	4	4	4	3	3	2	3	3	3
10	FF	1	2	4	3	3	2	2	3	3	3	3	2	3	3	3	2	3	3	2	3	2	3	3	2	2	3
11	FR	2	2	3	2	2	1	3	3	3	3	2	3	3	1	2	2	2	2	3	2	2	2	4	3	2	2
12	GS	4	1	2	2	3	3	2	3	2	2	3	2	3	1	3	2	3	2	3	2	2	3	2	2	2	3
13	HT	3	3	3	2	2	2	4	2	3	2	2	3	2	2	1	2	2	3	2	3	3	2	3	3	3	2
14	HB	1	4	2	4	4	2	1	2	4	2	3	3	2	3	2	3	3	3	2	4	3	3	4	1	1	3
15	HS	2	2	2	3	2	2	3	3	3	2	2	3	2	3	3	2	4	2	2	3	2	2	2	2	1	2
16	IMR	3	4	2	2	2	3	2	3	2	3	2	2	1	2	3	3	3	3	2	2	3	3	3	3	2	3
17	IS	5	2	2	3	2	3	3	3	3	2	3	3	3	3	2	2	2	2	2	1	2	2	2	2	3	4
18	IR	2	3	4	2	3	1	2	3	3	3	2	2	2	2	2	3	3	3	2	3	3	1	3	3	3	3
19	IM	3	2	5	2	2	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	4	3	3	4	2
20	LS	2	3	3	3	1	2	2	2	2	3	1	2	2	2	2	2	4	3	3	2	3	1	2	2	2	2
21	LMS	2	3	3	2	3	3	3	2	3	3	3	3		2	3	3	3	2	2	3	3	1	3	3	3	2

No	Nama																										
22	MS	2	4	2	2	2	2	2	3	2	2		2	4	2	2	2	2	2	3	2	2	2	2	2	2	3
23	MJ	3	3	5	3	4	1	3	3	3	3	2	4	1	3	3	3	2	2	3	2	3	3	3	3	3	3
24	MAD	2	2	1	3	2	3	2	3	5	2	3	2	2	2	1	3	2	4	3	2	2	2	2	3	2	1
25	MR	1	3	2	2	3	2	3	2	3	4	3	2	3	3	2	3	2	3	2	3	5	3	3	2	3	2
26	MS	1	2	2	2	2	3	2	2	2	3	2	2	1	2	3	2	2	3	3	4	5	2	3	3	3	3
27	NR	2	3	2	2	3	2	3	3	3	2	2	3	2	3	2	3	2	2	2	2	3	3	2	2	2	2
28	NF	3	4	2	1	5	3	4	2	5	3	3	2	2	2	3	2	3	3	3	3	2	2	2	3	5	3
28	RB	2	2	2	2	3	2	3	3	3	1	3	2	2	2	2	3	2	2	2	2	5	3	3	2	2	2
30	RAF	4	3	5	3	5	2	5	5	5	4	2	5	3	3	5	5	5	2	4	5	5	4	2	3	3	5
	Jumlah	71	78	81	76	83	67	78	79	88	77	75	76	68	70	76	75	80	77	80	80	87	76	78	77	80	83
	r Hitung	0.384	0.13	0.49	0.05	0.63	0.071	0.64	0.61	0.46	0.43	0.02	0.7	0.11	0.416	0.666	0.641	0.472	0.033	0.445	0.636	0.403	0.484	-0.02	0.162	0.37	0.572
	rTabel	0.361	0.36	0.36	0.36	0.36	0.361	0.36	0.36	0.36	0.36	0.36	0.4	0.36	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
	V/T	V	T	V	T	V	T	V	V	V	V	T	V	T	V	V	V	V	T	V	V	V	V	T	T	V	V

Appendix
6   dix VI

QUESSIONNAIRE EXPERIMENTAL RESULT OF MOTIVATION IN LEARNING VOCABULARY

POST-TEST

NO	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	AMS	4	4	3	3	4	4	4	4	5	3	5	5	3	4	4	3	2	2	2	4	5	3
2	APS	4	5	3	2	3	5	4	4	5	4	4	4	2	3	3	5	3	3	3	A3	3	2
3	AA	3	5	3	3	4	4	4	4	5	4	5	4	3	5	2	5	4	3	2	A3	3	3
4	AT	4	3	4	4	4	5	4	5	5	5	4	4	4	3	3	3	3	3	4	A3	2	3
5	AM	4	5	4	4	3	4	5	2	4	5	5	5	3	4	3	4	5	3	3	A3	3	2
6	DA	3	4	5	3	2	3	5	3	4	4	5	5	4	4	3	3	4	3	4	A3	3	2
7	DP	4	5	5	4	3	5	5	4	4	4	4	5	3	4	2	4	3	2	3	D2	3	2
8	DIS	4	5	5	4	2	4	5	3	5	5	5	4	5	5	3	4	2	5	3	2	2	3
9	DS	5	5	4	2	4	5	5	4	4	4	4	5	5	3	3	3	3	4	4	4	3	3
10	FF	5	5	4	3	3	4	4	5	5	4	3	4	4	5	3	5	5	4	4	3	2	3
11	FR	5	1	5	2	5	5	5	5	4	5	5	5	4	4	2	5	4	4	3	2	2	2
12	GS	4	1	4	2	3	4	4	4	3	5	4	4	5	5	3	5	3	4	3	G2	2	3
13	HT	4	2	5	2	5	5	5	5	4	5	5	5	5	5	5	4	4	3	4	3	3	2
14	HB	4	5	4	4	4	4	4	4	5	4	4	4	5	3	2	5	3	3	4	4	3	3
15	HS	3	1	5	3	5	5	3	3	3	3	5	5	4	3	3	4	4	5	5	3	2	2
16	IMR	3	5	5	5	4	4	5	5	3	3	4	5	4	4	3	5	3	3	5	2	3	3
17	IS	4	5	4	3	4	5	5	4	5	4	5	5	3	3	4	5	5	5	4	4	2	2
18	IR	5	5	4	5	3	4	4	4	5	5	5	4	5	5	4	5	4	3	5	5	3	3
19	IM	5	5	5	4	4	5	4	5	5	5	4	5	3	5	3	5	5	3	3	3	3	4
20	LS	5	5	5	3	5	5	5	5	5	4	5	4	5	4	5	5	5	3	3	2	3	5
21	LMS	4	5	4	5	3	4	5	5	4	5	4	5	5	5	3	5	4	5	5	3	3	4

No	Nama																						
22	MS	4	5	4	4	5	5	4	4	5	4	5	5	4	4	5	4	5	5	3	5	4	2
23	MJ	4	5	4	3	4	5	5	4	4	5	4	4	5	5	4	5	5	5	3	5	3	3
24	MAD	4	2	4	1	1	2	5	2	3	3	5	4	2	4	4	5	5	4	3	2	2	2
25	MR	5	1	5	4	3	5	4	4	4	4	4	4	3	5	5	4	4	3	2	3	3	3
26	MS	3	1	1	2	2	3	3	5	2	2	2	4	5	4	3	2	4	3	3	4	2	2
27	NR	1	1	5	2	3	4	4	4	4	4	5	2	4	3	4	3	5	5	2	2	3	3
28	NF	5	1	4	4	3	4	4	4	3	5	2	4	4	5	3	4	3	3	3	3	2	2
28	RB	5	2	5	5	3	5	5	5	3	4	5	5	5	4	5	5	5	5	R	5	3	3
30	RAF	5	1	4	3	5	2	1	3	2	3	2	2	3	2	3	3	5	2	3	3	1	2
	Jumlah	122	105	126	98	106	128	129	122	122	124	128	130	119	122	102	127	119	108	103	95	81	81
	rHitung		0.502	0.413	0.534	0.288	0.6	0.532	0.4521	0.517	0.447	0.431	0.468	0.478	0.432	0.393	0.558	0.139	0.363	0.4	0.382	0.445	0.549
	rTabel	0.361	0.361	0.361	0.361	0.361	0.36	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
	V/T	V	V		V	V	T	V	V	V	V	V	V	V	V	V	V	V	T	V	V	V	V

QUESSIONNAIRE CONTROL RESEARCH OF VOCABULARY LEARNING MOTIVATION
Appendix 7   VII

QUESSIONNAIRE CONTROL RESEARCH OF VOCABULARY LEARNING MOTIVATION
PRE TEST

NO	INITIAL	1	2	3	4	5	6	7	8	9	10	11	12	13	16	15	16	17	18	19	20	2	22
1	AM	1	1	3	3	3	3	3	4	4	3	2	3	2	3	2	4	2	4	1	2	3	3
2	AK	2	2	4	4	4	5	4	4	5	4	3	2	3	4	3	3	3	4	2	1	4	5
3	AN	3	3	5	5	4	4	4	2	3	3	4	3	4	4	3	4	4	4	3	2	5	5
4	BS	4	4	4	4	5	3	5	3	4	2	5	4	5	3	4	3	5	2	3	3	5	3
5	EP	4	3	5	6	5	4	3	3	3	2	3	5	4	2	5	2	4	3	4	4	4	2
6	EV	4	2	4	5	3	3	2	3	4	2	2	4	3	1	5	3	4	3	2	5	4	3
7	EP	5	1	3	6	4	3	3	5	4	3	1	3	2	2	4	4	3	3	2	4	3	4
8	FB	5	1	3	5	3	5	3	3	5	4	2	3	4	3	4	5	3	3	3	3	2	5
9	FE	2	3	4	4	4	4	4	5	3	5	3	2	3	4	3	4	2	4	4	2	3	4
10	GG	3	2	5	4	3	5	4	4	4	4	4	3	3	5	3	3	2	5	3	2	4	3
11	GS	3	5	3	5	2	4	5	3	2	3	4	4	4	5	2	3	2	5	3	3	3	3
12	GM	2	4	2	4	3	4	4	3	2	2	3	5	3	4	2	2	3	4	4	3	2	2
13	HP	2	3	4	4	2	3	5	5	2	1	3	4	4	3	2	2	3	3	3	4	3	2
14	HE	4	4	3	5	2	2	2	5	3	1	2	3	2	2	3	3	2	2	2	3	4	2
15	ISD	2	5	2	5	4	3	2	4	3	4	2	2	3	1	4	4	2	2	2	2	3	3
16	IP	2	4	3	3	3	4	3	5	4	2	4	2	4	2	2	4	3	3	3	3	2	2
17	JA	3	3	2	3	3	5	3	4	5	3	1	3	5	2	3	3	3	4	4	4	3	3
18	KA	2	3	3	4	2	4	2	4	2	2	2	3	4	2	4	4	2	2	4	3	4	2

No	Code																						
19	KP	2	4	2	5	4	3	2	3	1	3	3	5	3	3	5	5	3	2	2	2	2	1
20	KN	2	4	2	4	5	2	3	2	3	2	4	4	2	4	1	3	4	1	3	2	3	4
21	LN	4	3	3	3	2	2	4	2	4	2	3	5	5	5	2	3	4	2	1	1	4	3
22	LH	3	4	2	4	2	3	2	3	1	3	2	4	3	4	3	2	5	2	2	3	1	2
23	MI	2	5	4	5	3	4	4	3	3	4	1	3	4	3	3	4	4	3	3	5	3	3
24	MH	5	4	5	4	4	5	5	3	5	3	5	4	5	2	4	5	3	3	4	5	2	4
25	NS	3	3	4	5	5	4	5	1	5	4	2	5	4	4	5	5	5	2	5	4	3	3
26	NWA	4	3	5	4	3	3	3	4	4	3	5	4	5	3	5	4	3	5	3	5	2	5
27	OS	5	4	3	3	3	2	5	4	3	4	3	3	3	2	4	4	4	4	4	5	4	5
28	RM	4	5	5	5	2	3	5	5	5	3	4	3	4	3	3	3	4	3	5	4	5	4
29	RS	5	4	4	1	3	3	4	1	5	4	5	3	5	4	3	3	5	3	3	3	5	3
30	SA	2	3	2	2	4	3	3	2	3	4	2	2	2	3	2	4	2	2	5	2	2	1
	Jumlah	94	99	103	124	99	105	106	102	104	89	89	103	107	92	98	105	98	92	92	94	97	94
	rHitung	0.559	0.072	0.755	0.156	0.204	0.254	0.654	-0.19	0.502	0.2469	0.541	0.256	0.598	0.215	0.4	0.151	0.478	0.359	0.311	0.371	0.433	0.618
	rTabel	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
	V/T	V	T	V	T	T	T	V	T	V	T	V	T	V	T	V	T	V	T	T	V	V	V

Appendix
8 VIII

QUESSIONNAIRE CONTROL RESEARCH OF VOCABULARY LEARNING MOTIVATION

POST TEST

NO	INITIAL	1	2	3	4	5	6	7	8	9	10	11	12	13	16	15	16	17	18	19	20	2	22	23
1	AM	3	5	4	5	4	4	3	3	4	3	2	3	2	3	2	4	2	4	1	2	3	3	2
2	AK	2	4	2	4	2	3	2	2	5	4	3	2	3	4	3	3	3	4	2	1	4	5	3
3	AN	3	2	1	2	3	2	3	3	4	5	3	2	5	3	2	5	3	5	5	2	5	5	4
4	BS	4	3	4	4	1	3	4	5	4	2	5	4	5	3	4	3	5	2	5	3	5	3	5
5	EP	5	1	3	2	4	5	5	5	3	2	3	5	4	2	5	2	4	3	3	4	4	2	4
6	EV	2	4	5	5	5	2	5	4	4	2	2	4	3	5	1	2	2	3	4	5	4	3	3
7	EP	3	3	3	4	4	2	2	2	4	3	1	3	2	2	4	4	3	3	2	4	3	4	3
8	FB	2	4	2	4	2	1	5	4	5	4	2	3	4	3	4	5	3	3	3	3	2	5	2
9	FE	4	5	2	3	2	2	2	3	3	5	3	2	3	4	3	4	2	4	4	2	3	4	1
10	GG	4	4	2	5	5	3	2	4	4	4	4	3	3	5	3	3	2	5	3	2	4	3	3
11	GS	5	3	2	4	4	5	3	5	2	3	4	4	4	5	2	3	2	5	3	3	3	2	4
12	GM	2	2	3	3	3	5	4	5	2	2	3	5	3	4	2	2	3	4	4	3	2	3	5
13	HP	3	4	1	2	4	4	2	3	2	1	3	4	4	3	2	2	3	3	3	4	3	4	4
14	HE	4	2	1	3	5	4	3	2	3	1	2	3	2	2	3	3	2	2	2	3	4	4	3
15	ISD	2	3	2	4	2	2	4	3	3	4	2	2	3	1	4	4	2	2	2	2	3	3	3
16	IP	2	2	2	2	1	3	5	3	4	2	4	2	4	2	2	4	3	3	3	3	2	2	2
17	JA	2	5	2	2	3	3	2	2	5	3	1	3	5	2	3	3	3	4	4	4	3	3	3
18	KA	3	4	5	4	4	2	5	5	4	2	2	3	4	2	4	2	2	2	4	3	4	4	4
19	KP	2	2	2	3	5	1	4	4	5	3	3	5	3	3	5	2	3	2	2	2	2	2	5
20	KN	2	5	2	2	2	3	2	2	3	2	4	4	2	4	1	3	4	1	3	2	3	4	4
21	LN	2	4	4	3	5	4	3	3	4	2	3	5	2	5	2	3	4	2	1	1	4	3	3

22	LH	3	2	2	2	4	2	4	2	5	3	2	4	3	4	3	2	3	2	2	3	4	2	2
23	MI	4	4	5	5	5	5	5	5	3	4	1	3	4	3	3	1	4	3	3	5	3	5	3
24	MH	3	5	3	5	3	5	4	4	4	3	5	4	5	5	4	1	3	3	4	5	4	4	4
25	NS	5	2	5	5	4	5	4	3	5	4	2	5	4	4	5	5	5	2	5	4	3	5	5
26	NWA	4	5	4	3	2	4	2	2	4	3	5	4	3	5	5	4	3	5	3	5	2	5	4
27	OS	5	2	3	4	3	5	3	4	3	4	3	5	3	2	4	4	5	4	2	5	4	5	3
28	RM	3	3	4	2	4	4	5	2	2	3	4	3	4	5	5	3	5	3	3	4	5	4	2
29	RS	2	4	4	5	5	2	4	3	3	4	5	5	5	4	5	3	5	5	3	3	5	5	3
30	SA	2	3	5	4	5	5	5	4	3	5	5	4	2	5	4	2	5	4	2	4	4	4	5
	Jumlah	92	101	89	105	105	100	106	101	109	92	91	108	103	104	99	91	98	97	90	96	104	110	101
	rHitung	0.326	0.0857	0.567	0.51	0.227	0.432	0.23	0.325	-0.19	0.453	0.452	0.347	0.361	0.507	0.444	-0.09	0.509	0.392	0.375	0.455	0.376	0.437	0.389
	rTabel	0.361	0.361	0.361	0.361	0.361	0.361	0.36	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
	V/T	T	T	V	V	T	V	T	T	T	V	V	T	V	V	V	T	V	V	V	V	V	V	V

Appendix IX

SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

PRE-TEST

A. Pre-Test score of Experimental Class (VIII-1)

No.	The Initial Name of Students (n)	Pre-Test
1	AMS	45
2	APS	54
3	AA	55
4	AT	56
5	AM	51
6	DA	52
7	DP	52
8	DIS	47
9	DS	57
10	FF	51
11	FR	49
12	GS	47
13	HT	51
14	HB	51
15	HS	48
16	IMR	49
17	IS	52
18	IR	49
19	IM	59
20	LS	43
21	LMS	50
22	MS	44
23	MJ	57
24	MAD	47
25	MR	53
26	MS	49
27	NR	49
28	NF	58
29	RB	48
30	BAF	91
	Total Score	1563

B. Pre-Test score of Control Class (VIII-2)

No.	The Initial Name of Students (n)	Pre-Test
1	AM	67
2	AK	63
3	AN	65
4	BS	63
5	EP	64
6	EV	64
7	ER	67
8	FB	65
9	FE	63
10	GG	65
11	GS	69
12	GM	69
13	HP	69
14	HE	69
15	ISD	65
16	IP	69
17	JA	68
18	KA	59
19	KP	65
20	KN	71
21	LN	63
22	LH	63
23	MI	65
24	MH	65
25	NS	66
26	NWA	68
27	OS	64
28	RM	58
29	RS	60
30	SA	59
Total Score		1949

Appendix X

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of the Normality Test of VIII-1 in Pre-Test

1. The score of VIII-1 in pre-test from low score to high score

2. High $= 91$

Low $= 43$

Range $=$ High $-$ Low

$= 91\text{-}43$

$= 48$

3. Total of classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (30)$

$= 1 + 3.3 \,(1{,}47\,)$

$= 1 + 4.85$

$= 5.85$

$= 6$

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{48}{6} = 8$

5. Mean

rval						²

82						
91						
8						

Mx $\quad = M^I + i\,\dfrac{\Sigma fx^1}{N}$

$\qquad = 54{,}5 + 8\left(\dfrac{9}{30}\right)$

$\qquad = 54{,}5 + 8(0{,}3)$

$\qquad = 54{,}5 + 2{,}4$

$\qquad = 56{,}9$

$SD_t \quad = i\,\sqrt{\dfrac{\Sigma fx1^2}{n} - \left(\dfrac{\Sigma fx1}{n}\right)^2}$

$\qquad = 8\sqrt{\dfrac{30}{30} - \left(\dfrac{9}{30}\right)^2}$

$\qquad = 8\,\sqrt{1 - 0{,}3}$

$\qquad = 8\,\sqrt{0{,}7}$

$\qquad = 8 \times 0{,}83$

$\qquad = 6{,}64$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\dfrac{f_o - f_h}{f_h}\right)$
83-91	91,5	5,21	0,5000				
				0,00	0	1	0

75-82	82,5	3,85	0,4999				
				0,00	0	0	0
67-74	74,5	2,65	0,4960				
				0,07	2,24	0	-1
59-66	66,5	1,44	0,4251				
				0,33	9,9	1	-0,89
51-58	58,5	0,24	0,0948				
43-50	50,5	-0,96	0,16853				
				-0,07	-2,1	14	9,8
	42,5	-2,16	0,01539				
				0,15	4,5	14	2,1
						X^2	10,01

Based on the table above, the researcher found that x^2_{count} = 10,01 while

x^2_{table} =   cause x^2_{count} < x^2_{table} (10,01 <7,815) with degree of freedom (dk)= 6-3

=3 and significant level α=5% so distribution of VIII-1 class (pre-test) is

normal.

6. Median

Interval	ʹ	k
43-50	4	4
51-58	**4**	**8**
59-66		9
67-74		9
75-82		9
83-91		0

Position of Me in Interval of classes is number 2 , that

Bb   = 50,5

F   = 14

Fm   = 14

i   = 8

N = 30

1/2n = 15

So,

Me $= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$

$= 50,5 + 8 \left(\frac{15 - 14}{14} \right)$

$= 50.5 + 8 \ (0,07)$

$= 50,5 + 0,56$

$= 51,06$

7. Modus

Interval		
43-50	4	4
51-58	4	3
59-66		9
67-74		9
75-82		9
83-91		0

M_0 $= L + \frac{d1}{d1 + d2} i$

L $= 51,5$

d1 $= 0$

d2 $= 13$

i $= 8$

so:

M_0 $= 51,5 + \frac{0}{0 + 13} \ 8$

$= 51,5 + 0(8)$

$= 51,5 + 0$

= 51,5

B. Result of the Normality Test of VIII-2 in Pre-Test

    1. The score of VIII-2 in pre-test from low score to high score

    2. High = 71

Low = 58

Range = High – Low

= 71-58

= 13

    3. Total of classes = 1 + 3.3 log (n)

= 1 + 3.3 log (30)

= 1 + 3.3 (1,47)

= 1 + 4.85

= 5.85

= 6

    4. Length of classes $= \frac{range}{total\ of\ class} = \frac{13}{6} = 2,16 = 2$

    5. Mean

rval						^{2}

$Mx \qquad = M^I + i \frac{\Sigma f x^1}{N}$

$$= 64,5 + 2 \left(\frac{-4}{30}\right)$$

$$= 64,,5 + 2(-0,13)$$

$$= 64,5 + (-0,26)$$

$$= 54,25$$

$SD_t \qquad = i \sqrt{\frac{\Sigma f x1}{n} - \left(\frac{\Sigma f x1}{n}\right)^2}$

$$= 2\sqrt{\frac{76}{30} - \left(\frac{-4}{30}\right)^2}$$

$$= 2 \sqrt{2,53 - 0,01}$$

$$= 2 \sqrt{2,52}$$

$$= 2 \text{x } 1,5$$

$$= 3$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\dfrac{f_o - f_h}{f_h}\right)$
70-71	71,5	2,75	0,4970				
				0,01	0,3	1	2,33
68-69	69,5	2,08	0,4812				

Interval				-0,01	-0,3	7	-24,33
66-67	67,5	3,41	0,4997	-0,02	-0,6	3	-6
64-65	65,5	3,75	0,4999	0,09	0,81	10	11,34
62-63	63,5	3,08	0,4990	0,07	2,1	5	1,38
60-61	61,5	2,41	0,4920	0,03	0,9	1	0,11
58-59	59 ,5	1,75	0,4599	0,1	3	3	0
	57,5	1,08	0,3599				
						X^2	-15,31

Based on the table above, the researcher found that x^2_{count} = -15,31 while x^2_{table} = cause $x^2_{count} < x^2_{table}$ (-15,31 <7,815) with degree of freedom (dk)= 6-3 =3 and significant level α=5% so distribution of VIII-1 class (pre-test) is normal.

6. Median

	Interval	'	k
	58-59		
	60-61		
	62-63		
	64-65	)	)
	66-67		2
	68-69		)

	70-71		)

Position of Me in Interval of classes is number 4 , that

Bb	= 63,5
F	= 10
Fm	= 5
i	= 2
N	= 30
1/2n	= 15

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 63,5 + 2 \left(\frac{15 - 10}{5} \right)$$

$$= 63,5 + 2 (1)$$

$$= 63,5 + 2$$

$$= 65,5$$

7. Modus

	Interval		k
	58-59		
	60-61		
	62-63		
	64-65	)	)
	66-67		2
	68-69		9
	70-71		)

M_0	$= L + \frac{d1}{d1+d2} i$
L	= 65,5

d1   = 5

d2   = 7

i   = 2

so:

$$M_0 = 65.5 + \frac{5}{5-7}\ 2$$

$$= 65{,}5 + (-2{,}5)(2)$$

$$= 65{,}5 + (-5)$$

$$= 60{,}5$$

Appendix XI

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. Variant of the VIII-1 class is:

		Xi^2
		1.936
		2.916
		2.601
		2.704
		2.704
		2.209
		3.249
		2.601
		2.401
		2.209
		2.601

		2.601
		2.304
		2.401
		2.704
		2.401
		2.401
		1.849
		2.500
		1.936
		3.249
		2.209
		2.809
		2.401
		2.401
		3.364
		2.304
		3.281
	3	82407

n = 30

$\sum xi$ = 1563

$\sum xi^2$ = 82407

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30\,(82407) - (1563)^2}{30(30-1)}$$

$$= \frac{2472210 - 2442969}{30(29)}$$

$$= \frac{29241}{870}$$

$$= 33,61$$

B. **Variant of the VIII-2 class is:**

		Xi^2
		4.489
		3.969
		4.096
		4.096
		4.489
		4.225
		3.969
		4.225
		4.761
		4.761
		4.761
		4.761
		4.225
		4.761
		4.624
		4.761
		4.225
		5.041
		3.969

		3.969
		4.225
		4.225
		4.356
		4.625
		4.096
		3.364
		3.600
		3.481
	)	28.344

n = 30

$\sum xi$ = 1949

$\sum xi^2$ = 128.344

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30\,(128.344) - (1949)^2}{30(30-1)}$$

$$= \frac{3.850.320 - 3.798.601}{30(29)}$$

$$= \frac{51.719}{870}$$

$$= 59,44$$

The formula was used to test homogeneity was:

1. VIII-1 and VIII-2

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

$$= \frac{59,44}{33,61}$$

$$= 1,76$$

After doing the calculation, the researcher found that $F_{count} = 1,76$ with α 5% and dk $= 30$ and 30 from the distribution list F, researcher found that $F_{table} = 2,55$ cause $F_{count} < F_{table}$ (1,76< 2,55). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

Appendix XII

SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

POST-TEST

A. **Post-Test score of Experimental Class (VIII-PI)**

	al Name of Students (n)	t-Test
	AMS	74
	APS	67
	AA	73
	AT	71
	AM	71
	DA	70
	DP	72
	DIS	79
	DS	77
	FF	81
	FR	77
	GS	70
	HT	81
	HB	81
	HS	72
	IMR	79
	IS	78
	IR	87
	IM	83
	LS	87
	LMS	83

	MS	86
	MJ	83
	MAD	65
	MR	76
	MS	61
	NR	68
	NF	71
	RB	90
	BAF	57
Total Score		2270

B. Post-Test score of Control Class (VIII-PA)

	al Name of Students (n)	st-Test
	AM	65
	AK	65
	AN	71
	BS	71
	EP	69
	EV	70
	ER	62
	FB	65
	FE	65
	GG	71
	GS	71
	GM	67
	HP	63

	HE	57
	ISD	63
	IP	53
	JA	62
	KA	65
	KP	62
	KN	61
	LN	61
	LH	57
	MI	73
	MH	79
	NS	81
	NWA	73
	OS	71
	RM	76
	RS	79
	SA	80
Total Score		2028

Appendix XIII

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test of VIII-PI in Post Test

1. The score of VIII-PI in pre-test from low score to high score

2. High $= 90$

Low $= 57$

Range $= High - Low$

$= 90-57$

$= 33$

3. Total of classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (30)$

$= 1 + 3.3 (1.47)$

$= 1 + 4,85$

$= 5,85$

$= 6$

4. Length of classes $= \frac{range}{total\ of\ class} = \frac{33}{6} = 5,5 = 6$

5. Mean

rval						²
62						
68						
74						
80						

87						
6						

Mx $= M^I + i\,\frac{\Sigma f x^1}{N}$

$= 71,5 + 6\,\left(\frac{-20}{30}\right)$

$= 71,5 + 6\,(-0,66)$

$= 69 + 3,96$

$= 72,96$

SD_t $= i\,\sqrt{\frac{\Sigma f x1^2}{n} - \left(\frac{\Sigma f x1}{n}\right)^2}$

$= 6\,\sqrt{\frac{62}{30} - \left(\frac{-20}{30}\right)^2}$

$= 6\sqrt{2,06 - (-0,66)^2}$

$= 6\sqrt{2,06 - 0,43}$

$= 6\,\sqrt{1,63}$

$= 6\ \text{x}\ 1,27$

$= 7$

Table of Normality Data Test with Chi-Quadrat formula

Interval of	Real Upper	Z - Score	Limit of Large of the	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$

Score	Limit		Area				
88-93	93,5	2,93	0,4983				
				0,01	0,3	1	2,33
81-87	87,5	2,07	0,4803				
				0,12	3,6	9	1,5
75-80	80,5	1,07	0,3577				
				-0,47	14,1	6	-0,57
69-74	74,5	0,22	0,0832				
				-0,18	-5,4	9	-0,66
63-68	68,5	-0,63	0,26435				
				0,19	5,7	3	-0,47
57-62	62,5	-1,49	0,06811				
				0,05	1,5	2	0,33
	56,5	-2,35	0,00939				
						X^2	2,46

Based on the table above, the researcher found that x^2_{count} =2,24 while x^2_{table}= 7,816 cause x^2_{count} < x^2_{table} (2,24 <7,816) with degree of freedom (dk)= 6-3 = 3 and significant level α=5% so distribution of VIII-PI class (pre-test) is normal.

6. Median

Interval		
57-62		
63-68		
69-74		4
75-80		0
81-86		9
87-93		0

Position of Me in Interval of classes is number 3, that

Bb   = 68,5

F	= 9
Fm	= 3
i	= 6
N	= 30
1/2n	= 15

So,

Me $= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right)$

$$= 65.5 + 6 \left(\frac{15 - 9}{3} \right)$$

$$= 65.5 + 6(2)$$

$$= 65.5 + 12$$

$$= 77,5$$

7. Modus

	Interval		k
	45-51		
	52-58		
	59-65		5
	60-72		**2**
	73-79		5
	80-86		0
	87-93		2

M_0	$= L + \frac{d1}{d1+d2} i$
L	= 65.5
d1	= 1
d2	= 3

i $\qquad$ = 7

so:

$M_0 \qquad = 65.5 + \dfrac{1}{1+3}\ 7$

$\qquad = 65.5 + 0.25\ (7)$

$\qquad = 65.5 + 1.75$

$\qquad = 67.25$

B. Result of Normality Test of VIII-2 in Post Test

1. The score of VIII-2 in pre-test from low score to high score

2. High $= 81$

Low $= 53$

Range $=$ High $-$ Low

$= 81\text{-}53$

$= 27$

3. Total of classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (30)$

$= 1 + 3.3 (1,47)$

$= 1 + 4,85$

$= 5.85$

$= 6$

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{27}{6} = 4,5 = 5$

5. Mean

rval					²
57					
62					
-67					
-72					
-77					
82					

5						

$$Mx \qquad = M^I + i \, \frac{\Sigma fx}{N}$$

$$= 52 + 5 \left(\frac{-14}{30} \right)$$

$$= 52 + 5 \, (-0,46)$$

$$= 52 + 2,3$$

$$= 54,3$$

$$SD_t \qquad = i \, \sqrt{ \frac{\Sigma fx1^2}{n} - \left(\frac{\Sigma fx1}{n} \right)^2 }$$

$$= 5 \, \sqrt{ \frac{72}{30} - \left(\frac{-14}{30} \right)^2 }$$

$$= 5 \, \sqrt{ 2,4 - (-0,46)^2 }$$

$$= 5 \sqrt{ 2,4 - 0,21 }$$

$$= 5x \, \sqrt{2,19}$$

$$= 5x1,47$$

$$= 7,35$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\dfrac{f_o - f_h}{f_h}\right)$
78-82	82,5	3,83	0,4999				
				0,07	2,1	4	0,90
73-77	77.5	3,15	0,4992				
				0,06	1,8	3	0,66
68-72	72.5	2,47	0,4932				
				0,02	0,6	7	1,66
63-67	67.5	1,79	0,4633				
				0,09	2,7	8	-1,96
58-62	62.5	1,11	0,3665				
				0,20	6	5	-0,16
53-57	57.5	0.43	0,1664				
				0,07	2,1	3	0,42
	52.5	-0,24	0,0948				
						X^2	1,52

Based on the table above, the researcher found that x^2_{count} = 1,52 while

x^2_{table} = 7,815 cause x^2_{count} < x^2_{table} (1,52<7,815) with degree of freedom (dk)=

6- 3 = 3 and significant level α=5% so distribution of VIII-2 class (pre-test) is

normal.

6. Median

Interval		k
53-57		
58-62		
63-67		5
68-72		8
73-77		5
78-82		0

Position of Me in Interval of classes is number 3, that

Bb	= 62,5
F	= 8
Fm	= 16
i	= 5
N	= 30
1/2n	= 15

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 62,5 + 5 \left(\frac{15-8}{16} \right)$$

$$= 62,5 + 5 \ (0,43)$$

$$= 62,5 + 2,15$$

$$= 64,65$$

7. Modus

	Interval		k
	53-57		
	58-62		
	63-67		5
	68-72		3
	73-77		5
	78-82		0

M_0	$= L + \frac{d1}{d1+d2} i$
L	= 62,5
d1	= 5
d2	= 7

i $\qquad$ = 5

so:

M_0 $\qquad$ $= 62{,}5 + \dfrac{1}{5+7}\ 5$

$\qquad$ $= 62{,}5 + 0.08\ (5)$

$\qquad$ $= 62{,}5 + (0{,}4)$

$\qquad$ $= 62{,}9$

Appendix XIV

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

     A. Variant of the VIII-1 class is:

Xi	Xi^2
74	5478
67	4489
73	5329
71	5401
71	5401
70	4900
72	5184
	6241
77	5929
81	6561
77	6929
70	4900
81	6561

81	6561
72	5184
79	6241
78	6084
87	7743
83	6889
87	7569
83	6889
86	7396
83	6889
65	4225
76	5776
61	3721
68	4624
71	5041
90	8100
57	3249
270	175458

n = 30

$\sum xi$ = 2270

$\sum xi^2$ = 175458

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30\,(175458) - (2270)^2}{30(330-1)}$$

$$= \frac{5263740 - 5152900}{30(29)}$$

$$= \frac{110840}{870}$$
$$= 127{,}40$$

B. **Variant of the VIII-2 class is:**

Xi	Xi²
65	4225
65	4225
71	5041
71	5041
69	761
70	4900
62	3844
65	4225
65	4225
71	5041
71	5041
67	4489
63	3969
51	2601
63	3969
53	2809
62	3844
65	4225
62	3844
62	3844
61	3721
57	3249
73	5329

79	6241
81	6561
73	5329
71	5041
76	5776
79	6241
80	6400
028	138051

n = 30

$\sum xi$ = 2028

$\sum xi^2$ = 138051

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{30\,(138051) - (2028)^2}{30(30-1)}$$

$$= \frac{4141530 - 4112784}{30(29)}$$

$$= \frac{28746}{870}$$

$$= 33{,}04$$

The formula was used to test homogeneity was:

1. VIII-1 and VIII-2

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

$$= \frac{127{,}40}{33{,}04}$$

$$= 3{,}85$$

After doing the calculation, the researcher found that $F_{count} = 3,85$ with α 5% and dk $= 30$ and 30 from the distribution list F, researcher found that $F_{table} = 2,70$ cause $F_{count} > F_{table}$ (3, 85 > 2,70). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

Appendix XV

T-TEST OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse hypothesis test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{56,9 - 54,25}{\sqrt{\left(\frac{(30-1)33,61+(30-1)59,44}{30+30-2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{2,65}{\sqrt{\left(\frac{(29)33,61+(29)59,44}{58}\right)(0,03 + 0.03)}}$$

$$Tt = \frac{2,65}{\sqrt{\left(\frac{974,69+1723,76}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{2,65}{\sqrt{\left(\frac{2698,45}{58}\right)(0.06)}}$$

$$Tt = \frac{2,65}{\sqrt{46,52\,(0.06)}}$$

$$Tt = \frac{2,65}{\sqrt{2,79}}$$

$$Tt = \frac{2,65}{1,67}$$

$Tt = 1,58$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count}= 1,58 with opportunity (1-α) = 1 − 5% = 95% and dk = n_1 + n_2 − 2 = 30+ 30 − 2 = 58, t_{table} =7,815. So, t_{count}<t_{table}(1,58 <7,815) and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix XVI

T-TEST OF THE BOTH AVERAGES IN POST-TEST

The formula was used to analyse hypothesis test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{72,96 - 54,3}{\sqrt{\left(\frac{(30-1)127,40+(30-1)33,04}{30+30-2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{18,66}{\sqrt{\left(\frac{(29)127,40+(29)33,04}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{18,66}{\sqrt{\left(\frac{3694,6+958,16}{58}\right)(0.03 + 0.03)}}$$

$$Tt = \frac{18,66}{\sqrt{\left(\frac{4652,74}{58}\right)(0.06)}}$$

$$Tt = \frac{18,66}{\sqrt{80,219\,(0.06)}}$$

$$Tt = \frac{18,66}{\sqrt{4,81}}$$

$$Tt = \frac{18,66}{2,19}$$

$$Tt = 8,52$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count}= 8,52 with opportunity (1-α) = 1 − 5% = 95% and dk = n_1 + n_2 − 2 = 30 + 30 − 2 = 58, t_{table} =7,815. So, t_{count}>t_{table}(8,52>7,815) and H_a is accepted, it means there was the differenceaverage between the first class as experimental class and the second class as control class in this research.

Appendix XVII

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	56,9	72,96	16,06	16,01
Control	54,25	54,30	0,05	

Appendix XVIII

Chi-Square Table

dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix XIX

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767

2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999

| 3,9 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 |

Appendix XX

Percentage Points of the t Distribution

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005

36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171

Appendix XXI

RESEARCH DOCUMENTATION

Pre-test in experimental class

Post-test in experimental class

Pre-test in control class

Post-test in control class

YAYASAN PONDOK PESANTREN MA'HAD DARUL AZHAR
MADRASAH TSANAWIYAH DARUL AZHAR
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<u>**SURAT KETERANGAN**</u>
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Yang bertanda tangan dibawah ini :

Nama	: **MUHAMMAD AMIN, M.Pd**
Jabatan	: Kepala MTs Darul Azhar
Unit Kerja	: Madrasah Tsanawiyah Darul Azhar
Alamat	: Desa Jambur Padang Matinggi

Menerangkan dengan sebenarnya bahwa :

Nama	: **Anggi Kartika**
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Program Studi	: Tadris/ Pendidikan Bahasa Inggiris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jenjang	: S1
Judul Skripsi	: "**The Effect of Text Twist Game on Vocabulary Learning Motivation at Grade VIII Students of Pondok Pesantren Darul Azhar Jambur Padang Matinggi**".

Benar telah melaksanakan Penelitian di MTs Darul Azhar Jambur Padang Matinggi Pada tanggal 14,16 s/d 18 November 2020.

Demikian surat keterangan ini dibuat untuk dapat dipergukan seperlunya.

Jambur Padang Matinggi, 19 November 2020
Kepala Madrasah

MUHAMMAD AMIN, M.Pd

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Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Kepala Pondok Pesantren Darul Azhar Jambur Padang Matinggi
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul **"The Effect of Text Twist Game on
Vocabulary Learning Motivation at Grade VIII Students of Pondok Pesantren Darul
Azhar Jambur Padang Matinggi"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
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Dr. Ahmad .... Rangkuti, S.Si , M.Pd
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