

**A THESIS**

**THE USE OF TEXT TWIST GAME TO IMPROVE THE  
STUDENTS' VOCABULARY MASTERY AT SMAN 2 BARRU**



**BY**

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REG NUM. 19.1300.100**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2023**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
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Finally, the writer hopes that this skripsi is useful for readers. The writer realizes that the skripsi is not perfect, therefore suggestion and correction for improvement of the skripsi are absolutely needed, and may Allah swt bestow his loving on us. Amin.

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## DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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## ABSTRACT

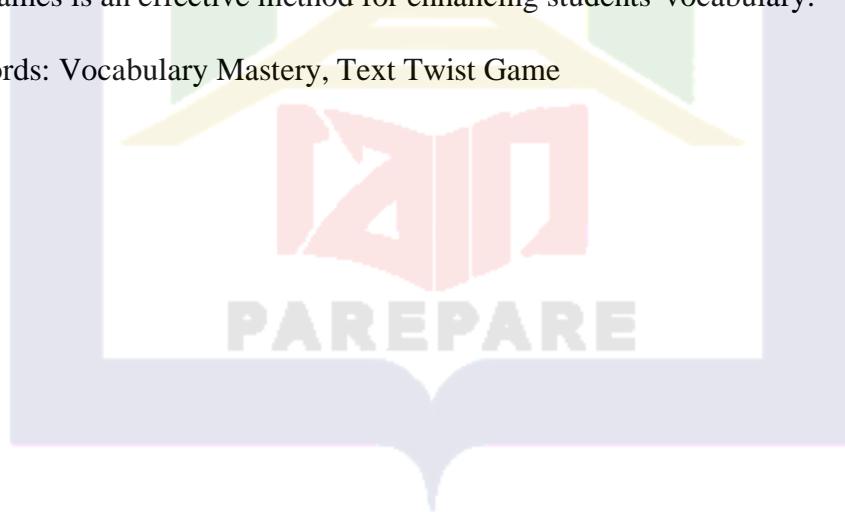
Umauliana Firra Rahma. *The Use of Text Twist Game to Improve the Students' Vocabulary Mastery at SMAN 2 Barru* (Supervised by Magdahalena and Humaeroah).

The purpose of this research is to evaluate whether the use of the Text Twist Game in XI grade at SMA Negeri 2 Barru can improve students' vocabulary mastery. Based on the preliminary research, it was discovered that students' need an appealing technique to support learning activities. They were bored with the teacher's technique and simply act as listeners in the classroom.

The researcher utilized a quantitative method with a pre-experimental design for this study. The research subjects consisted of 32 students in XI Mipa 3 class at SMAN 2 Barru. The researcher employed tests as the data collection method.

The results of the study showed that: The mean score of pre test is 62.8125 and standard deviation of 6.21360. These indicate that the pretest results for class XI Mipa 3 students at SMAN 2 Barru reveal poor performance in assessing their vocabulary mastery. On the other hand, the result on the post test showed higher score with the mean is 83.1250 and standard deviation of 9.04737. These indicate that the post test results for class XI Mipa 3 students at SMAN 2 Barru reveal good improvement in assessing their vocabulary mastery. The researcher concludes that text twist games is an effective method for enhancing students' vocabulary.

Keywords: Vocabulary Mastery, Text Twist Game

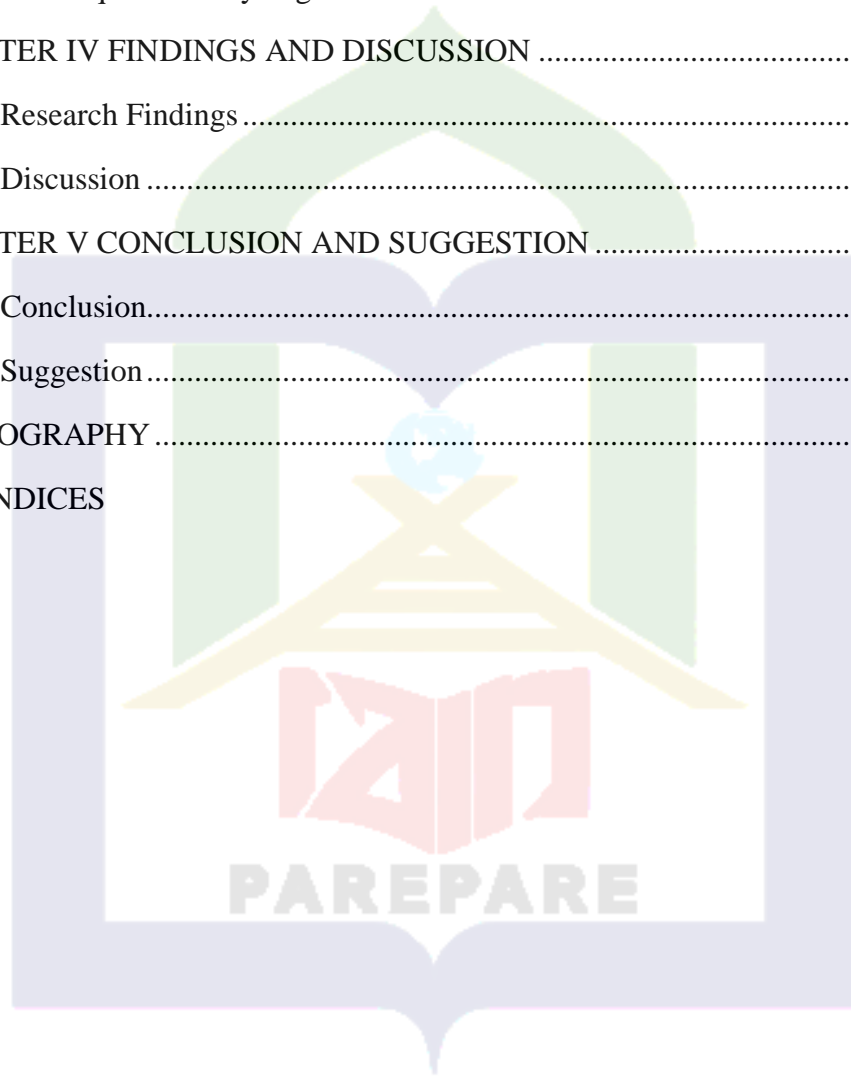




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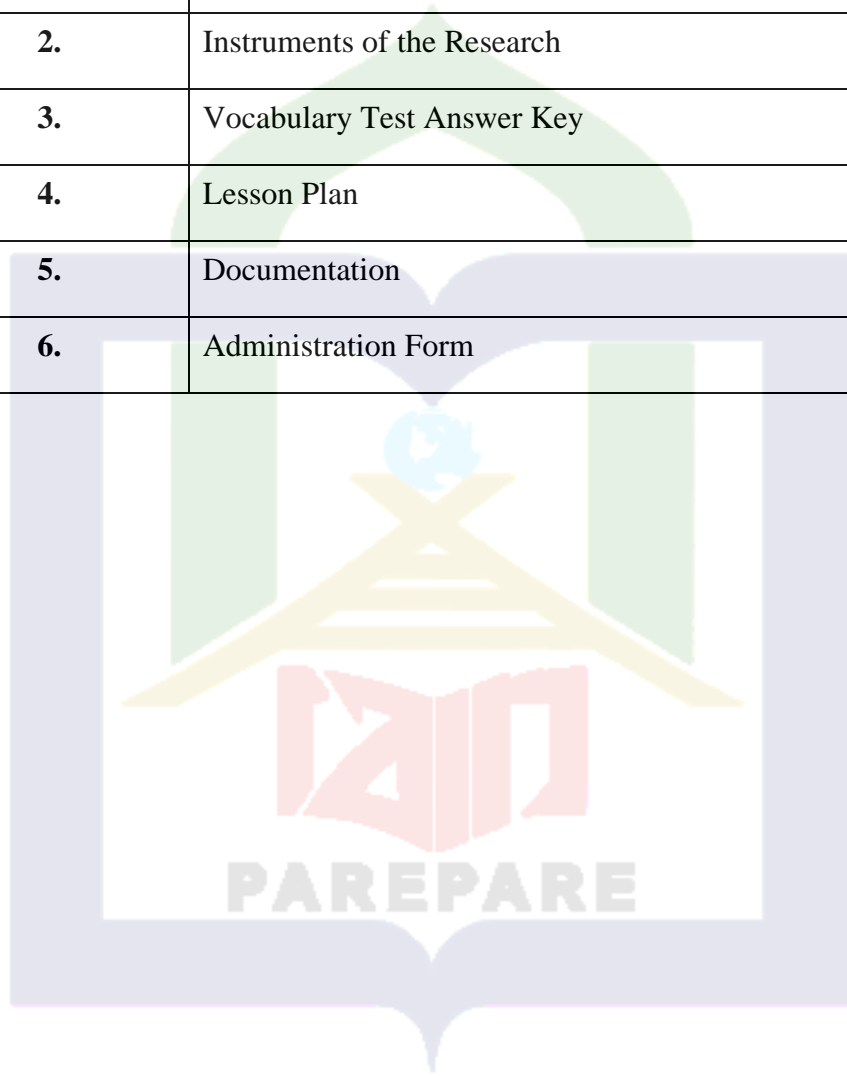
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# CHAPTER I

## INTRODUCTION

In the first chapter the researcher describes background of the study, research question that aims to answer, research objectives intends to accomplish, and also provide the research significance.

### A. Background

Vocabulary is one of the most important component in the context of English learning process, especially in high school. This is evident because vocabulary is used in the teaching of all language skills (listening, reading, writing, and speaking) as well as aspects of language form (phonology, grammar). Vocabulary is taught for a variety of reasons, including: 1) accurate research on vocabulary can encourage students in developing usable language skills, particularly in speaking; 2) students still have a limited vocabulary; and 3) students and researchers recognize the importance of vocabulary in language classroom. Tarigan is one of the expert on the value of vocabulary. "*Language Mastery is Determined by the Amount of Vocabulary*",<sup>1</sup> he claims. Hence, it can be assumed that students would not encounter difficulties in learning a language if they possess a strong command of vocabulary and grammar. In other words, while pronunciation plays an important role in language, vocabulary and grammar also hold significant roles in acquiring a foreign language.

The goal of learning english vocabulary mastery is precisely stated in the Curriculum 2013 for SMA. In other words, senior high school students

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<sup>1</sup>Tarigan H. G., *Membaca Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1983.

should actively learn at least 2500 vocabulary items. This indicates that the learners can use English vocabulary in their studies and everyday lives. Unfortunately, the majority of students at SMA Negeri 2 Barru were still unable to master English vocabulary as outlined in the curriculum.

Based on interviews with English teachers at SMA Negeri 2 Barru, the students' vocabulary mastery in grade eleven was still low. Mrs. Nurhudaya, S.Pd as an English teacher at SMA Negeri 2 Barru said that most of the students in class XIMIPA were lazy to open the dictionary and preferred to translate using Google translate on their smartphones. Because the school allows the use of mobile phones in class, so during learning, students tend to play games or scroll through social media rather than paying attention to the lesson. Especially because English is a second language, and students rarely speak English in their daily lives.<sup>2</sup>

On the preliminary research interviews with students, it was discovered that the majority of them were confused and bored with the teacher's technique. Students simply act as listeners and viewers in the classroom. They simply carried out what the teacher instructed. The teacher, on the other hand, is unconcerned about the student's needs, interests, and activation. That is why students keep struggling to attain higher vocabulary mastery in English learning. It means that the monotonous technique is to suspect for the ineffectiveness of the vocabulary learning process. The method cannot make the learning process more interesting, and the student becomes bored while learning in class. The researcher indicates that there is

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<sup>2</sup>Mrs. Nurhudaya, S.Pd, English Teacher, *Private Interviewed at SMA Negeri 2 Barru*, (Barru: SMA Negeri 2 Barru, Januari 20th, 2023)

no novel technique and that the teacher simply instructs the students to open the dictionary and memorize the difficult vocabulary. To achieve the best outcomes, the researcher considered that teachers should change their approach to teach English language.

Furthermore, learning primarily advises students to do written exercises and remember English words or grammar; however, some students are frightened of English lessons because they believe they can't, and other students become nervous merely because they are told to read a text and translate it; that's why, students become inactive in the classroom. It is crucial to build a large vocabulary when learning English. Students will be unable to use the grammar/structure and language functions they have learned for a wide range of communication unless they have a large vocabulary. In addition to the four language skills of listening, reading, writing, and speaking, vocabulary acquisition is an element that supports grammar/structure and language functions.<sup>3</sup>

To pique students' interest in learning vocabulary, an appealing technique to support teaching and learning activities is required. Techniques for teaching vocabulary differ among each other. For those situations, one of the strategies recommended in the government's approaches is to use visual aids as media in the classroom. As we already know, there are various media for teaching English languages, such as songs, games, films, and pictures. This study focuses on the use of games in the language learning process, specifically the Text Twist game.

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<sup>3</sup>Nunan D., *Language Teaching Methodology: A Textbook for Teacher*, Upper Saddle River, NJ:Prentice Hall, 1991.



Games are activities that are organized with goals, rules, competition, and interaction among players, as defined in the Longman Dictionary of Language Teaching and Applied Linguistics by Richards, Platt, and Platt. Games can be described as "structured activities that generally have the following characteristics: specific tasks or goals, a set of rules, competition among players, and communication among players through spoken or written language".<sup>4</sup> Ramadhaniarti added that "the use of games provides benefits to language teachers when applied in the classroom. Games are useful and effective tools that should be used in vocabulary learning. Using games is a way to make lessons more engaging, enjoyable, and effective, but teachers should consider the most appropriate games for their students".<sup>5</sup>

Jay stated that Text Twist game is simply world scrambling game. This game allows players to improve their vocabulary by rotating or shuffling some letters into random words in order to form as many whole words as possible.<sup>6</sup> This actuality can help English teachers improve their role in the classroom. It is thought that by improving the teaching and learning process, issues will be resolved quickly and students will be able to learn English more conveniently.

Based on the previous explanation, the goal of this research is to discover how the use of a text twist game can help students improve their vocabulary mastery. This study hopes that the findings will provide an

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<sup>4</sup>Richards J. C., J. Platt, and H. Platt, *Longman Dictionary of Language Teaching & Applied Linguistics*, Beijing: Foreign Language Teaching and Research Press, 1995.

<sup>5</sup>Ramadhaniarti T., *Teaching English Vocabulary Through Game: Views From The Students*, Proceeding of The Fourth International Seminar on English Language and Teaching (ISELT-4), 2016, 383.

<sup>6</sup>Jay, *Text Twist Game*, 2006, <http://jayisgames.com/review/text-twist.php>.

answer to the above-mentioned problem. So, it is very reasonable why researcher choose the title "The Use of Text Twist Game to Improve the Student's Vocabulary Mastery at SMAN 2 Barru".

### **B. Research Questions**

The research questions posed in this study are as follows:

1. How is the students' vocabulary mastery before learning by using Text Twist Game at XI grade SMA Negeri 2 Barru?
2. Does the use of Text Twist Game is able to improve the students' vocabulary mastery at XI grade SMA Negeri 2 Barru?

### **C. Research Objectives**

The objectives of this study based on the statements of the problem above are as follows:

1. To find out the students' vocabulary mastery before learning using Text Twist Game at XI grade SMA Negeri 2 Barru
2. To examine whether the use of Text Twist Game at XI grade SMA Negeri 2 Barru improves the students' vocabulary mastery or not.

### **D. Research Significance**

By conducting this study, the researcher hopes to contribute in the improvement of learning process in vocabulary. This study hopes that this research can give the benefit for teacher, students, and the researcher itself.

1. The teacher

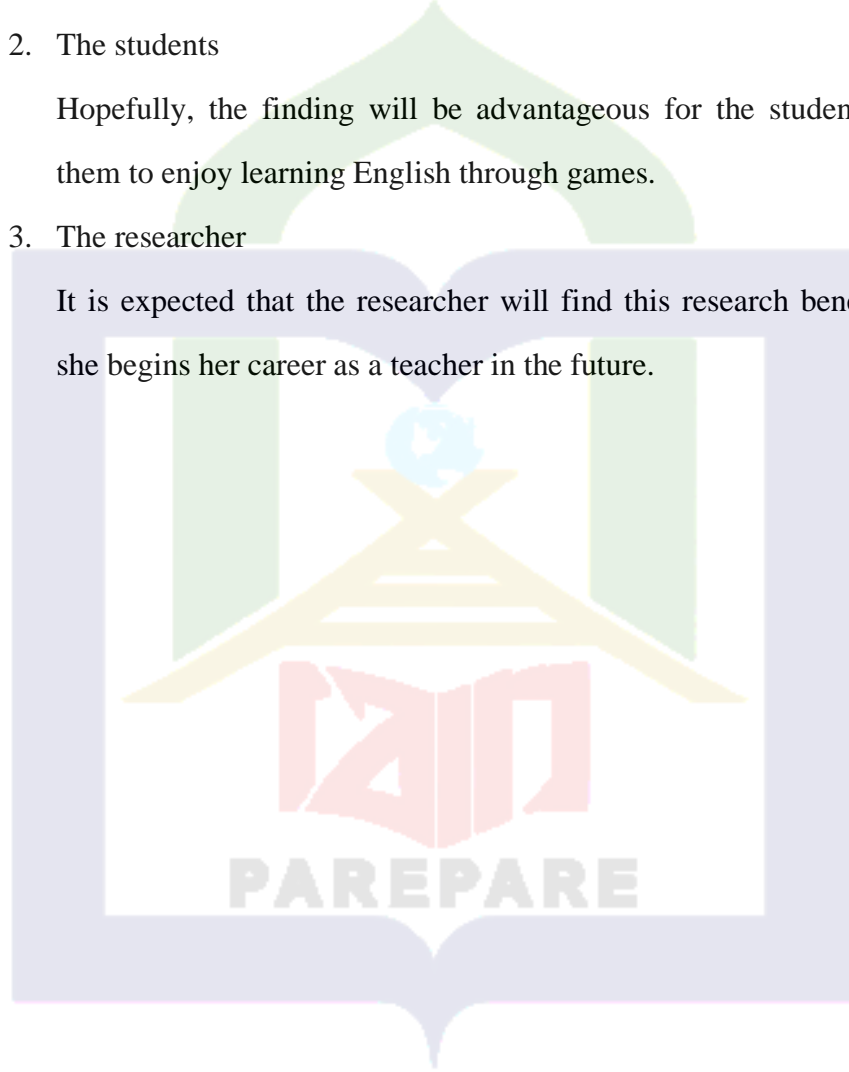
Along with this research, it is desired that the teacher will be able to teach vocabulary effectively and determine the best technique to teach vocabulary based on the readability of the students.

2. The students

Hopefully, the finding will be advantageous for the students, allowing them to enjoy learning English through games.

3. The researcher

It is expected that the researcher will find this research beneficial when she begins her career as a teacher in the future.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter showed about some theories of the previous related findings, some pertinent ideas, and theoretical framework.

#### A. Previous Related Findings

In conducting a research, previous related findings are needed as a reference in this study. There are some studies had been done related to this research. The researcher choose few references about previous related findings which are related to this study.

Firstly, Inayatul Mahmudah conducted a study with the titled "The Effectiveness of Using Text Twist Game in Teaching Vocabulary at SMPN 4 Kepil during the Academic Year 2015/2016". The primary aim of this research was to examine the effectiveness of employing the text twist game as a method for teaching vocabulary to students. The participants involved in this study comprised seventh-grade students enrolled at SMPN 4 Kepil. The research design used was pre-experimental, utilizing a one-group pre-test and post-test approach. The findings derived from this investigation demonstrate the effectiveness of the text twist game in vocabulary instruction. This is substantiated by the vocabulary test outcomes, wherein the average pre-test score achieved a rating of "good" at 71.50, while the average post-test score obtained an "excellent" rating at 81.00.<sup>7</sup>

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<sup>7</sup>Inayatul Mahmudah, *The Effectiveness of Using Text Twist Game in Teaching Vocabulary at the Seventh Grade of Smpn 4 Kepil in the Academic Year of 2015/2016*" (2016).

Secondly, Meitia Nurdianita conducted a study with the objective of exploring the utilization of the text twist game in teaching vocabulary. The researcher employed a quasi-experimental design for this research. The participants involved in the study were tenth-grade students from SMA Islam Ta'allumul Huda Bumiayu. Data collection in this research was conducted using a mixed-method approach, combining quantitative data and supported by qualitative data. The findings of this study indicated that the text twist game can be effectively employed for teaching vocabulary. This was substantiated by the vocabulary test results, where the students achieved an average score of 52.01 in the pre-test and 69.8 in the post-test. On average, the students' vocabulary improved by 17.79 points, which accounts for a 34.20% improvement.<sup>8</sup>

Next, Nur Lailatunni'mah, Meiga Ratih T, and Siti Ermawaticonducted a study to examine the benefits and lacks of using the Text Twist Game as a vocabulary teaching tool for tenth-grade students at MA Abu-Darrin Bojonegoro during the 2017/2018 academic year. The research employed a classroom action research (CAR) design and collected both qualitative and quantitative data. The study was conducted with a group of 36 students. Success in this study was defined as achieving a minimum score of 75 out of a maximum of 100 on the students' vocabulary test. The average score in the pre-test was 63.5, while the mean scores for the post-tests in Cycle I and Cycle 2 were 73.3 and 81.25, respectively. Through the Text

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<sup>8</sup>Meitia Nurdianita, *The Use of Text Twist Game for Teaching Vocabulary*, (Semarang State University, 2015).

Twist Game, students unconsciously recalled, wrote, and discussed English words to enhance their vocabulary skills.<sup>9</sup>

Furthermore, Latifatun Nafiah conducted a study at the SMPT Ainul Ulum Pulung Ponorogo during the academic year 2017/2018 to investigate the enhancement of students' vocabulary using the text twist game. The research followed a Classroom Action Research design, which involved planning, implementing, observing, and reflecting. The study included 14 seventh-grade students as participants, and data was collected through observations, interviews, documentation, and a vocabulary test. The findings of the study indicated that teaching vocabulary through the text twist game resulted in improvement over two cycles. In the first cycle, it was observed that 5 students, or 35.714%, achieved a score above 70. In the second cycle, this number increased to 13 students, or 92.857%. The observation results were categorized into three criteria: bad (42.857%), good (50%), and very good (7.145%) in the first cycle. In the second cycle, the percentages for each category changed to bad (14.286%), good (50%), and very good (35.714%).<sup>10</sup>

Finally, Sukma Nada Desmanto conducted a study to examine the enhancement of students' English noun proficiency after being taught using the text-twist game. This research was carried out as a classroom action research in the seventh grade of MTs Negeri Model Babakan Lebaksiu Tegal

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<sup>9</sup>Nur Lailatunni'mah, Meiga Ratih, and Siti Ermawati, "Ikip PGRI Bojonegoro, East Java, Indonesia 1,2,3, *Using Text Twist Game to Increase Student's Vocabulary Mastery*, 2017.

<sup>10</sup>Latifatun Nafiah, *Improving Students' Vocabulary Mastery Through Text Twist Game at SMPT Ainul Ulum Pulung Ponorogo in Academic Year 2017/2018*, (State Institute of Islamic Studies Ponorogo, 2018).

during the 2015/2016 academic year. Three data collection instruments were utilized, namely an observation checklist, documentation, and a test. The data were analyzed using a descriptive quantitative approach based on percentages. The findings of this study demonstrated that implementing the Text Twist game with a cooperative learning technique can effectively enhance students' vocabulary skills related to nouns.<sup>11</sup>

Most of the researchers above used Classroom Action Research design, and some other researchers used mix method (quantitative and qualitative) to collect the data. The current research will use pre-Experimental Design because the the research is more efficient in time. Eventhough all reseachers disscussed about text twist game, but the research objectives are different, including the researcher. The aim of this research is to examine whether the use of text twist game improves students' vocabulary mastery or not. It will be studied at the eleventh grade students' of SMA Negeri 2 Barru. In addition, the researcher have slightly different teaching procedures and significant differences in sample.

## **B. Some Pertinent Ideas**

### **1. Vocabulary Definition**

Several experts define vocabulary as the range of words in a language that someone perceives or comprehends and can enunciate when speaking, reading, writing, or listening. Muliati suggests that vocabulary encompasses

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<sup>11</sup>Sukma Nada Desmanto, *The Use of Text Twist Game Implemented Through Cooperative Learning to Improve Student's Noun Vocabulary Power*, (Walisongo State Islamic University, 2016).

the contextual and functional elements of language, which are extensively learned and integrated into one's understanding, speaking, and evolving reading and writing skills. Additionally, it pertains to words encountered but not necessarily used by an individual, crucial for effective communication with others.<sup>12</sup>

Neuman and Drawyer, as cited in Bintz, argue that vocabulary can be defined as the essential words required for effective communication, encompassing both expressive vocabulary (words used when speaking) and receptive vocabulary (words understood when listening).<sup>13</sup> Similarly, Hornby describes vocabulary as the entirety of words known or employed by an individual when discussing a particular subject in a specific language.<sup>14</sup> Insufficient vocabulary poses challenges in speaking, reading, listening, and writing. In essence, mastering vocabulary is the primary task for language learners, particularly when acquiring English.

Moreover, Azar claims that vocabulary plays a crucial role in acquiring a second language. It serves as a link between the four essential language skills: speaking, listening, reading, and writing. Individuals with limited vocabulary struggle to effectively communicate and express their ideas in written and spoken forms.<sup>15</sup> That is why, students should develop their

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<sup>12</sup>Muliati, *Improving Students' Vocabulary Mastery through Context Clues by Synonyms and Antonyms at the Second Year of MTS Syekh Yusuf Sungguminasa Gowa*, (UIN Alaudin Makassar, 2011).

<sup>13</sup>William P. Bintz, *Teaching Vocabulary across the Curriculum*, Middle School Journal 42, no. 4 (2011): 44, <https://doi.org/10.1080/00940771.2011.11461773>.

<sup>14</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, UK, 2006, 1645.

<sup>15</sup>Azar A. S., *The Effect of Games on EFL Learners' Vocabulary Learning Strategies*, International Journal of Basic and Applied Science, 2012.



vocabulary mastery. Another experts by Susan and Jennifer also state that, vocabulary refers to the words she employs when communicating in both spoken and written language. The words we acquires from reading and listening are referred to as receptive vocabulary. To interact efficiently using spoken and written language, we must be capable of employing words that we recognize and understand in a variety of contexts.<sup>16</sup>

We can infer from the statement above that vocabulary is used to construct a language and it is a fundamental component of communication. As a result, whether the language is written or spoken, learning vocabulary is critical to understanding it. To communicate, we need vocabulary. When we want to speak, it is difficult to convey information if we have a limited vocabulary. That is why vocabulary is referred to as an important component of language; no language exists without vocabulary.

## **2. Kinds of Vocabulary**

In English, there are eight major word classes: noun, pronoun, interjection, conjunction, verbs, adverbs, preposition, and adjectives. The research concentrated on nouns, verbs, and adjectives in song lyrics in this study. The reason for selecting them is that because nouns, verbs, and adjectives are commonly used in song lyrics. They are more oftenly used than the other word classes, according to the author. The song theme chosen for this study is related to the lives of high school teenagers. The use of song lyrics as a resource topic was intended to provide suitable materials based on

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<sup>16</sup>Susan and Jennifer F. M., *Teaching Vocabulary Explicitly*, Prel : USA, 2011.

one of the topic syllabuses (Kurikulum 2013) provided in the second semester of eleventh grade at SMA Negeri 2 Barru.

### 1. Noun

Nouns are defined as words that relate to a person, place, thing, or animal. However, this does neither explain why or how words indicating abstract ideas (honesty, success), emotional states (love, happiness), physical sensations (pain, lightheadedness), and so on are included in the noun class. Morphological endings can also be used as a set of criteria. Words ending in -ance, -hood, -tion, ship, etc., as well as plural ending -s or genitive endings, belong to the noun class. However, there are noun class words that do not have these endings and words that take irregular plural endings such as (child – children, sheep – sheep).

Nouns are classified as follows:

- a. Common Nouns, nouns that are commonly used for things, places, or animals.
- b. Mass nouns, are uncountable nouns (milk, flour, etc). They mostly describe amorphous and sometimes ambiguous things.
- c. Count nouns, nouns that can be counted or individuated (book, cat, fork, etc.).
- d. Proper nouns, these are also known as Referring Expressions because they only refer to one person through the real world. Jack, London, and so on.
- e. Cardinal nouns. (one, two, three, and so on)
- f. Ordinal nouns. ( first, second, third, and so on).

## 2. Verb

According to Hatch&Brown, Verbs are words that donate action. Vendler as cited in Hatch & Brown also states that verbs are placed into four classes: activities, accomplishment, achievements, and states:<sup>17</sup>

Tabel 2.1 four classes of verb

Activities	Accomplishment	Achievements	States
Run	paint a picture	recognize	Know
Walk	draw a triangle	find	love
Write	run a mile	lose	have
Drive a car	write a letter	understand	desire
Seek	build	hear	
Listen to		see	
Look for			

## 3. Adjective

Frank defines the adjective as a modifier that possesses the grammatical attribute of comparison. It is often distinguished by specific suffixes or adverbial modifiers that come before it. While its usual placement is before the noun it describes, it can also be located in other positions.<sup>18</sup>

There are several types of adjectives, including:

- a. Descriptive adjectives usually refer to an inherent quality or a physical state (size, age, color). Example : intelligent, beautiful.
- b. Demonstrative adjective, it refers by displaying word “this” or “these” and “that” or “those”.

<sup>17</sup>Hatch E. and Brown C., *Vocabulary, Semantic, and Language Education*, Cambridge: Cambridge University Press, 1995, 222–23.

<sup>18</sup>Marcela Frank, *Modern English*, New Jersey: Prentice Hall, Inc, 1972, 80.

- c. Numeral adjectives, it refers by prime number like two, twenty, two hundred, etc. and serial number such as second, twentieth, two hundredth, and so on.
- d. Quantity adjectives, it refers by applying word such as all, some, few, more, etc.

### 3. Vocabulary Mastery

Vocabulary mastery is defined as a high level of proficiency in obtaining language words. Mastery, according to Richard and Schmidt, is a personalized and diagnostic teaching approach wherein students study and test at their own pace in order to achieve a predetermined level of success.<sup>19</sup> The most important factor in making learning those language skills easier is vocabulary mastery. One of the aspects of language that must be mastered is vocabulary. Students who master vocabulary can easily increase their language skills like listening, speaking, reading, and writing.

Another researcher by Anita Siregar said that, vocabulary mastery refers to the ability or comprehensive understanding of a collection or group of words that make up a language, which can be utilized by an individual, group, or profession. It is a crucial component of achieving proficiency in English as a foreign language, whether at the elementary, intermediate, or advanced levels.<sup>20</sup> The acquisition of vocabulary holds great significance as it is fundamental to mastering the four language skills, as learners cannot make progress without it.

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<sup>19</sup>Richard J. C. and Schmidt R., *Longman Dictionary of Language Teaching and Applied Linguistics Fourth Edition*, London: Pearson Education Limited, 2010.

<sup>20</sup>Anita Yuliana Siregar, *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, (Education State Institute for Islamic Studies North Sumatera, 2013).

To summarize the statement above, the researcher thought that students who master English vocabulary are more likely to succeed in their studies. The more students learn vocabulary, the easier it is for them to grasp any concept. Having a large vocabulary memory allows them to properly choose words to express their thoughts. Vocabulary mastery is regarded as students' definitive comprehension of the meaning and structure of words in context.

#### **4. Games for Learning Vocabulary**

Vocabulary has never always been in the same place. For a long period of time, vocabulary education was regarded as the least important, perhaps the most ignored aspect of language lessons. Traditional methods progressively gave way to modern methods so that teaching/learning vocabulary has evolved into an important part of language lessons, since learning a language is difficult and sometimes frustrating.

According to Kim, many research has been carried out by linguists, educationalists, and experts to overcome the obstacles of teaching and learning a language and to find the lessons more efficient.<sup>21</sup> Therefore, in contemporary approaches to teaching languages, It is more effective when teaching English through games, particularly when teaching vocabulary. It will be a more pleasant class during the classroom activities if the game is used. Due to the variety of activities that will be passed either when

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<sup>21</sup>Kim L. S., *Creative Games for the Language Class*, in Malaysian English Language Teachers's Association (Kuala Lumpur, 1995).

the learning begins or when the learning is completed, the students will be more relaxed and interested in following the learning.

Regarding to the benefits of game in vocabulary learning based on Andrew Wright, game is an activities that is engaging and entertaining, frequently challenging, and activities wherein learners play and usually interact with others. It implies that game is a type of play or sport with rules; students' activity when they play with toys, pretend to be someone else, and so on.<sup>22</sup> Huyen outlines several key benefits of using games into the vocabulary classroom, including (1) providing a refreshing change from the typical language class routine, (2) serving as a source of motivation and challenge, (3) facilitating the learning process, and (4) enabling language practice across different skills.<sup>23</sup>

Games can also be used to reevaluate vocabulary items because they usually have a concept that allows you to demonstrate and comprehend the target vocabulary items in a meaningful context with unrestricted repetition. When practiced through games, repetition can be enjoyable.<sup>24</sup> To sum up, games are efficient and beneficial instruments that should be used in vocabulary classes. Games are used to reduce issues because they aid in overcoming challenges, make language learning simple, and create a free, enjoyable, and motivating environment for students.

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<sup>22</sup>Andrew Wright and et.al, *Games for Language Learning*, New Edition (Cambridge: Cambridge University Press, 2006).

<sup>23</sup>Huyen T.T.N. and Nga T.T.K., *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*, *Asian English for Learning Journal* 5, no. 4 (2012): 5–8.

<sup>24</sup>Bakhsh S. A., *Using Games As a Tool in Teaching Vocabulary to Young Learners*, (Jeddah : King Abdul Aziz University of Saudi Arabia, 2016).

## 5. Text Twist Game

According to Lestari, text twist is essentially a word jumbling game where players are tasked with arranging words that consist of three to six or more letters.<sup>25</sup> Generally, the text twist game serves as a language-based activity where participants utilize given letters to form as many English words as they can within a specific time limit. The text twist game serves as an instructional technique that encourages student engagement in classroom tasks. It can be played either individually or in groups, and the victor would be determined by the individual or group that successfully arranges the highest number of accurate English words.

Regarding to the preceding explanation, Jay in Desmanto contends that once the player has finished the target word, they might still proceed to the more complicated part.<sup>26</sup> Whether, for example, the player accurately assembled the text, they could move on to the next phase or round. The main rule in playing text twist game is to re arrange some letters in each stage into correct English words as many times as possible within the time limit.

The Text Twist game is an efficient method for teaching and learning vocabulary which has some advantages and disadvantages. This Text Twist game also encourages students to become more creative in their vocabulary listing. As a result, students' vocabulary retention has improved. Meanwhile,

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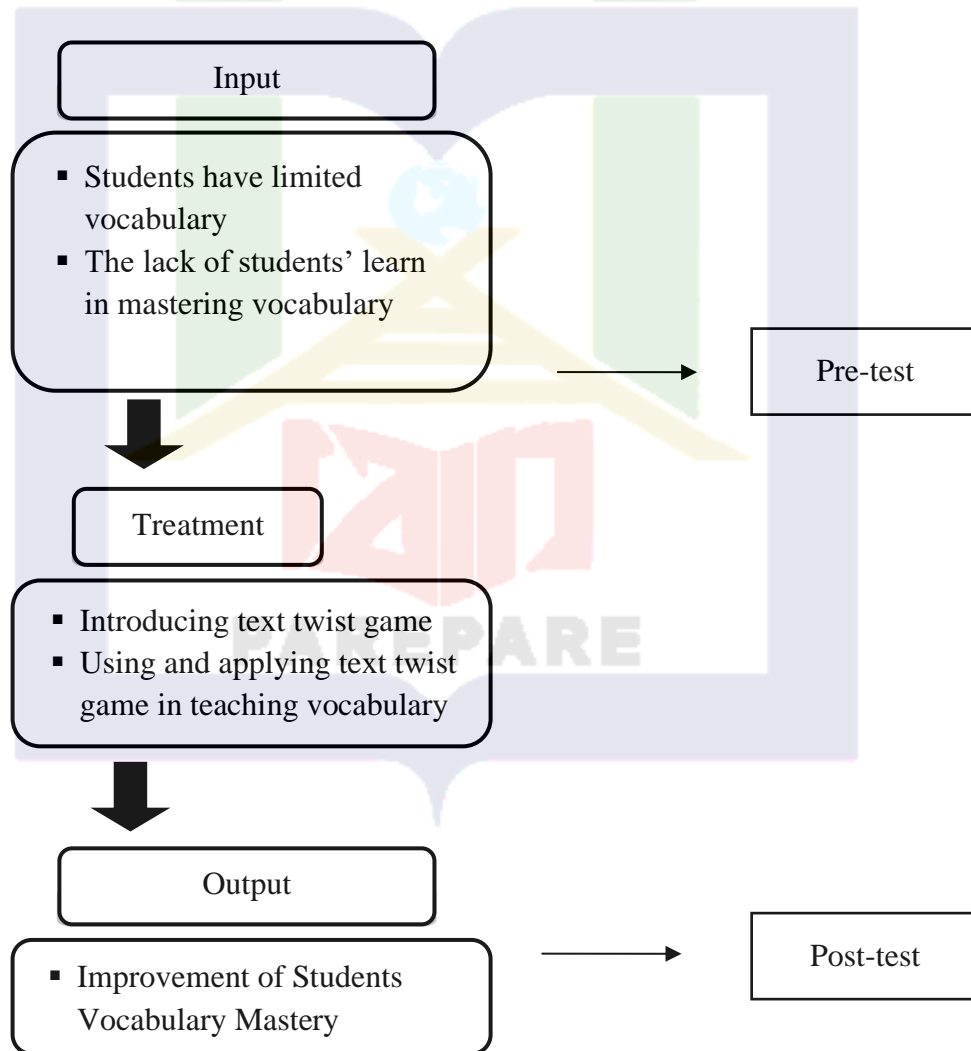
<sup>25</sup>Lestari W., *Improving Students' Vocabulary Mastery By Using Twist Game At Private Islamic Junior High School Al – Hijrah 2 LauDendang 2016 / 2017 Academic Year*, (Medan: Department of English Education Faculty of Tarbiyah And Teachers Training State Islamic University of North Sumatera, 2017).

<sup>26</sup> Desmanto, S. N., *The Use Of Text Twist Game Implemented Through Cooperative Learning To Improve Students' Noun Vocabulary Power (A Classroom Action Research At The Seven Grade Of MTS Negeri Model Babakan Lebaksiu Tegal In Academic Year Of (2015/2016))*. Semarang: UIN Walisongo, 2016.

This game's lack of clues will prevent students occupied as they attempt to find out the answers, which is a negative aspect. Games can take a long time if the teacher does not keep the class under control. The conversation between the students will also contribute to the class becoming out of hand.

### C. Conceptual Framework

In this research, the researcher has conceptual framework for doing this study. The framework is shown in diagram schematically below.





#### D. Hypothesis

The hypothesis in this study is if the lecturer use text twist game in learning vocabulary, then students' vocabulary mastery will improves well.

Alternative Hypothesis (Ha) : There is improvement of using Text Twist Game at XI grade SMA Negeri 2 Barru improves the students' vocabulary mastery.

Null Hypothesis (H0) : There is no improvement of using Text Twist Game at XI grade SMA Negeri 2 Barru improves the students' vocabulary mastery.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher used experimental research to conduct this research. The reason for using experimental research is to determine the effect of giving a treatment to the research subject. In this case is the use of text twist game to improve students vocabulary mastery. To carryout the systematic research, the researcher firstly must decide what type of research will be conducted. The study is classified as pre-experimental research. Pre-experimental design, according to Sugiyono, is currently not genuinely experimental. Due to the external variables that influence the formation of the dependent variable. As a result, the dependent variable of a pre-experiment was not purely effected by the independent variable. This occurs when there are no control variables and the sample was not chosen randomly.<sup>27</sup>

Because the researcher uses one group for the pre test and post test, the researcher employs pre experimental quantitative research. In this study, there is no control group. As a result, the following is the research design:

**$0^1 \times 0^2$**

Note :

$0^1$  : pre test

X : treatment

$0^2$  : post test

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<sup>27</sup>Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2011, 74.

## **B. Location and Time**

### **1. Research Location**

The research location that the researcher choose is at SMA Negeri 2 Barru Jl. Paccekke No. 8 Mangkoso, Kiru-Kiru, Kec. Soppeng Riaja, Kab. Barru Prov. South Sulawesi. The reason for choosing this school is because students need an effective learning method to improve vocabulary where teachers have not applied it. Text twist game is expected to be effective to improve students' vocabulary mastery which is still lacking. The students selected for this study was eleventh grade MIPA 3 class with a total of 32 students.

### **2. Research Time**

The researcher conducted research for approximately a month (adjusted to the needs of the researcher).

## **C. Population and Sample**

### **1. Research Population**

Daniel defines the population as the group of people which we want to generalize.<sup>28</sup> Following the definition above, the result revealed that the population includes all of the subjects that has been studied in the research. The target population for this study is the second semester of eleventh grade students at SMA Negeri 2 Barru in the academic year 2022/2023. There are 264 students in the total population of the eleventh grade students of SMA Negeri 2 Barru.

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<sup>28</sup>Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications Ltd, 2004).

## 2. Research Sample

Because the population is quite large, total purposive sampling is employed. The researcher select a class with consideration that has specific characteristics (they still have low mastery in terms of vocabulary). Respondents in this study that selected by the researcher is students of XI MIPA 3 class. There are 32 students in the class, with eleven boys and twenty-one girls. They have similar ability levels, in that they both have low vocabulary achievement.

### D. Technique of Collecting Data

Collection of data techniques are methods that researchers can use to collect data and obtain objective data. The researcher used test as a method for gathering or collecting data.<sup>29</sup> Test is a tool for gathering data from students through the use of verbal tests, written tests, and so on. There were two kind of test: a pre-test and a post-test. The researcher used a vocabulary test in which the students answered the multiple choice questions to learn about their students' vocabulary mastery through Text Twist games.

#### 1. Pre-test

Pre-test is a kind of test that provided to the learners before they receive treatment. The purpose is to learn about the students' reactions in experiment class. It is additionally employed to determine the sample's of normality level. This study employs the following steps in administering the post-test:

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<sup>29</sup>Nurul Azmi N, *An Analysis of Students' Diffic Ulties in Learning Vocabulary of the Second Grade at Smpn 12 Palu*, Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa Dan Seni Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tadulako (Tadulako University, 2022).

- a. The researcher prepare the test in term of written form
- b. The researcher distributes the paper with questions to the learners of experiment class
- c. The researcher explains students what to do
- d. Giving the time to the students to answer the test
- e. The researcher collect the questionnaire

## 2. Treatment

After conducting pre-test, then the researcher giving a treatment to the learners. The experiment class received the treatment about Text Twist game in learning to improve vocabulary mastery.

The steps or guidelines for playing the text twist game in the classroom, which aims to enhance students' vocabulary mastery according to Steven J. Brams, are as follows:

- a. Devide the class into four or five teams.
- b. Provide the students with a word puzzle containing blank spaces and instruct them to write the correct answers.
- c. Select a student from one team and ask them to present their answer to the class.
- d. Each team has seven minutes to fill in the blank spaces with the correct words.
- e. The team leader writes the answer on the board.
- f. If the answer is correct, the team earns one point. If it's incorrect, another team is chosen, and if they provide the correct answer, they receive the point.

- g. Incorrect words are displayed on the board, and students are instructed to correct any mistakes they made.
- h. Each team translates the words in the blank spaces and constructs a sentence using those words.
- i. Students are allowed to use dictionaries.
- j. Once the students have finished creating their sentences, they collect answer to the teacher.<sup>30</sup>

In this research, the researcher would like to follow the step below:

- a. Devide the class into four or five teams
  - b. Give the students some letter on the paper with unstructured word
  - c. Distribute the worksheets to each team in the class
  - d. Each group has five minutes to guess the word
  - e. Each group gives their worksheet to other teams to check
  - f. The leaders of teams write the answer on the board
  - g. If it is correct, give one point. If it's incorrect, give zero point.
  - h. Each team translates the words that have been played, and then collects to the teacher
  - i. After finish the game, the team with the most points get a reward from teacher, while the team with fewest points get a punishment.
1. Post-test

Following treatment, the researcher administers a post-test with questions that diverge from the pre-test. It is also used to determine the different scores of experimental classes and the impact of treatment, to

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<sup>30</sup>Steven J. *Brams, Game House*, accessed March 1st, 2023, <http://windows.podnova.com?trends/supertexttwist.html>.

determine if there's an influence. The researcher uses some steps in this case to administer a post-test. Which are:

- a. The researcher prepare the test in term of written form
- b. The researcher distributes the paper with questions to the learners of experiment class
- c. The researcher explains students what to do
- d. Giving time to the students to answer the test
- e. The researcher collect the questionnaire
- f. The researcher checks the answer test of students

#### **E. Operational Definition of Variables**

Variable, according to Sugiyono, is anything that molded what the researchers defined to be examined in order to gather data about them and then reach conclusions.<sup>31</sup>The researcher picks an independent variable to test its impact on how it connects with the dependent variable. The dependent variable is observed to see if the other types of variables have any effect on it.<sup>32</sup>Based on the headline of the research, this study is made up of two variables, which are defined as follows:

##### **1. Text Twist Game**

Concerning the implementation of this research, text twist game is played in a group which emphasized on re arrange some letters into correct english words given by the instructor in order to produces as many English words as possible in a given amount of time. Text Twist Game, represented

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<sup>31</sup>*Ibid.*, p.38.

<sup>32</sup>Jack R., Fraenkel, and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 2008). P.42.

by the letter X, is the independent variable in this study. Text twist game is kind of game that will be used to improve the vocabulary of students.

## 2. Students' Vocabulary Mastery

Students' vocabulary mastery means the total numbers of words with their meaning that are achieved by the students at the eleventh grade of SMA Negeri 2 Barru in learning vocabulary. This study's dependent variable is the students' vocabulary mastery, indicated by Y. The vocabulary learning was focused on noun, verb, and adjective of song lyrics.

### F. Instrument of the Research

According to Margono, a research instrument is regarded as a data collection tool that must be well organized and constructed in various forms in order to obtain empirical data as it is in reality.<sup>33</sup> A research instrument is a device for precise measurement and is used to perform or affect something. The instrument used in this study was a vocabulary test in the form of multiple choice questions as a tool for testing students' vocabulary mastery.

Hughes contends that a test, part of a test, or a testing technique has construct validity when the material and tests were used to measure the ability being measured.<sup>34</sup> The researcher provided two instruments: a pre-test and a post-test. The pre-test and post-test instruments were all test forms. It includes questions, a test, and an answer key. The instrument was created by the researcher in the form of a multiple-choice question. The questions consisted of 25 items, each with five alternatives.

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<sup>33</sup>Margono, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, 2014, p. 155.

<sup>34</sup>Hughes A., *Testing for Language Teachers*, Cambridge: Cambridge University Press, 1989, p. 42.



The researcher informed the instructions used to determine students' vocabulary mastery at the start of the study. To collect data, several tests are performed, including a pre-test and a post-test. The research, in specific, began with a pre-test and ended with a post-test. Three treatments were given to the students. SPSS was used to analyze the results after the post-test.

### G. Technique of Analyzing Data

The researcher followed the following procedures to collect and analyze the data before conducting the analysis :

1. The raw data of the pretest was examined. Each correct answer by a student was assigned score of 1 point, while a rong answer received score of 0 point.
2. The scores of the students' correct answers from both the pretest and post test were calculated as below :

$$\text{Score} = \frac{\text{correct answer}}{\text{total number of items}} \times 100$$

3. The students' score were then classified into the following categories :
  - a. Scores ranging from 80 to 100 were classified as "very good".
  - b. Scores ranging from 66 to 79 were classified as "good".
  - c. Scores ranging from 56 to 65 were classified as "fair".
  - d. Scores ranging from 40 to 55 were classified as "poor".
  - e. Scores ranging from  $\leq 39$  were classified as "very poor".<sup>35</sup>

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<sup>35</sup>Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan*, edisi revisi (Jakarta: PT. Bumi Aksara, 2005).

4. Calculating the mean score and standard deviation of pre-test and post-test using spss 22.
5. Used the Hypothesis Test to determine the data after collecting it. Before that, the researcher use the Wilcoxon test to analyze the data, and assumptions are made, It is the normality test.

1. Normality Test

In this research, the researcher looks for differences in mean between pre-test and post-test. Before performing a Wilcoxon Test, the researcher must assume that the data (in this case, the scores in the pre-test and post-test) are normally distributed. The researcher uses SPSS (Statistical Package for Social Science) to test the normality. The normality test is applied to students' English scores on both the pre-test and post-test. The hypotheses for the normality test were formulated as follows:

Ho : The data were normally distributed.

Ha : The data were not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

Ho was accepted if Sig. >  $\alpha = 0.05$

Ha was accepted if Sig. <  $\alpha = 0.05$

2. Wilcoxon Test

Wilcoxon test , also reffered as the Wilcoxon signed-rank test, is an element of non-parametic statistical techniques. Hence, it does not require research data to follow a normal distribution. The Wilcoxon test serves the

purpose of assessing if there exists a disparity in the means of two related samples. The criteria of acceptance or rejection of hypothesis are:

- If the asymp sig. value (2-tailed)  $< 0.05$ , then there is a significant difference (reject  $H_0$ , accept  $H_1$ )
- If the asymp sig. value (2-tailed)  $> 0.05$ , then there is a significant difference (accept  $H_0$ , reject  $H_1$ )



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is divided into two sections; the first part presents the findings, while the second part focuses on the discussions. The findings section encompasses the results obtained from data analysis, on the other hand the discussion section involves explaining these findings.

#### A. Findings

Categorization of students' score in a pre test and post test in the preceding chapter, the researcher conducted a test on two occasions. A pre test was administered before any intervention to assess the students' proficiency in vocabulary. Subsequently, a post test was conducted to gauge their vocabulary mastery after undergoing treatment using Text Twist Game. The outcome of the post test provides insight into the research question, which aims to determine the enhancement in students' vocabulary mastery when employing Text Twist Game approach among eleventh grade students at SMAN 2 Barru.

##### 1. The Students' Vocabulary Mastery Before Giving Treatment

This section presents the findings of the data analysis regarding students' proficiency in vocabulary prior to receiving treatment using the Text Twist Game. The data was collected from a pre-test administered to 32 students from XI MIPA 3. Prior to implementing the Text Twist Game, it was observed that eleventh grade students at SMA Negeri 2 Barru had insufficient mastery of vocabulary. Many students were disinterested in

learning English, perceiving it as a difficult subject, and the teacher relied on traditional teaching methods.

Additionally, the researcher identified pronunciation errors among students, resulting in an inability to pronounce vocabulary correctly. Furthermore, the pre test scores reinforced the students limited vocabulary proficiency, as most of them achieved low scores.

a. The Analysis of Students' Pre Test Score

The researcher administered a pre-test to the students during their initial meeting in order to assess their vocabulary proficiency before implementing any instructional interventions. Each student received a set of questions and provided their answers. Subsequently, the researcher analyzed the students' responses and categorized their vocabulary mastery. The findings of this analysis are presented in the table below :

Table 4.1 Students' score in pre test

Students	Pre-test	
	Correct Answer	Score
S1	13	65
S2	12	60
S3	13	65
S4	10	50
S5	13	65
S6	14	70
S7	12	60
S8	11	55
S9	14	70

Continue Table 4.1

Students	Pre-test	
	Correct Answer	Score
S10	13	65
S11	11	55
S12	14	70
S13	12	60
S14	12	60
S15	14	70
S16	11	55
S17	14	70
S18	12	60
S19	13	65
S20	13	65
S21	10	50
S22	13	65
S23	12	60
S24	14	70
S25	12	60
S26	13	65
S27	12	60
S28	14	70
S29	13	65
S30	15	75
S31	11	55
S32	12	60

b. The Students' Classification in Pre-Test Score

After calculating the students' score in pre-test, the researcher additionally documented the students' scores in a frequency table along with their corresponding percentages prior to implementing the Text Twist Game .

subsequently, the scores were utilized to compute the frequency and percentage of the students' score and their respective categories. The resulting information can be observed in the table below :

Table 4.2 The Classification of students' score in pre test

Classification	Score	Frequently	Percentage
Very Good	80-100	-	0%
Good	66-79	8	25%
Fair	56-65	18	56,25%
Poor	40-55	6	18,75%
Very Poor	$\leq 39$	-	0%
total		32	100%

(Data Source: The Frequency and Percentage of the Pre-test)

Based on the above table (Table 4.2), it can be explained that, in general, the pre-test scores of students in the vocabulary test that has been conducted resulted in the category of "Fair," which is a score between 56-65. A total of 18 students out of the total 32 students obtained this category. This indicates that the average students of class XI MIPA 3 have not passed the Minimum Competency Criteria (KKM) implemented in the school. The KKM for English subject in the 2013 curriculum at SMAN 2 Barru is 75. According to aforesaid outcome, it can be inferred that the students' proficiency in vocabulary remains at minimum level.

## 2. The Affectment of Text Twist Game on Students' Vocabulary Mastery

The students' ability to understand and use words improved a lot after they learned by Text Twist Game. They became more involved and took part

more in participation during the learning process, while also experiencing greater enjoyment and enhanced memorization of vocabulary. The researcher discovered that the students' vocabulary mastery got better after learning by Text Twist Game because as demonstrated by their scores on Pre-Test were higher than the Post Test.

a. The Analysis Of Students' Post Test Score

The researcher administered a post test to assess the students' level of vocabulary proficiency following their exposure to the Text Twist Game. Within this segment, the researcher presented the students' post test scores alongside the percentage of their vocabulary mastery. The outcomes were depicted in the subsequent table:

Table 4.3 Students' score in post test

Students	Post-test	
	Correct Answer	Score
S1	18	90
S2	16	80
S3	17	85
S4	11	55
S5	18	90
S6	19	95
S7	15	75
S8	16	80
S9	17	85
S10	15	75
S11	17	85
S12	19	95

Continue Table 4.3



Students	Post-test	
	Correct Answer	Score
S13	17	85
S14	18	90
S15	19	95
S16	15	75
S17	16	80
S18	16	80
S19	18	90
S20	17	85
S21	13	65
S22	16	80
S23	17	85
S24	18	90
S25	15	75
S26	17	85
S27	17	85
S28	19	95
S29	16	80
S30	18	90
S31	15	70
S32	18	90

b. The Students' Classification in Post-Test Score

Futhermore, the researcher also recorded the students' scores in a frequency table and calculated the corresponding presentages after administering the Text Twist Game as a treatment. Subsequently, the table displayed the frequency and percentage of students' score and classifications. The resulting table can be observed below:

Table 4.4 The Classification of students' score in post test

<b>Classification</b>	<b>Score</b>	<b>Frequently</b>	<b>Percentage</b>
Very Good	80-100	25	78,12%
Good	66-79	5	15,62%
Fair	56-65	1	3,12%
Poor	40-55	1	3,12%
Very Poor	$\leq 39$	-	0%
total		32	100%

(Data Source: The Frequency and Percentage of the Post-test)

Based on the above Table 4.3, it can be explained that, in general, the post-test scores of students in the vocabulary test that has been conducted resulted in the category of "Very Good," which is a score between 80-100. A total of 25 students out of the total 32 students obtained this category. This indicates that the average students of class XI MIPA 3 have passed the Minimum Competency Criteria (KKM) implemented in the school and have shown improvement. According to aforementioned outcome, it can be inferred that the students' proficiency in vocabulary that showed in the post test received high level.

### 3. The Mean Score and Standard Deviation of Pre-Test and Post-Test

After classifying the students' score of vocabulary, the researcher had calculated the mean score of students' correct answer in the pre test and post test that can be seen in the following graphic and table:

Figure 4.1 Graph of Result of the Pre-Test

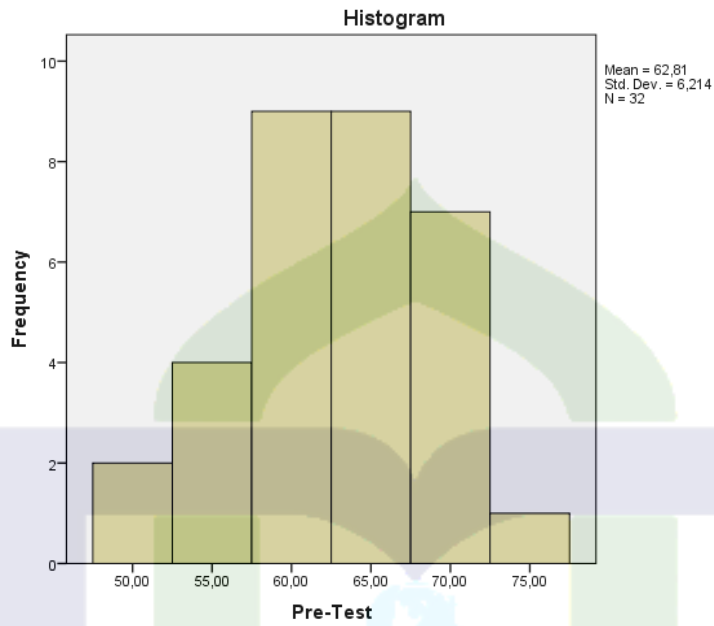


Figure 4.2 Graph of Result of the Post-Test

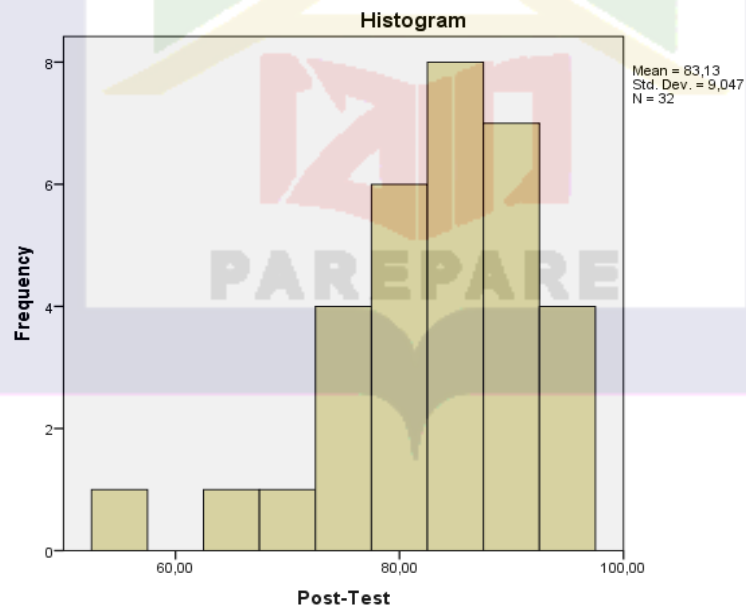


Table 4.5 The Mean Score of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	32	50,00	75,00	62,8125	6,21360
Post-Test	32	55,00	95,00	83,1250	9,04737
Valid N (listwise)	32				

Based on the data obtained in the figure 1,2 and table 4.5 above, it is known that students' maximum score in the pre-test is 75.00, while their lowest is 50.00. On the other hand, their highest post-test score is 95.00, and their lowest is 55.00. Furthermore, the mean score students vocabulary pre-test is 62.8125, while the mean score of students vocabulary post-test is 83.1250. The standard deviation in the pre-test is 6.21360 and the standard deviation in the post-test is 9.04737.

#### 4. Statistical Analysis

##### a. Normality Test

The objective of the test is to determine which statistical method should be used to test a hypothesis, whether a parametric or non-parametric statistic is appropriate. For the parametric statistic, the data must follow a normal distribution. To verify the accuracy of the calculation, the researcher use computation results from SPSS. The researcher use the Saphiro Wilk test technique because it is effective for a small number of sample (<100). The data is normally distributed if Sig. >  $\alpha = 0.05$ . The table below showed the result of SPSS 22.

Table 4.6 The summary of normality test based on spss

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test	,935	32	,054
Post-Test	,907	32	,009

Based on the computing above, it shows that both the value of normality test of pre test and post test (shapiro-wilk Sig.) higher than 0.05. They are 0,054 and 0.009. This demonstrates that the collected sample data does not follow a normal distribution. Since the data is not normally distributed, a non-parametric statistical approach is employed to test the hypothesis. Specifically, the Wilcoxon Test is utilized as an alternative to the parametric T-test for independent samples.

#### b. Hypothesis Test

The objective of hypothesis testing is to determine whether there is a significant difference in students' vocabulary mastery between the period before and after learning using the Text Twist Game. To address the non-normal distribution of the data, the Wilcoxon sign rank test is employed for hypothesis testing in this research.

The hypothesis testing for this study can be summarized as follows :

1. When the significance value is lower than significance level, the Null Hypothesis (H<sub>0</sub>) is rejected., and the alternative hypothesis (H<sub>1</sub>) is accepted. This indicates that there is a significant difference in

students' vocabulary mastery before and after learning using Text Twist Game.

2. When the significance value is higher than the significance level, the Null Hypothesis (H<sub>0</sub>) is accepted, and the alternative hypothesis (H<sub>1</sub>) is rejected. This suggest that there is no significant difference in students' vocabulary mastery before and after learning using the Text Twist Game.

From the aforementioned tests, it can be concluded that one of the prerequisites for employing parametric testing is not fulfilled. Parametric testing requires the data to follow a normal distribution, but the assessed value data does not adhere to this requirement. Consequently, hypothesis testing is conducted using non-parametric testing methods. In this research, the Wilcoxon test is employed to assess and analyze the different data between the pre-test and post-test. The criteria for establishing the presence of change is when the sig  $\leq$  0.05, while if the sig is  $>$  0.05, it indicates that no change is observed following the administration of the treatment. The result of the Wilcoxon test on students vocaulary test are as follows:

Table 4.7 Wilcoxon signed rank test of pre-test and post-test

Test Statistics <sup>a</sup>	
	Post-Test - Pre-Test
Z	-4,976 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 4.7 above shows the result of Wilcoxon test on the pre-test and post-test showing that the Z score is -4.976 and the sig is 0.000. This shows that sig 0,000 is less than 0.05, so it can be concluded that there is a difference results of students' vocabulary scores before and after treatment is given. These results indicates that the Text Twist Game is effective in improving students' vocabulary mastery.

## **B. Discussion**

This segment presents an examination of the findings discussed in the preceding section. It delves into the research insights regarding the students vocabulary mastery before learning using the Text Twist Game and students vocabulary mastery after learning using the Text Twist Game. The study utilized a pre-experiment approach involving of one class, where the students were administered both a pre test and post test. The researcher employed Text Twist Game as media to improve the students' vocabulary mastery at eleventh grade of SMAN 2 Barru.

Four meetings were scheduled for conducting the treatment of the research. In the initial meeting, before administering the treatment, the students did the pre-test. It purposed to assess the students' vocabulay mastery and their level of vocabulary before receiving the treatment. The steps of this test as the English teacher introduced the researcher to the students before exiting the classroom. Subsequently, the researcher introduced herself and provided an explanation of the test. Following this, the researcher distributed a worksheet containing 20 vocabulary question as the pre-test. In this case,

after the students finished the worksheet, the researcher collected and checked the students' worksheet at home.

In the first meeting the researcher entered the class and greeting to the students. The researcher gave information and explanation about the steps in playing Text Twist Game. In this meeting the researcher gave the first material of vocabulary in song lyrics "Stand By Me". The researcher then gave some letter on the paper with unstructured word to the students after divided class into five teams. After the worksheet distributed to each team, they have five minutes to guess the word. When the time is up, each group gives their worksheet to other teams to check. The leaders of teams wrote the answer on the board and discussed the correct answer. After finished the game, each team translates the word that have been played and then collects to the teacher.

In the second meeting, the researcher gave the second treatment. Before gave the next material, the researcher was reviewing the vocabulary that have given in the previous meeting. In this meeting the researcher gave the second material of vocabulary in song lyrics "We Shall Overcome". The researcher then gave some letter on the paper with unstructured word to the students after divided class into five teams. After the worksheet distributed to each team, they have five minutes to guess the word. When the time is up, each group gives their worksheet to other teams to check. The leaders of teams wrote the answer on the board and discussed the correct answer. After finished the game, each team translates the word that have been played and then collects to the teacher.



The third meeting, the researcher gave the material of vocabulary in song lyrics “Hero”. Before gave the next material, the researcher was reviewing the vocabulary that have given in the previous meeting. The researcher then gave some letter on the paper with unstructured word to the students after divided class into five teams. After the worksheet distributed to each team, they have five minutes to guess the word. When the time is up, each group gives their worksheet to other teams to check. The leaders of teams wrote the answer on the board and discussed the correct answer. After finished the game, each team translates the word that have been played and then collects to the teacher.

In the fourth meeting, the researcher continued to applying Text Twist Game and gave the last material of vocabulary in song lyrics “The Road Not Taken”. Before that, the researcher was reviewing the vocabulary that have given in the previous meeting. The researcher then gave some letter on the paper with unstructured word to the students after divided class into five teams. After the worksheet distributed to each team, they have five minutes to guess the word. When the time is up, each group gives their worksheet to other teams to check. The leaders of teams wrote the answer on the board and discussed the correct answer. After finished the game, each team translates the word that have been played and then collects to the teacher. In the last, the team with the most correct points got a reward from the teacher, while the team with fewest points got a punishment.

After completing the treatment on four times, the researcher administered a post test to evaluate the students vocabulary mastery following

the treatment, using Text Twist Game. The post-test included multiple choice and filled blank words in the vocabulary test.

The researcher has found that before implementing the Text Twist Game as a teaching method, students encountered difficulties in acquiring vocabulary. Many of them felt confused and uninterested with the teacher's approach, merely assuming passive roles as listeners and observers in the classroom. Their preferred language of communication in daily conversations was Indonesian language. Elfrida H. Hiebert and Michael L. Argued that, students face difficulties in acquiring and retaining vocabulary due to their limited learning and memorization abilities. Additionally, some students perceive English as unnecessary unless it is utilized for communication beyond the classroom.<sup>36</sup>

The test result between the pre test and post test show a significant difference. During the pre test, the highest score obtained by eleventh grade students at SMAN 2 Barru was 75.00, whereas the lowest score was 50.00, with the mean score is 62.8125 and standard deviation of 6.21360. These indicate that the pre test results for class XI Mipa 3 students at SMAN 2 Barru reveal poor performance in assessing their vocabulary mastery. This result is consistent with the findings of a research conducted by Nur Lailatunni'mah, Meiga Ratih T, and Siti Ermawati, which indicates that the mean score of the pre test is 63.5, meaning that students in that school also have low vocabulary mastery.<sup>37</sup>

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<sup>36</sup>Elfrida H. Hiebert and L. Michael, "Teaching and Learning Vocabulary," London :Roudladge Press, 2005, 3.

<sup>37</sup>Nur Lailatunni'mah, Meiga Ratih, and Siti Ermawati, "Ikip Pgri Bojonegoro, East Java, Indonesia 1,2,3, Using Text Twist Game to Increase Student's Vocabulary Mastery, 2017.

On the other hand, the result on the post test showed the highest score obtained by eleventh grade students at SMAN 2 Barru was 95.00, whereas the lowest score was 55.00, with the mean score is 83,1250 and standard deviation of 9,04737. These indicate that the post test results for class XI Mipa 3 students at SMAN 2 Barru reveal good improvement in assessing their vocabulary mastery. This result is consistent with the findings of a research conducted by Latifatun Nafiah, which indicates that the total score of students was 1285 and the mean score of the post test is 91.79, meaning that students in that school also had improved their vocabulary mastery.<sup>38</sup>

After analyzing the scores of the students' pre-test and post-test, it was found that the post-test scores were higher than the pre-test scores. This led to the conclusion that there was a noticeable improvement in the students' mastery of vocabulary during the treatment. The use of the Text Twist game motivated the students to search for words in the dictionary and also enhanced their creativity in understanding the meanings of the vocabulary. This is in line with Nurul Sofia Aulia which stated that, the Text Twist Game offers several benefits. Firstly, it encourages students to actively search for word meanings in a dictionary, thus enhancing their motivation. Secondly, this game fosters creativity in students as they strive to uncover new vocabulary.<sup>39</sup> As a result, the students experienced an enhancement in their ability to memorize vocabulary.

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<sup>38</sup>Latifatun Nafiah, *Improving Students' Vocabulary Mastery Through Text Twist Game at SMPT Ainul Ulum Pulung Ponorogo in Academic Year 2017/2018*, (State Institute of Islamic Studies Ponorogo, 2018)

<sup>39</sup>Nurul Sofia Aulia, *The Use of Manual Super Text Twist Game to Improve Students' Vocabulary Mastery*, *Journal of English Teaching*, (Vol. II, No.2 November 2013), 3.

previous research, Inayatul Mahmudah conducted a study that aligns with this finding. The research explored the effectiveness of utilizing the Text Twist game for teaching vocabulary at SMPN 4 Kepil. The study demonstrates that the Text Twist game is an effective tool for teaching vocabulary, although there were variations in the vocabulary scores.<sup>40</sup> The pre-test score was 71.50, whereas the post-test score was 81.00. This indicates that the test results examined in the above study were higher than those of the researcher. In summary, it appeared that the students in the XI MIPA 3 class thoroughly enjoyed playing the text twist game during the study. In relation to this, Andrew Wright argues that games are both engaging and entertaining activities.<sup>41</sup>

Through the research process, the students were able to clearly understand the definitions of words and identify their respective word classes. As a result, their scores showed improvement in the post-test. The hypothesis test confirmed that the null hypothesis (Ho) was rejected, supporting the acceptance of the alternative hypothesis (Ha).

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<sup>40</sup>Inayatul Mahmudah, *The Effectiveness of Using Text Twist Game in Teaching Vocabulary at the Seventh Grade of Smpn 4 Kepil in the Academic Year of 2015/2016* (2016).

<sup>41</sup>Wright, Andrew, and et.al. *Games for Language Learning New Edition*. New Edition. Cambridge: Cambridge University Press, 2006

## CHAPTER V

### CLOSING

#### A. Conclusion

Drawing upon the data analysis, research findings, and preceding chapter discussions, it can be inferred by the researcher that the students' proficiency in vocabulary is still low before using Text Twist Game as a learning method in the classroom. A considerable number of students exhibit limited vocabulary mastery, lacking comprehension of certain English words and struggling with proper pronunciation. Furthermore, the pre-test scores were lower than the post-test scores, indicating that the students' vocabulary mastery remained low before taught by Text Twist Game as an media learning.

Text twist games is an effective method for enhancing students' vocabulary, this conclusion is supported by the noticeable improvement in students' test scores, as observed by comparing the average scores of the pre-test and post-test. Consequently, the null hypothesis (H0) is rejected in while the alternative hypothesis (H1) is accepted. That's why, the implementation of text twist games successfully improved the vocabulary issue. The students' vocabulary gets better when they discover new words, practice pronunciation repeatedly, and find it easier to memorize more words after receiving the treatment. The students were highly enthusiastic and found joy in the learning process, successfully completing the lesson. Nevertheless, teaching vocabulary through the utilization of the Text Twist Game proved effective among eleventh-grade students at SMAN 2 Barru.

## **B. Suggestion**

By conducting this study, the researcher hopes to contribute in the improvement of learning process in vocabulary. This study hopes that this research can give the benefit for teacher, students, and the researcher itself.

### **1. The teacher**

Along with this research, it is desired that the teacher will be able to teach vocabulary effectively and determine the best technique to teach vocabulary based on the readability of the students.

### **2. The students**

Hopefully, the finding will be advantageous for the students, allowing them to enjoy learning English through games.

### **3. The researcher**

It is expected that the researcher will find this research beneficial when she begins her career as a teacher in the future.

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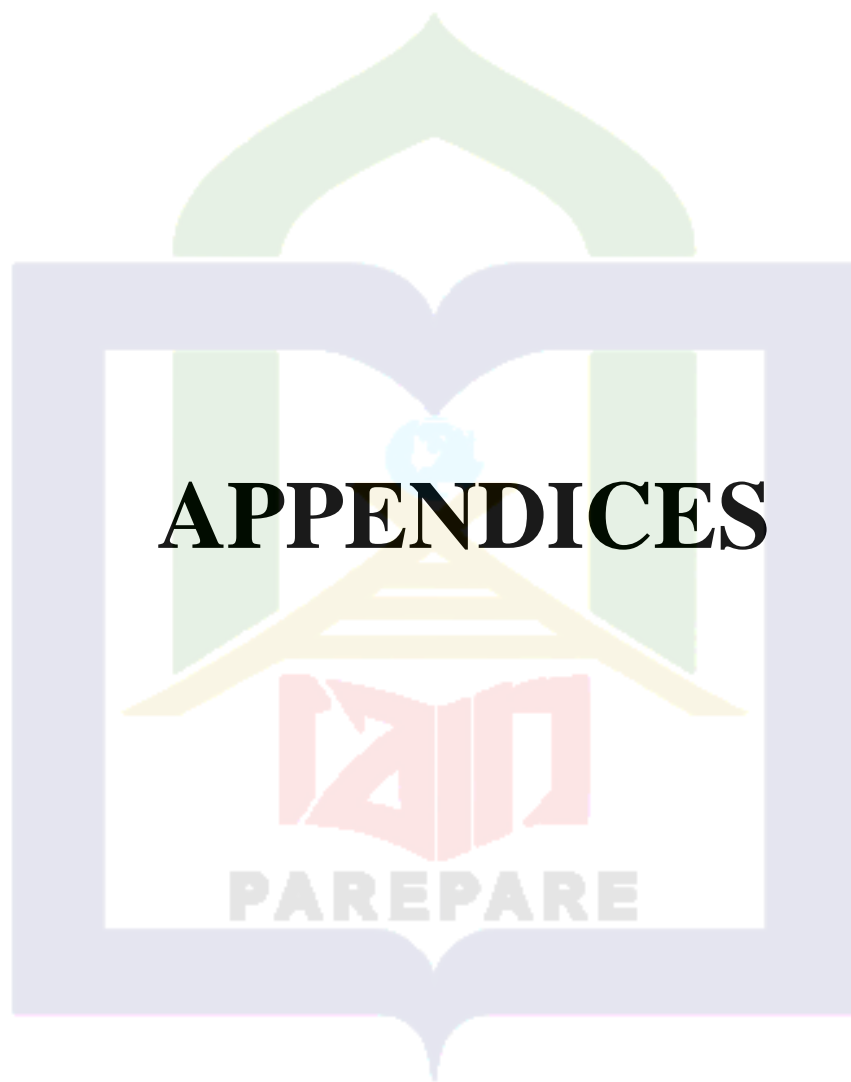
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# APPENDICES

PAREPARE

### Appendix 1: Instrument of the Research

	<p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b></p> <p><b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b></p> <p><b>FAKULTAS TARBIYAH</b></p> <p><b>Jl.Amal Bakti No.8 Soreang 91132 Telp.(0421)21307</b></p>
	<p><b>VALIDASI INSTRUMENT PENELITIAN</b></p> <p><b>PENULISAN SKRIPSI</b></p>

Nama Mahasiswa : Umauliana Firra Rahma

NIM : 19.1300.100

Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Judul : The Use of Text Twist Game to Improve the Students  
VocabularyMastery at SMAN 2 Barru

#### PRETEST

NAME : CLASS :

#### No 1 – 10

*Direction: Read the words below then find the best meaning of each word by crossing the option (a), (b), (c), (d), or (e)!*

1. Afraid = . . .
 

a. Takut	c. Pesimis	e. Penakut
b. Berani	d. Ambisius	
2. Dark = . . .
 

a. Malam	c. Gelap	e. Lampu
b. Hitam	d. Kegelapan	
3. Stand = . . .
 

a. Tegak	c. Berdiri	e. Berlutut
b. Tegangan	d. Sendiri	

4. Should = . . .
- |              |               |              |
|--------------|---------------|--------------|
| a. Baik      | c. Semestinya | e. Keharusan |
| b. Sebaiknya | d. Pasti      |              |
5. Overcome = . . .
- |               |                 |              |
|---------------|-----------------|--------------|
| a. Mengakhiri | c. Datang Akhir | e. Mengatasi |
| b. Akhir      | d. Mendatangi   |              |
6. Peace = . . .
- |              |          |          |
|--------------|----------|----------|
| a. Buah pir  | c. Rusuh | e. Akhir |
| b. Sejahtera | d. Damai |          |
7. Tears =
- |             |              |             |
|-------------|--------------|-------------|
| a. Tawa     | c. Tertawa   | e. Menangis |
| b. Air mata | d. Tersenyum |             |
8. Wide = . . .
- |         |            |          |
|---------|------------|----------|
| a. Luas | c. Perluas | e. Jalan |
| b. Liar | d. Ide     |          |
9. Question >< . . .
- The word answer has the opposite meaning with.
- |            |           |           |
|------------|-----------|-----------|
| a. Mention | c. Action | e. Answer |
| b. Agree   | d. Ask    |           |
10. Day >< . . .
- The word answer has the opposite meaning with.
- |             |            |              |
|-------------|------------|--------------|
| a. Midnight | c. Night   | e. Afternoon |
| b. Today    | d. Morning |              |

**No. 11 - 15**

*Direction: Read the sentences below then answer the question by crossing (a), (b), (c), (d), or (e) in your worksheet!*

11. Lisa : Where is your house, Jennie?

Jennie : My house is located on Jl.Pagar alam II. It is closed to post office.

The word **close** has best meaning with . . .

- |             |            |         |
|-------------|------------|---------|
| a. Menutup  | c. Membuka | e. Area |
| b. Tertutup | d. Sekitar |         |

12. Sehun assumes that his friend is the head of this problem.

The word **head** has the best meaning with . . .

- |               |             |             |
|---------------|-------------|-------------|
| a. Pemimpin   | c. Pengawal | e. Penyebab |
| b. Penghalang | d. Kepala   |             |

13. If Bambang is angry, don't say anything. You will just be adding the fuel to the fire.

The Phrase **adding the fuel to the fire** has best meaning with . . .

- |                      |                       |                            |
|----------------------|-----------------------|----------------------------|
| a. Menambahkan api   | c. Menambahkan solusi | e. Menambahkan bahan bakar |
| b. Memberikan solusi | d. Bertambah buruk    |                            |

14. Listen to him. His voice sounds amazing.

The word **sounds** has best meaning with . . .

- |              |             |            |
|--------------|-------------|------------|
| a. Mendengar | c. Berusaha | e. Menyeru |
| b. Terdengar | d. Seruan   |            |

15. Rose is one of the science pupil. She is the eleventh grade now. The Phrase **pupil** has best meaning with . . .

- |           |          |          |
|-----------|----------|----------|
| a. Member | c. Guru  | e. Murid |
| b. Musuh  | d. Teman |          |

**No. 16-20**

*Direction: Fill in the blank with the words given!*

**You Light Up My Life - Debbie Boone**

So many nights, I'd sit by my window, Waiting for someone to sing me her sound  
 So many dreams, I kept \_\_\_\_\_<sup>20</sup> inside me, Alone in the \_\_\_\_\_<sup>21</sup>, but now you've come  
 along. And you \_\_\_\_\_<sup>22</sup> up my life, You give me hope, to carry on. You light up my  
 life And fill my \_\_\_\_\_<sup>23</sup> with song. Could it \_\_\_\_\_<sup>24</sup>?

- |               |              |
|---------------|--------------|
| 16. a. Deeper | c. Deep talk |
| b. Deeply     | d. Deep      |
|               | e. Deed      |
| 17. a. Shark  | d. Die       |
| b. Mark       | e. Lief      |
| c. Dark       |              |
| 18. a. Lip    | d. Light     |
| b. Lighter    | e. Lighting  |
| c. Lightning  |              |

19. a. Moon  
b. Nights  
c. Stars  
d. Runs
20. a. Its  
b. I'm  
c. Being  
d. Bed  
e. Be



## POST TEST

NAME :

CLASS :

### No. 1-10

*Direction: Read the words below then find the best meaning of each word by crossing the option (a), (b), (c), (d), or (e)!*

1. Life = . . .
  - a. Menghidupkan
  - b. Hidup
  - c. Dihidupkan
  - d. Hirup
  - e. Menghirup
2. Have a look = . . .
  - a. Memiliki
  - b. Lihatlah
  - c. Menampilkan
  - d. Mempunyai tampilan
  - e. Menarik
3. Stood = . . .
  - a. Mencari
  - b. Melihat
  - c. Mendengar
  - d. Berdiri
  - e. Rampasan
4. Travel = . . .
  - a. Perjalanan
  - b. Jalanan
  - c. Jalan raya
  - d. Bersantai
  - e. Santai
5. Inside = . . .
  - a. Garis mati
  - b. Mati sebelah
  - c. Mati
  - d. Di dalam
  - e. Di luar garis
6. Come >< . . .
  - a. Went
  - b. Go
  - c. Turn
  - d. Near
  - e. Far
7. Under >< . . .
  - a. Down
  - b. Above
  - c. Beside
  - d. Inside
  - e. Follow
8. Fear >< . . .
  - a. Brave
  - b. Scare
  - c. Fair
  - d. Wind
  - e. Water
9. Empty >< . . .
  - a. Blank
  - b. Free
  - c. Full
  - d. Bare
  - e. Clear
10. Cry >< . . .

- a. Sad
- b. Mad
- c. Angry
- d. Down
- e. Laugh

**No. 11-19**

*Direction: Read the sentences below then answer the question by crossing (a), (b), (c), (d), or (e) in your worksheet!*

11. Sanne's sister is a customer service.

The word **customer** has the best meaning with . . .

- a. Penjual
- b. Pelanggan
- c. Pelayan
- d. Pengirim
- e. Pembersih

12. My mother is the apple of my eyes. . . What does the sentence mean?

- a. Ibuku ada di mataku
- b. Mata ibuku adalah sebuah apel
- c. Ibuku adalah sesuatu yang berharga dimataku
- d. Apel ibuku adalah
- e. Apel adalah mataku yang berharga

13. Budi : didn't you see my watch Bam?

Bambang : watch? Oh, I saw your watch on the table next to TV. The word **watch** has the best meaning with . . .

- a. Tontonan
- b. Jam tangan
- c. Menonton
- d. Menayangkan
- e. Tayangan

14. Lisa : What are you doing Rose?

Rose : I am finishing my Math task. What is going on?

Lisa : Good. Keep it up!

According to the dialogue, the word **keep it up** has best meaning with.

- a. Tetap
- b. Menetap
- c. Atasan
- d. Tingkat
- e. Lanjutkan

15. I have sent my letter one month ago but I have not get the answer yet.

The word **answer** has best meaning with . . .



- a. Bertanya
- b. Sanggahan
- c. Jawaban
- d. Seruan
- e. Kiriman

**No. 16-20**

*Direction: Fill in the blank with the words given!*

**Hero - Mariah Carey**

There's a \_\_\_\_\_<sup>20</sup>, If you look \_\_\_\_\_<sup>21</sup> your heart. You don't have to be afraid of what you are, there's an answer.

So when you \_\_\_\_\_<sup>22</sup> like hope is gone, look inside you and be strong. And you'll finally see the truth, that a hero lies in you, it's a long road when you face the world alone. No \_\_\_\_\_<sup>23</sup> reach out a hand, for you to hold you can \_\_\_\_\_<sup>24</sup> love.

- |               |             |         |
|---------------|-------------|---------|
| 16. a. Hear   | c. Hopes    | e. Hero |
| b. Hates      | d. The hero |         |
| 17. a. Inside | c. Side     | e. Wide |
| b. Beside     | d. Hide     |         |
| 18. a. Feel   | c. Heal     | e. Felt |
| b. Fish       | d. Hit      |         |
| 19. a. Wind   | c. One      | e. Line |
| b. Wine       | d. Find     |         |
| 20.           | b. Find     | d. Felt |
| a. Aim        | c. Reach    | e. You  |

Parepare, 20<sup>th</sup> March 2023

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**Appendix 2: Vocabulary Test Answer Key**

**PRE TEST**

1	A
2	C
3	C
4	B
5	A
6	D
7	B
8	A
9	E
10	C
11	D
12	E
13	D
14	B
15	E
16	D
17	C
18	D
19	B
20	E

**POST TEST**

1	B
2	B
3	D
4	A
5	D
6	B
7	B
8	A
9	C
10	E
11	B
12	C
13	B
14	E
15	C
16	E
17	A
18	A
19	C
20	B

### Appendix 3 : Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 2 Barru  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI MIPA 3  
Materi Pokok : Vocabulary of Lyrics Songs  
Alokasi Waktu : 2 × 30 menit

#### I. Standar Kompetensi :

Berkomunikasi secara lisan dan tulisan dengan menggunakan kosakata yang telah dipelajari dengan lancar dan akurat.

#### II. Kompetensi Dasar :

3. Mampu mengucapkan kosakata dengan benar
4. Memahami kosakata yang dipelajari
5. Mampu menggunakan kosakata yang dipelajari dalam percakapan

#### III. Indikator :

3. Mengetahui dan memahami kosakata tentang kata sifat
4. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
5. Siswa dapat memahami kosakata yang telah diberikan

#### IV. Tujuan Pembelajaran :

- A. Mengetahui dan memahami kosakata tentang kata benda, kata kerja, dan kata sifat
- B. Merespon dengan mengulang kosakata yang didengarnya dengan suara lantang
- C. Siswa dapat memahami kosakata yang telah diberikan

V. Materi Pembelajaran :

1. Vocabulary in lyrics "Stand by Me"

- |           |           |         |
|-----------|-----------|---------|
| a) Night  | e) Dark   | i) Shed |
| b) Come   | f) Stand  | j) Cry  |
| c) Afraid | g) Should |         |
| d) Land   | h) Tear   |         |

2. Vocabulary in lyrics "We Shall Overcome"

- |          |          |          |
|----------|----------|----------|
| a) Shall | e) Walk  | i) World |
| b) Over  | f) Live  | j) Some  |
| c) Heart | g) Peace |          |
| d) Deep  | h) Wide  |          |

3. Vocabulary in lyrics "Hero"

- |           |           |          |
|-----------|-----------|----------|
| a) Inside | e) Away   | i) Carry |
| b) Have   | f) Sorrow | j) Empty |
| c) Reach  | g) Dream  |          |
| d) Soul   | h) Strong |          |

4. Vocabulary in lyrics "The Road Not Taken"

- |           |           |            |
|-----------|-----------|------------|
| a) Road   | e) Stood  | i) Leave   |
| b) Sorry  | f) Fair   | j) Diverge |
| c) Could  | g) Grassy |            |
| d) Travel | h) Equal  |            |

VI. Metode Pembelajaran :

Text Twist Game

VII. Kegiatan Pembelajaran :

**Kegiatan Awal**

- Greetings
- Memberi motivasi kepada siswa
- Penjelasan tentang topic yang akan dibahas

**Kegiatan Inti**

- Peneliti membagi siswa menjadi empat atau lima kelompok dimana setiap anggota terdiri dari enam atau tujuh siswa (termasuk ketua kelompok)
- Peneliti membagikan lembar kerja dan potongan kertas yang berisi huruf kepada tiap tiap kelompok untuk kemudian dikerjakan oleh masing masing tim
- Setiap permainan berlangsung selama 5 menit
- Setelah waktu habis, masing masing kelompok membagikan lembar kerja kepada tim lain untuk diperiksa
- Perwakilan siswa maju kedepan untuk menulis jawaban di papan tulis
- Jika jawabannya benar, berikan 1 point. Jika jawabannya salah, berikan 0 point
- Setiap kelompok kemudian menerjemahkan setiap kata pada lembar kerja yang telah dimainkan, lalu memeriksanya kepada peneliti.
- Kelompok yang memperoleh point paling banyak menjadi pemenangnya.

**Kegiatan Penutup**

- Menyimpulkan materi pembelajaran
- Peneliti memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi menebak dan penyebutan kosa kata)
- Meminta siswa untuk mempelajari dan mengingat materi tentang kosakata yang telah dipelajari.

## VII. Sumber Belajar

**TEXT TWIST GAME (1)**

Arrange the letters bellow into the correct word!

1. Noun

<b>G</b>	<b>N</b>	<b>T</b>	<b>H</b>	<b>I</b>
----------	----------	----------	----------	----------

Answer :

-----

2. Verb

<b>C</b>	<b>M</b>	<b>E</b>	<b>O</b>
----------	----------	----------	----------

Answer :

-----

3. Adjective

<b>F</b>	<b>R</b>	<b>A</b>	<b>I</b>	<b>A</b>	<b>D</b>
----------	----------	----------	----------	----------	----------

Answer :

-----

4. Noun

<b>N</b>	<b>L</b>	<b>A</b>	<b>D</b>
----------	----------	----------	----------

Answer :

-----

5. Noun

<b>A</b>	<b>D</b>	<b>K</b>	<b>R</b>
----------	----------	----------	----------

Answer :

-----

6. Verb

<b>S</b>	<b>T</b>	<b>D</b>	<b>A</b>	<b>N</b>
----------	----------	----------	----------	----------

Answer :

-----

7. Verb

<b>H</b>	<b>O</b>	<b>S</b>	<b>L</b>	<b>U</b>	<b>D</b>
----------	----------	----------	----------	----------	----------

Answer :

-----

8. Noun

<b>T</b>	<b>E</b>	<b>R</b>	<b>A</b>
----------	----------	----------	----------

Answer :

-----

9. Verb

<b>D</b>	<b>H</b>	<b>E</b>	<b>S</b>
----------	----------	----------	----------

Answer :

-----

10. Noun

<b>Y</b>	<b>R</b>	<b>C</b>
----------	----------	----------

Answer :

-----



**TEXT TWIST GAME (2)**

Arrange the letters bellow into the correct word!

1. Verb

<b>S</b>	<b>H</b>	<b>L</b>	<b>A</b>	<b>L</b>
----------	----------	----------	----------	----------

Answer :

-----

2. Adjective

<b>E</b>	<b>V</b>	<b>R</b>	<b>O</b>
----------	----------	----------	----------

Answer :

-----

3. Noun

<b>R</b>	<b>A</b>	<b>E</b>	<b>H</b>	<b>T</b>
----------	----------	----------	----------	----------

Answer :

-----

4. Adjective

<b>D</b>	<b>P</b>	<b>E</b>	<b>E</b>
----------	----------	----------	----------

Answer :

-----

5. Verb

<b>L</b>	<b>W</b>	<b>A</b>	<b>K</b>
----------	----------	----------	----------

Answer :

-----

6. Adjective

<b>L</b>	<b>V</b>	<b>I</b>	<b>E</b>
----------	----------	----------	----------

Answer :

-----

7. Noun

<b>A</b>	<b>E</b>	<b>P</b>	<b>C</b>	<b>E</b>
----------	----------	----------	----------	----------

Answer :

-----

8. Adjective

<b>D</b>	<b>I</b>	<b>E</b>	<b>W</b>
----------	----------	----------	----------

Answer :

-----

9. Noun

<b>R</b>	<b>O</b>	<b>L</b>	<b>W</b>	<b>D</b>
----------	----------	----------	----------	----------

Answer :

-----

10. Adjective

<b>S</b>	<b>E</b>	<b>O</b>	<b>M</b>
----------	----------	----------	----------

Answer :

-----

**TEXT TWIST GAME (3)**

Arrange the letters bellow into the correct word!

1. Noun

I	S	E	N	D	I
---	---	---	---	---	---

Answer :

-----

2. Verb

H	E	V	A
---	---	---	---

Answer :

-----

3. Verb

A	R	C	H	E
---	---	---	---	---

Answer :

-----

4. Noun

U	O	L	S
---	---	---	---

Answer :

-----

5. Adjective

A	A	W	Y
---	---	---	---

Answer :

-----

6. Noun

S	R	W	O	O	R
---	---	---	---	---	---

Answer :

-----

7. Noun

R	D	E	M	A
---	---	---	---	---

Answer :

-----

8. Adjective

S	R	T	G	O	N
---	---	---	---	---	---

Answer :

-----

9. Verb

Y	A	R	R	C
---	---	---	---	---

Answer :

-----

10. Adjective

T	E	M	P	Y
---	---	---	---	---

Answer :

-----

**TEXT TWIST GAME (4)**

Arrange the letters bellow into the correct word!

1. Noun

<b>R</b>	<b>D</b>	<b>A</b>	<b>O</b>
----------	----------	----------	----------

Answer :

-----

2. Adjective

<b>O</b>	<b>R</b>	<b>S</b>	<b>R</b>	<b>Y</b>
----------	----------	----------	----------	----------

Answer :

-----

3. Verb

<b>L</b>	<b>C</b>	<b>U</b>	<b>O</b>	<b>D</b>
----------	----------	----------	----------	----------

Answer :

-----

4. Noun

<b>T</b>	<b>E</b>	<b>L</b>	<b>A</b>	<b>R</b>	<b>V</b>
----------	----------	----------	----------	----------	----------

Answer :

-----

5. Adjective

<b>I</b>	<b>R</b>	<b>A</b>	<b>F</b>
----------	----------	----------	----------

Answer :

-----

6. Verb

O	O	T	S	D
---	---	---	---	---

Answer :

-----

7. Adjective

Y	G	S	R	A	S
---	---	---	---	---	---

Answer :

-----

8. Noun

A	E	L	Q	U
---	---	---	---	---

Answer :

-----

9. Noun

V	L	E	E	A
---	---	---	---	---

Answer :

-----

10. Noun

N	B	T	E
---	---	---	---

Answer :

-----

VIII. Penilaian :

$$\text{Score} = \frac{\text{correct answer}}{\text{total number of items}} \times 100$$

**Appendix 4: Documentation**



## Appendix 5: Administration Form

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 3779 TAHUN 2022  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBIYAH**

**Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;  
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

**Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;  
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;  
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;  
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;  
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;  
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

**Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;  
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

**Menetapkan** : **MEMUTUSKAN**  
**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**

**Kesatu** : Menunjuk saudara; 1. Dr. Magdahelena Tjalla, M.Hum  
2. Humaeroah, M.Pd.  
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :  
Nama : Umauliana Firra Rahma  
NIM : 19.1300.100  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Text Twist Application to Improve The Student's Vocabulary Mastery at SMAN 2 Barru

**Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

**Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

**Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 14 September 2022  
Dekan,  
  
Zulfah







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Dakki No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.2023/In.39/FTAR.01/PP.00.9/05/2023

22 Mei 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP  
Provinsi Sulawesi Selatan  
di,-

Makassar

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Umauliana Firra Rahma  
Tempat/Tgl. Lahir : Soppeng, 17 Juni 2001  
NIM : 19.1300.100  
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Mangkoso, Kec. Soppeng Riaja, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul "**The Use Of Text Twist Game To Improve The Student's Vocabulary Mastery At SMAN 2 Barru**". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
Makassar 90231

Nomor : 17475/S.01/PTSP/2023 Kepada Yth.  
Lampiran : - Dinas Pendidikan Provinsi Sulawesi  
Perihal : Izin penelitian Selatan

di-  
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.2023/IN.39/FTAR.01/PP.00.9/05/2023 tanggal 22 Mei 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **UMAULIANA FIRRA RAHMA**  
Nomor Pokok : **19.1300.100**  
Program Studi : **Pendidikan Bahasa Inggris**  
Pekerjaan/Lembaga : **Mahasiswa (S1)**  
Alamat : **Jl. Amal Bakti No. 8 Soreang, Kota Parepare  
PROVINSI SULAWESI SELATAN**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE USE OF TEXT TWIST GAME TO IMPROVE THE STUDENT'S VOCABULARY MASTERY AT SMAN 2 BARRU "**

Yang akan dilaksanakan dari : Tgl. **24 Mei s/d 30 Juni 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 24 Mei 2023

A.n. GUBERNUR SULAWESI SELATAN  
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
SATU PINTU PROVINSI SULAWESI SELATAN



**Drs. MUH SALEH, M.Si.**  
Pangkat : **PEMBINA UTAMA MUDA**  
Nip : **19690717 199112 1002**

Tembusan Yth  
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;  
2. *Pertinggal.*

Nomor: 17475/S.01/PTSP/2023

**KETENTUAN PEMEGANG IZIN PENELITIAN :**

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksampulard hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

**REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :**  
<https://izin-penelitian.sulselprov.go.id>



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 2 BARRU**  
*Alamat : Jl. Paccekke No. 8 Mangkoso. Kode pos 90752*

**SURAT IZIN PENELITIAN**  
**NOMOR 421/100 .UPT.SMA.02/Barru/Disdik**

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Barru Kabupaten Barru menerangkan :

Nama : **UMAULIANA FIRRA RAHMA**  
NIM : 19.1300.100  
Program Study : Pendidikan Bahasa Inggris  
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Pare-pare

Telah di terima Melakukan Penelitian di SMA Negeri 2 Barru dengan judul **“THE USE OF TEXT TWIST GAME TO IMPROVE THE STUDENT’S VOCABULARY MASTERY AT SMAN 2 BARRU.**

Demikian surat keterangan ini di berikan kepadanya dan dapat di pergunakan sebagaimana mestinya,-

Mangkoso, 27 Mei 2023

Pt. Kepala UPT SMAN 2 Barru



**H.SYAMSUDDIN, S.Pd., M.Pd**

**NIP.19751130 200604 1 016**

**PAREPARE**



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
SMA NEGERI 2 BARRU

Alamat : Jl. Paccukke No. 8 Mangkoso. Kode pos 90752

**SURAT KETERANGAN SELESAI PENELITIAN**  
**NOMOR 421/179.UPT.SMA.02/Barru/Disdik**

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 2 Barru Kabupaten Barru menerangkan :

Nama : UMAULIANA FIRRA RAHMA  
Nomor Pokok : 19.1300.100  
Program Study : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa (S.1)  
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Pare-pare

Benar saudara tersebut di atas telah melaksanakan penelitian di SMA Negeri 2 Barru pada Tanggal 27 Mei s/d 10 Juni 2023, dalam rangka penyusunan Skripsi Program S1 dengan judul :

**“THE USE OF TEXT TWIST GAME TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY AT SMAN 2 BARRU”**

Demikian surat keterangan ini di berikan kepadanya dan dapat di pergunakan sebagaimana mestinya,-

Mangkoso, 24 Juni 2023  
Kepala UPT SMA Negeri 2 Barru



**H. SYAHSUDDIN, S. Pd, M. Pd**  
NIP. 19751130 200604 1 016

## CURRICULUM VITAE



UMAULIANA FIRRA RAHMA, the writer was born on June 17<sup>th</sup> 2001 in Soppeng. She has three sisters and the second child from the couple of Baharuddin and Asmawati. She began her study in the Garden (TK) Asoka Akkampung and graduated in 2007. She continued her study in Elementary School at SD Negeri 10 Akkampung and graduated on 2013. In the same year, she continued her study at SMP Negeri 3 Watansoppeng and graduated in 2016. She decided to continue her study at SMA Negeri 2 Barru and graduated in 2019. Furthermore, she continued her study at State

Islamic Institute (IAIN) Parepare in 2019 and took English Education program of Tarbiyah Faculty as her major. Finally, she completed her thesis with the title “The Use of Text Twist Game to Improve the Students’ Vocabulary Mastery at SMAN 2 Barru”.

