

**IMPROVING READING SKILLS THROUGH  
VOCABULARY QUEST: A GAME-BASED APPROACH  
AT TWELFTH GRADE MA AL-MAWASIR LAMASI**

*A Thesis*

*Submitted as Partial Fulfillment for the Attainment of S.Pd Degree in English  
Language Education Study Program of Education and Teacher Training Faculty  
at the State Islamic Institute Of Palopo*



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EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

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
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# THESIS APPROVAL

## THESIS APPROVAL

This thesis, "Improving Reading Skills through Vocabulary Quest: A Game-Based Approach at Twelfth grade Ma Al-Mawasir Lamasi" was written by Yulna Nurarsyani, Reg. Num 1902020077, English Language Education Study Program, Education and Teachers Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in the Munaqasyah session, which is carried out on Friday, September 22<sup>nd</sup>, 2023, and coincided with Shaffar 7<sup>th</sup> 1445 H. It is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program (S.Pd).

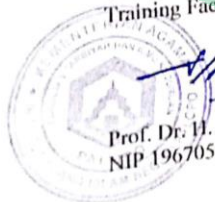
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### HALAMAN PERSETUJUAN PEMBIMBING

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### STATEMENT OF AUTHENTICITY

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Regards



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The researcher hoped that the thesis would provide value for students majoring in English, English teachers, and readers. The researcher admitted that the thesis was not perfect, so the researcher was open to receiving suggestions from readers to improve it. The researcher hoped that the thesis was useful for everyone.

Finally, the researcher prayed that Allah swt blessed all who had helped the researcher, and the researcher hoped that the thesis could be useful and contribute positively to readers and others.

Palopo, 05 August 2023

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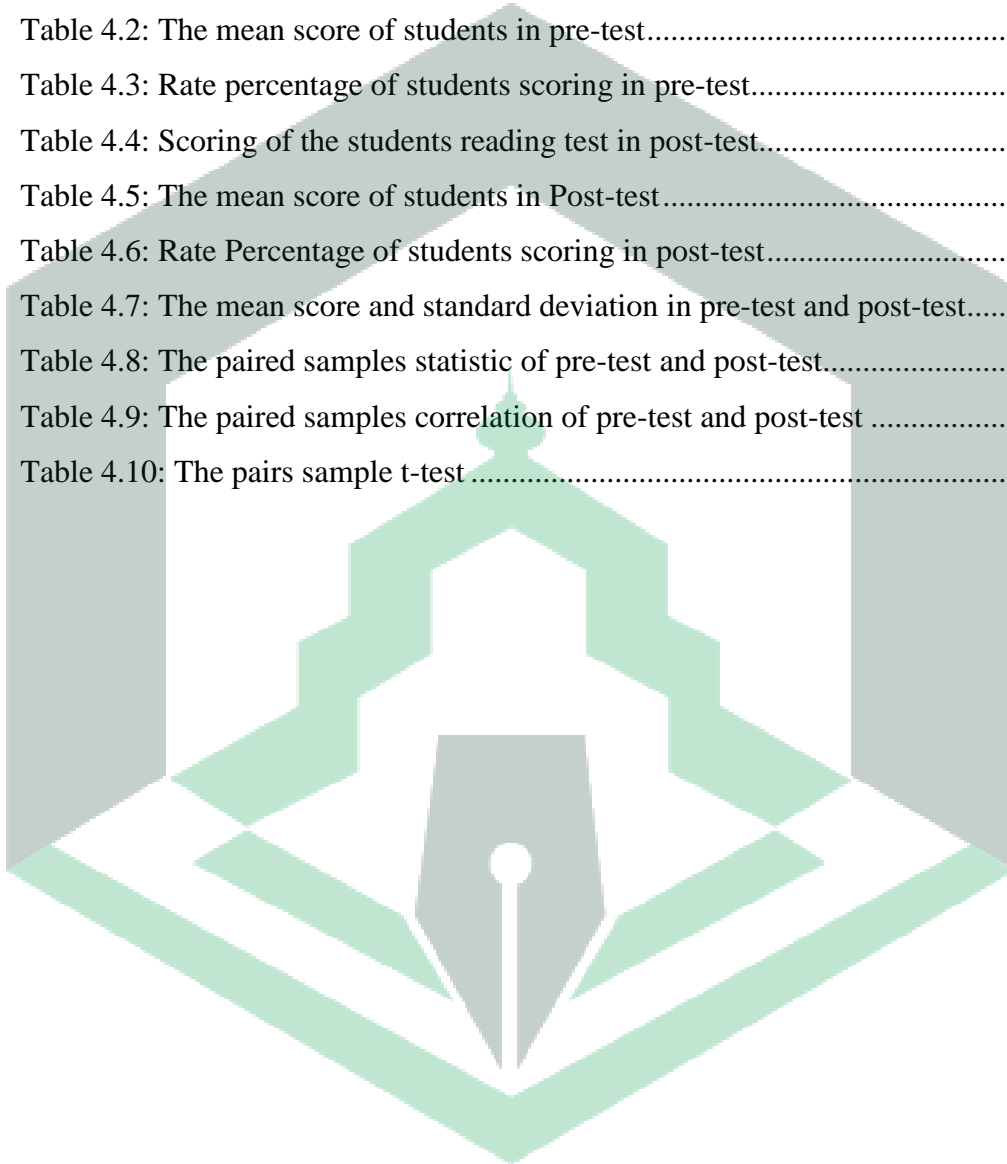
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## ABSTRACT

**Yulna Nurarsyani, 2023.** *"Improving Reading Skill Through Vocabulary Quest: A Game-Based Approach At Twelfth -Grade Ma Al-Mawasir Lamasi,"* a thesis of the English Language Education Study Program, Education and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Dr.Wisran, S.S., M.Pd. and Rusdiansyah, S.Pd.,M.Hum.

This researcher aimed to improve students' reading skills through Vocabulary Quest: a game-based approach in twelfth grade Ma Al-Mawasir Lamasi. This researcher applied a pre-experimental research design that focuses on pre-test and post-test design in one group. The population of this researcher was twelfth grade students of Ma al-Mawasir Lamasi consisting of 34 students divided into two classes and the sample of this researcher was twelfth grade science consisting of 13 students. The research instrument used was a reading test. Data were analyzed using paired Sample T-test and calculated with SPSS 22. The results of this study showed an average value in the Pre-test (43.85), higher than the Post-test (71.15). The value of data analysis is  $t_{count}$  (4.467) while  $T_{table}$  for standard of significance level 0.05 (5%) at D (degree of freedom) twelfth is equal to 2.179. The data states that the  $t_{count}$  value was higher than the  $T_{table}$  value. On the other hand, the alternative hypothesis ( $H_1$ ) is accepted, and the null hypothesis ( $H_0$ ) was rejected. It can be concluded that the use of game-based vocabulary quest is effective in improving students' reading skills on narrative texts.

**Keywords:** Narrative text, Reading skill, Vocabulary quest.

# CHAPTER I

## INTRODUCTION

### A. Background

In learning activities in all subjects become difficult for those with difficulty reading. Students find it difficult to retain and understand the information presented in various textbooks, supplementary reading materials, and other written learning sources. Many students process information less progress. As a result, they developed academically less progress than students who did not have reading problems. In order for students to participate well in the teaching process and learning activities at school, they must master the ability to read. Word recognition is one of the main building blocks for learning early reading skills. The ability about words can be seen as a necessary talent to read fluently and attentively.<sup>1</sup>

In learning English there are four skills, namely reading, listening, speaking and writing. Reading and listening are included in receptive while speaking and writing are included in productive. A deep understanding of receptive listening and reading skills is essential in the context of language learning and communication. Both of these abilities are part of passive language skills, which means that you receive information without the need to produce your own language. Productive speaking and writing skills are active communication skills that allow you to express your thoughts, ideas, and information to others. According to Haryadi, reading entails communication between readers and writers. This exchange is

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<sup>1</sup> Nugroho Wibowo, "Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar Di Smk Negeri 1 Saptosari," *Elinvo (Electronics, Informatics, and Vocational Education)* 1, no. 2 (2016): 128–139.

communicative rather than direct. When the reader has improved abilities, the quality of communication between the reader and the writer improves. Only via written works, in which the author expresses their thoughts, feelings, and experiences, can the reader and author interact. Because of this, the reader must be able to arrange the ideas in the author's words in a way that makes sense to them.<sup>2</sup> Then Wulan, in her research journal revealed that reading is one of the important factors in the life of modern society. The ability to read becomes a necessity because the dissemination of information and messages in this modern world is presented in written form, and can only be obtained through reading. If a person cannot read to understand a written instruction or announcement, then the person would miss, the wrong way, or can not adjust to their environment.<sup>3</sup> Reading is also a complex, planned, interactive, understanding, and flexible activity that requires a lot of time and energy resources to develop.<sup>4</sup> Reading was not only a source of data and an exciting activity, but also a facility for consolidating and expanding one's knowledge of languages.<sup>5</sup>

The teacher's method or approach can be responsible for students' poor reading skills in the examples mentioned above. Whenever they learn English,

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<sup>2</sup> Haryadi. *Reading rhetoric: models, methods, and techniques*. Semarang: Indonesian House. 2010.

<sup>3</sup> Wulan, Ratna. "The Role Of Intelligence, Vocabulary Knowledge, Attitudes, and Interest on Children's Reading Comprehension" *Jurnal Penelitian dan Evaluasi Pembelajaran*. Volume 14 Nomor 2. Hal. 166-185. 2010.

<sup>4</sup> Milevica Bojovic, "Reading Skill and Reading Comprehension in English for Specific Purposes," The paper was presented on The International Language Conference on The Importance of Learning Professional Foreign Language for Communicative between Cultures, FAC University of Kragujevac, Serbia, 23-24 September 2010, p. 1.

<sup>5</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique*, (New York: Sunrise Publisher and Distribution, 2008), p. 113.

students mostly feel bored. When completing tasks, especially those that involve memorizing letter names, students mainly focus on the exercises given by the teacher, which makes it difficult for them to read.<sup>6</sup>

Based on observations that the researcher found in Ma Al-Mawasi Lamasi, a common problem students faced was a lack of reading skills, and no one knew about vocabulary search-based games. Vocabulary skills were needed by students to more easily understand the content of reading. The trick was to increase students' vocabulary by using vocabulary quest-based games. By using a vocabulary quest game, students could improve their reading skills very well and had fun because, in addition to increasing their vocabulary, they could also play so that students enjoyed learning. The reason for the low reading skills of students mentioned above might have been that the methods or strategies used by teachers and students did not make learning English enjoyable. Moreover, when given tasks, especially those related to memorizing the names of letters, students were fixated only on the exercises given by the teacher, so students had difficulties.<sup>7</sup>

Vocabulary Quest was a game-based vocabulary quest designed to help improve students' reading and vocabulary skills through the use of game elements. In this game, students were given a list of new words that could be found in a text or story. They were then asked to match the words with their correct meanings. In the book "Teaching and Researching Reading" by Grabe and Stoller, the meaning

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<sup>6</sup> Silvia Hutabarat and Marwa Yasmine Zaidi, "Improving Reading Skill through Game Technique for the First Grade Elementary School Students," *JELITA: Journal of English Language Teaching and Literature* 2, no. 2 (2021): 130–139.

<sup>7</sup> interviewing English teachers 13 april 2023

and role of vocabulary in reading were considered thoroughly. They recognized the importance of a broad and rich vocabulary in understanding and interpreting the text read. The book also discussed the importance of teaching vocabulary directly in the context of learning to read. Grabe and Stoller offered several methods and approaches that educators could use to teach and expand students' vocabulary. Vocabulary was a wealth of words owned by a language that had a very important role in a person's thinking process. Language was the main tool of thinking. All kinds of notions, ideas, concepts, thoughts, and dreams were born with language. Language was also very important. Vocabulary was defined as, well, vocabulary. As for the path taken to mastering a wide vocabulary, honestly, its estuary was a method of memorization. However, without the right strategy, memorization activities made students frustrated and gave up on the first step before they mastered a few dozen words, which was certainly not worth the demands of using several vocabularies that should be mastered by students according to their educational level. Learning vocabulary was an important aspect of language development. Vocabulary knowledge had a lot to do with reading skills; after all, vocabulary knowledge could help achieve success in school.<sup>8</sup>

Teaching vocabulary through games became a fun way to encourage students' mastery of vocabulary because students became more enthusiastic when teachers incorporated a variety of games into the classroom. Additionally, games also heightened student motivation and competitiveness in the teaching and

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<sup>8</sup> Fitriana Nur Aisyah, "*The Effect Of Scrabble Media Use On Improving English Vocabulary*," 2017.



learning process. Games served as a developmental medium as they required active student participation in class. Traditionally, students often grew bored with conventional English teaching methods. This necessitated teachers to become more creative in developing teaching techniques, and they also needed to consider the advantages of using games for vocabulary instruction, such as attracting students' attention, reducing students' stress, and providing opportunities for genuine communication. However, games facilitated interaction, offered rewards, promoted student interaction, and encouraged problem-solving.<sup>9</sup>

There are several previous researcher related to this researcher included in her research, Asifa Qasim said that "The impact of Digital games on incidental vocabulary acquisition of Pakistani Secondary School students" findings show a consensus on the positive role of video games in incidental vocabulary acquisition due to stress-free context, increased attention and engagement, and the transition from incidental learning to incidental self- learning.<sup>10</sup>

Not only that Ruth has a menu Riskawati Hajis entitled "Improving Student Vocabulary by Using Visual Media in Junior High School 10 Makassar" said the results showed that there was a significant increase in student vocabulary after using visual media.<sup>11</sup>

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<sup>9</sup> Ida Miftahul Jannah et al., "Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class," *Advances in Social Science, Education and Humanities Research* 434, no. Iconelt 2019 (2020): 184–190.

<sup>10</sup> Asifa Qasim, "Impact of Digital Games on Incidental Vocabulary Acquisition of Pakistani High School Students," *Asian EFL Journal Research Articles* 28, no. No. 1.3 february (2021): 224.

<sup>11</sup> A. Riskawati Hajis, "Improving Students' Vocabulary By Using Visual Media at SMP Negeri 10 Makassar.," *Makassar*, 14 April 2014 (2014): 81.

Nailul Restu Pamungkas said in her title “The Influence of Wordle Media on Student Vocabulary” that applying Wordle Media proved effective in improving student vocabulary.<sup>12</sup>

Syahrani Ramadani also said that the results of her research concluded that the mastery of vocabulary and reading comprehension of students was quite good with an average value of 82.20 on vocabulary and 84.64 on reading comprehension. There was a strong relationship between the mastery of vocabulary with reading comprehension students, with a correlation value of 10.914.<sup>13</sup>

Fatimah, in her research, said that the results of the study found that there was a significant difference between the pre-test and post-test.<sup>14</sup>

According to the aforementioned researcher, no one has yet used game-based vocabulary quest techniques to improve students' vocabulary, so the researcher used "vocabulary quest" as their main instrument to do so. In the scientific literature, this method has not been used before. Through the use of game elements stylized "Vocabulary Quest". It was a targeted strategy that focused on a specific element of learning.

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<sup>12</sup> Nailul Author Restu Pamungkas, “The Effects of Wordle Media on Students’ Vocabulary Mastery,” *Jetal: Journal of English Teaching & Applied Linguistic* 2, no. 2 (2021): 56–61.

<sup>13</sup> Fatimah, “Improving The Students’ Vocabulary Mastery By Using Picture Cardat The Eighth Grade of SMP Negeri 9 Parepare By Tarbiyah and Adab Departement Institute Islamic College ( IAIN ) Parepare,” no. 13 (2019).

<sup>14</sup> *Ibid.*

From the description above it can be concluded that the researcher intend to conduct research by using game-based vocabulary quests to improve reading skills by using game-based vocabulary quests in which previous researcher have not used the vocabulary quest method to improve students' reading skills with Islamic nuances. Based on the above explanation, the researcher would conduct research under the title "Improving Reading Skills Through Vocabulary Quest: A Game-Based Approach At Twelfth Grade MA Al-Mawasir Lamasi".

### **B. Research Question**

Based on the above background, the researcher formulated a possible

Formulation of the problem:

Is the use of game-based vocabulary quest effective in improving student ' reading skills against narrative texts?

### **C. Objectives of the Research**

Concerning the research questions raised above, the researcher aimed to determine whether using a game-based vocabulary quest effectively improved students' reading skills when applied to the text or story.

### **D. Significances of the Research**

#### 1. Theoretically

The results of this study were expected to be useful for English learners who wanted to improve their English reading skills. In addition, the results of this study were expected to:

- a. Provide solutions and suggestions on how to improve reading skills.

- b. Make it easier to understand reading texts by using a vocabulary quest.
- c. Stimulate other researcher who want to conduct further research.

## **2. Practical**

- a. For Educators

This research was expected to assist teachers and educators in enhancing students' reading comprehension abilities by providing insights into effective teaching and learning methods. It aimed to guide educators in selecting appropriate techniques to enhance students' reading skills.

- b. For Students

This research was expected to help students improve their reading skills by using a vocabulary quest game-based approach and enjoy learning English.

- c. For Researcher

This research could serve as information for those who were interested in boosting students' interest in reading.

## **E. Scope of the Research**

The scope of the research was limited to the use of a vocabulary quest for teaching reading skill with narrative text at MA Al-Mawasi Lamasi. The researcher used a game-based vocabulary quest to determine the extent to which students' abilities improved when using vocabulary quests in reading skill with narrative text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

In this researcher, the researcher gathered some relevant opinions from other previous studies regarding vocabulary quests. Some of them are:

Ida Miftahul Jannah, M.Pd.I English Language Education Department UIN Sunan Ampel Surabaya, " Exploring the Effects of Using Games on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class" This study adopts a qualitative methodology. Vocabulary tests and observations were also conducted to support this research. The results of this study indicate that there is an increase in students' Vocabulary mastery. Student motivation and engagement during the teaching and learning process also increase.<sup>15</sup> The difference between the researcher and the previous study is that the previous study applied qualitative methodology while the researcher used quantitative methods (pre-experiment) and the previous study only focused on improving students' vocabulary using games in teaching vocabulary to provide students with effective learning, while the researcher used game-based vocabulary quest to improve students' reading skills.

Aulia Hanifah Qomar, Maysara Devilia Sari<sup>2</sup> University of Muhammadiyah Metro, Indonesia "The Relationship between Vocabulary Mastery

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<sup>15</sup> Jannah et al., "Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class." *Advances in Social Science, Education and Humanities Research* . 434 Iconelt (2019): 184-190

and Reading Comprehension: An Assessment Perspective “Reading comprehension has several factors that affect skills. One factor was vocabulary mastery. The purpose of this study was to determine whether there was a correlation between vocabulary acquisition and reading comprehension and the degree of correlation. Si total participants of the study were 30 students in VII A of the seventh-grade students of Junior High School 7 Metro.<sup>16</sup> The researcher difference with the previous study is that the previous study applied the relationship between vocabulary acquisition and Reading Comprehension: an assessment to determine whether there was a correlation between vocabulary acquisition and reading comprehension and the degree of correlation. The researcher used a game-based vocabulary quest to improve students' reading skills so that students can know the meaning of a word by word in a text or story.

Frankie Subon, Norseha Unin2 1 Management and Science University 2 Universiti Teknologi MARA Sarawak branch “the Efficacies of an Explicit Vocabulary Instruction Model on ESL Learners’ Vocabulary Size and Writing Skills” vocabulary size is believed to have a positive correlation with learners ' language skills, reading comprehension, knowledge acquisition, and academic performance. This quasi-experimental study examined the efficacy of using the Contextualized Word Family (CWF) Model for direct vocabulary instruction (DVI) on vocabulary size and writing skills among high school students based on three

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<sup>16</sup> Maysara Devilia Sari Aulia Hanifah Qomar, “The Relationship Between Vocabulary Mastery and Reading Comprehension: An Assessment Prespective,” *Pedagogy Journal of English Language Teaching* 5, no. 2 (2017): 149–155.

proficiency levels.<sup>17</sup> The researcher difference with the previous study is that the previous study applying this quasi-experimental study examined the efficacy of using the Contextualized Word Family (CWF) Model for direct vocabulary instruction (DVI) on vocabulary size and writing skills among high school students based on three proficiency levels. to increase vocabulary size and writing ability of students the findings of this study ascertain the positive effects of using the CWF Model to increase not only vocabulary size but also the writing skills of high intermediate-ability students. The researcher used quantitative methods (pre-experimental) using vocabulary quest-based games to improve the reading skills of high school students.

Nuraeni "The Effects Of Explicit Vocabulary Instruction On Struggling Middle School Students" Reading Comprehension Skills" The purpose of this study was to determine whether explicit vocabulary instruction affects the reading comprehension skills of sixth grade students with academic difficulties. The study compared the students in two social studies classes. The control group (n = 21) was taught the Economics unit using the traditional packet and instructional activities while the experimental group (n = 23) participated in the traditional activities but also participated in a typically 7-10 minutes of additional explicit vocabulary instruction daily over a 5 week period targeting the words from the Economic unit.<sup>18</sup>

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<sup>17</sup> Frankie Subon and Norseha Unin, "The Efficacies of an Explicit Vocabulary Instruction Model on ESL Learners' Vocabulary Size and Writing Skills," *Journal of Language and Education* 7, no. 1 (2021): 190–205.

<sup>18</sup> Risma Nuraeni et al., "'The Effects Of Explicit Vocabulary Instruction On Struggling Middle School Students'," *Diponegoro Journal of Accounting* 2, no. 1 (2017): 2–6, <http://i-lib.ugm.ac.id/jurnal/download.php?dataId=2227%0A???%0Ahttps://ejournal.unisba.ac.id/index.ph>

What distinguishes the researchers from previous studies is that the previous study used two classes of control groups, and used explicit vocabulary instructions for students' reading comprehension skills. While the researchers used only one class and used vocabulary quests to improve students' reading skills using narrative text.

Maki Naeimi, "studies on Direct Vocabulary Learning Strategies in Reading Comprehension: The case of the Iranian context" this study was conducted to study direct vocabulary learning strategies towards reading management capabilities. To obtain the results of the study, an English proficiency test was given at one hundred orange male and female students studying in courses other than English as teachers at Omidiyeh Islamic Azad University.<sup>19</sup> What distinguishes researchers from previous studies is the previous study vocabulary learning strategies directly to the ability to read Management. While the researchers used a game-based vocabulary quest method so that students can understand the meaning of the text they read by playing the vocabulary quest game and because they already know the meaning of the word by word students can read the text very well because they already understand what the meaning of the story they read and can improve reading skills just by using vocabulary quest.

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p/kajian\_akuntansi/article/view/3307%0Ahttp://publicacoes.cardiol.br/portal/ijcs/portugues/2018/v3103/pdf/3103009.pdf%0Ahttp://www.scielo.org.co/scielo.php?scri.

<sup>19</sup> Maki Naeimi, "The Study of Direct Vocabulary Learning Strategies in Reading Comprehension : The Case of Iranian Context" 2, no. 1 (2013): 95–98.



## **B. Theoretical Background**

### **1. Definition of Reading**

Reading was a very complex activity that involves physical and psychological factors. Because it is so complex, experts have difficulty defining reading thoroughly, and can be accepted by all parties. Therefore, in understanding a definition of reading, we can realize the limitations of that definition.

Aminuddin explained the meaning of reading into three things as follows.

(1) Reading is reacting. Reading is called a reaction activity because in reading someone first observes the letters as a representation of speech sounds and other writing signs. From that reaction, further recognition activities occur, namely the recognition of forms about the meaning they contain and the overall understanding that still has to go through certain stages of activity. (2) Reading is a process. Reading is a complex activity. It is called complex because reading involves various aspects of both physical and mental, stock of experience and knowledge as well as thinking and feeling activities. (3) Reading is code breaking and message receiving. Message delivery is actively creating code as a medium for exposing ideas or encoding, while the recipient of the message attempts to decode the received Code to try to understand the message or idea it contains.<sup>20</sup>

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<sup>20</sup> Aminuddin. *Appreciation Of Literary Works*. Bandung: Sinar Baru Aglesindo.2009.

Soedarso stated that reading is a complex activity by involves a large number of separate actions. This includes: one must use understanding, imagination, observation, and memory.<sup>21</sup>

Tarigan stated that reading is a process carried out and used by the reader to obtain the message to be conveyed by the author through the medium of words or written language.<sup>22</sup>

Farida Rahim stated that reading is something complicated that involves many things, including not only visual activities but also thought, psycholinguistic, and metacognitive processes. Visual reading is the process of translating written symbols (letters) into spoken words. As a thought process, reading includes the activities of word recognition, literal understanding, and creative understanding.<sup>23</sup>

Reading in essence is a complicated thing that involves many things, not just reciting writing, but also involves visual, thinking, psychomotor, and metacognitive activities.<sup>24</sup>

## **2. Purpose of reading**

There are three purposes of reading: reading to find information, reading to gain understanding, and reading as learning. The first meaning we use when reading newspapers, magazines, or any other material that corresponds to our skills and

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<sup>21</sup> Soedarso. *Speed Reading Fast and effective reading system*. Jakarta: PT Gramedia Pustaka Utama. 2002

<sup>22</sup> Henry Guntur Tarigan. *Reading As A Language Skill*. In Other Words: Space. 2008.

<sup>23</sup> Farida Rahim. *Teaching reading in elementary school*. Jakarta: PT Bumi Aksara. 2008.

<sup>24</sup> Dian Permanasari3123STKIP PGRI Bandar Lampung Anita Sari1, Fransisca S.O.Dedi2 "Reading Comprehension ability of fifth-grade students even Semester of SD Negeri 1 Gulak Teluk Betung Utara Bandar Lampung academic year" 2018/2019 " IV, no. 2 (2019): 2–8.

talents. Such reading may add to the coffers of information but it cannot improve our understanding because our understanding when we start reading is at the same level as that reading comprehension. The second meaning is used when we read something that at first could not fully understand at first ring means understanding more, not remembering more information, with the same level of understanding. The third meaning is learning through instruction and discovery.<sup>25</sup>

According to Tarigan, the main purpose of reading is to find and obtain information, cover the content, and understand the meaning of reading. Tarigan States a few things that are important in reading. (1) reading to discover or know the discoveries that have been made by the character; what has been made by the character; what happened to the character in particular, or to solve the problems made by the character. (2) reading to find out why it is a good and interesting topic, the problems found in the story, anything the characters learn or experience, and summarizing the things the characters do to achieve their goals. (3) Read to find out what happens in each part of the story, What happens first, second, third/and so on stage is made to solve problems, scenes, and events, as well as events for dramatization. (4) Reading to discover and find out why the characters feel the way they are, what the author wants to show the reader, why the characters change, and the qualities that the characters have that make them succeed or fail. (5) reading to discover and find out anything unusual, or unnatural about a character, what is funny in the story, or whether the story is true or not. (6) reading to find out whether

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<sup>25</sup> Wachida Herma Zunita, Pengaruh Kemampuan Membaca Pemahaman Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas Iv Sd Negeri Gugus Nyi Ageng Serang Semarang, 2016, <http://lib.unnes.ac.id/29267/1/1401412211.pdf>.

the character succeeds or lives by certain measures, whether we want to do what the character does, or work the way the character works in the story. (7) Reading to discover how the character changes, how his life differs from the life we know, how two stories have similarities, and how the character resembles the reader. In essence, what is meant by Tarigan is how the information obtained by the reader is addressed to his life. This goes back to individual readers, which information is useful for their lives and which information is not useful for their lives.<sup>26</sup>

### **3. Components of Reading Activities**

Reading consists of two components: A) the process of reading, and B) the product of reading.

#### **a. Reading Process**

Farida Rahim said that the reading process consists of 9 aspects, namely sensory, perceptual, sequence, experience, thought, Learning, Association, attitude, and Idea. Children learn to visually distinguish graphic symbols (letters or words) that are used to present oral material. Perceptual activity is explained by Farida Rahim, as the activity of knowing a word to a meaning based on experience. The sequence aspect is an activity following a series of linearly arranged writings, which generally appear on one page from left to right or from top to bottom.

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<sup>26</sup> Henry Guntur Tarigan. *Reading As A Language Skill*. In Other Words: Space. 2008.

## b. Reading Products

The second component of the reading activity is reading products. Explain that the product of reading is a communication of thoughts and emotions between the author and the reader. Communication can also occur from the construction of the reader through the integration of the knowledge that the reader already has with the information presented in the text. Communication in reading depends on understanding that is influenced by all aspects of the reading process.<sup>27</sup>

### 4. Narrative Text

Narrative text was a story that had a complication or problematic events, and it tried to find the resolutions to solve the problem. At the end of the story, it gave moral value to the students.<sup>28</sup>

According to Purba, a narrative was some kind of retelling, something that happened, and told a story. In addition, Anderson explained that narrative text was a text that related a series of events chronologically.<sup>29</sup>

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<sup>27</sup>Farida Rahim. *Teaching reading in elementary school*. Jakarta: PT Bumi Aksara.2008.

<sup>28</sup> Patria Ningsih, Rusdi Noor Rosa, and Universitas Negeri Padang, "Journal of English Language Teaching THE USE OF PAIRS CHECK STRATEGY IN TEACHING READING," *Journal of English Language Teaching* 8, no. 1 (2019): 1–12.

<sup>29</sup> Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Languageand Literary Studies*, 9(1), 27-30.

## **C. Vocabulary quest**

### **1. Definition of vocabulary quest**

In learning English, vocabulary is very important to master because it affects other English skills such as listening, reading, writing, and speaking. One method that can be used was to learn English through games. The use of games in the English learning process has several benefits, namely, teachers can deliver material more interestingly, students can more easily understand and remember the vocabulary taught, and interaction between teachers and students more actively causes students to be more motivated to learn. In addition, the use of games in class can create student-centered learning so that students can play a more active role in the learning process. The classroom atmosphere becomes more fun so that it can increase students' interest in learning.<sup>30</sup>

Vocabulary Quest was an advanced online game published "By Tillywig Media Awards on 16 June 2020 " for learning vocabulary and spelling It is great for fifth graders and above and it is also great for adults who want to improve their vocabulary. Games are designed to help improve students ' reading and vocabulary skills through the use of game elements. In this game, the student would be given a list of new words that may be found in a text or story. They would then be asked to interpret the words correctly. This game has several levels, each level has different tasks and challenges. At the initial level, students may be asked to match words with the right pictures. Once students have completed the level, they would progress

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<sup>30</sup> Maharaswati University Denpasar "Improving English vocabulary through Games for students of SMA Negeri 1 Penebel" no. February (2023).

to the next, more challenging level, such as filling in a sentence. During the game, students would get points and rewards when completing each level well. The points earned by students can be used to unlock more difficult levels and challenges, thus making the game more interesting and challenging. Vocabulary Quest helps students to hone their reading and vocabulary skills. By playing this game, students can expand and improve their vocabulary and understand how to use those new words in the right context. This Game can also help students improve their reading skills, as they have to read the words and their meanings carefully to be able to complete each level well. Thus, Vocabulary Quest can be one of the effective ways to help students improve their reading and vocabulary skills in a fun and interactive way.<sup>31</sup>

In the book "Learning Vocabulary in Another Language" by I.S.P. Nation an expert in the field of vocabulary learning. This book discusses strategies and methods that are effective in learning vocabulary in a second or foreign language. Nation describes a context-based approach to vocabulary learning, provides practical instructions on how to teach and learn vocabulary, and introduces techniques that can be used to improve vocabulary understanding and use. This book can be a valuable resource for teachers and students interested in vocabulary development.<sup>32</sup>

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<sup>31</sup> Vocabulary Quest 16 June 2020 <https://vocabularyquest.com/>

<sup>32</sup> Nation, I. S. P. "Learning Vocabulary in Another Language". Cambridge University Press. (2001).

## **2. Benefits of vocabulary quest**

There are several benefits of vocabulary quest, which are as follows:

1. Increase student motivation and engagement: vocabulary searches designed in the form of engaging games or challenges can increase student motivation and engagement in vocabulary learning.
2. Improve vocabulary retention and understanding: students can improve their retention and understanding of vocabulary, and can increase students ' motivation and engagement in vocabulary learning.
3. Developing vocabulary usage skills: Vocabulary Quest can assist students in developing contextual vocabulary usage skills and practicing vocabulary usage in relevant situations.<sup>33</sup>

## **3. Vocabulary quest steps**

Here are the steps of the Vocabulary Quest:

1. Choosing words that matter: Identify words that are important and relevant in the context of student learning.
2. Presenting words contextually: Introducing words in the context of a sentence or text provides a better understanding of the meaning and use of the words.

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<sup>33</sup> Tsai, Y. (2018). The Impact of Vocabulary Quest on Learners' Motivation and Vocabulary Learning. *Journal of Language Teaching and Research*, 9(6), 1212-1223



3. Using diverse learning techniques: using a variety of vocabulary learning techniques and strategies, such as repetition, visual depiction, Association, and association with personal experience.

4. Focuses on deep understanding: teaches not only the meaning of words in the target language but also their connotations, and ways of use in various contexts.

5. Encourage the use of words in context: Provide opportunities for students to use learned words in real context through speaking or writing exercises and activities.

6. Apply vocabulary acquisition skills: helps students develop skills to expand and consolidate their vocabulary through extensive reading, repeated exposure, and continuous comprehension.



## **Researcher Improvisation**

The developer improved vocabulary search steps as follows:

1. The researcher distributed one story text to each student.
2. Each student answered a multiple-choice question and interpreted the words in the story appropriately.
3. Students matched the words with the right pictures.
4. They filled in the blanks.
5. During the game, students earned points and rewards for completing each level well.
6. Points earned by students could be used to unlock the next level.
7. In meetings one to three, they collected as many points as possible.
8. Then, at the last meeting, which was the fourth, it was calculated who collected the most points and received a prize.

### **4. Vocabulary quest objectives**

The purpose of vocabulary quest was to improve students' understanding and use of vocabulary in the context of reading. By engaging students in interactive and contextual activities, Vocabulary Quest aims to expand students' vocabulary, to help students understand and use new vocabulary in the context of reading. So that students can understand the meaning of the words they read in the text or story they read.

#### D. Game in education

A game-based approach in education uses game elements and game design principles in the learning process. This approach aims to increase student engagement, motivation, and understanding of concepts through learning experiences that are interactive, fun, and relevant to everyday life.<sup>34</sup>

With the rapid development of information technology, a wide variety of media is available. The purpose of the development of Learning media today is one of them is to help stimulate students to the learning process. One of the activities that require learning media was learning English. Based on the results of data collection conducted at the case study site, namely Boston Course Indonesia, it was known that currently English material is presented using projection media with the help of projectors in displaying information so the development of other learning media was needed that was more interactive and interesting for course participants in learning English.<sup>35</sup>

Play was an important rule in a learning environment because it enhances a memorable learning experience, heightens students' mood in carrying out learning effectively and also holds students' attention, and encourages repetition of material as a result of pleasant events. In terms of learning, there are several things that teachers need to pay attention to including student memory. It can drastically reach

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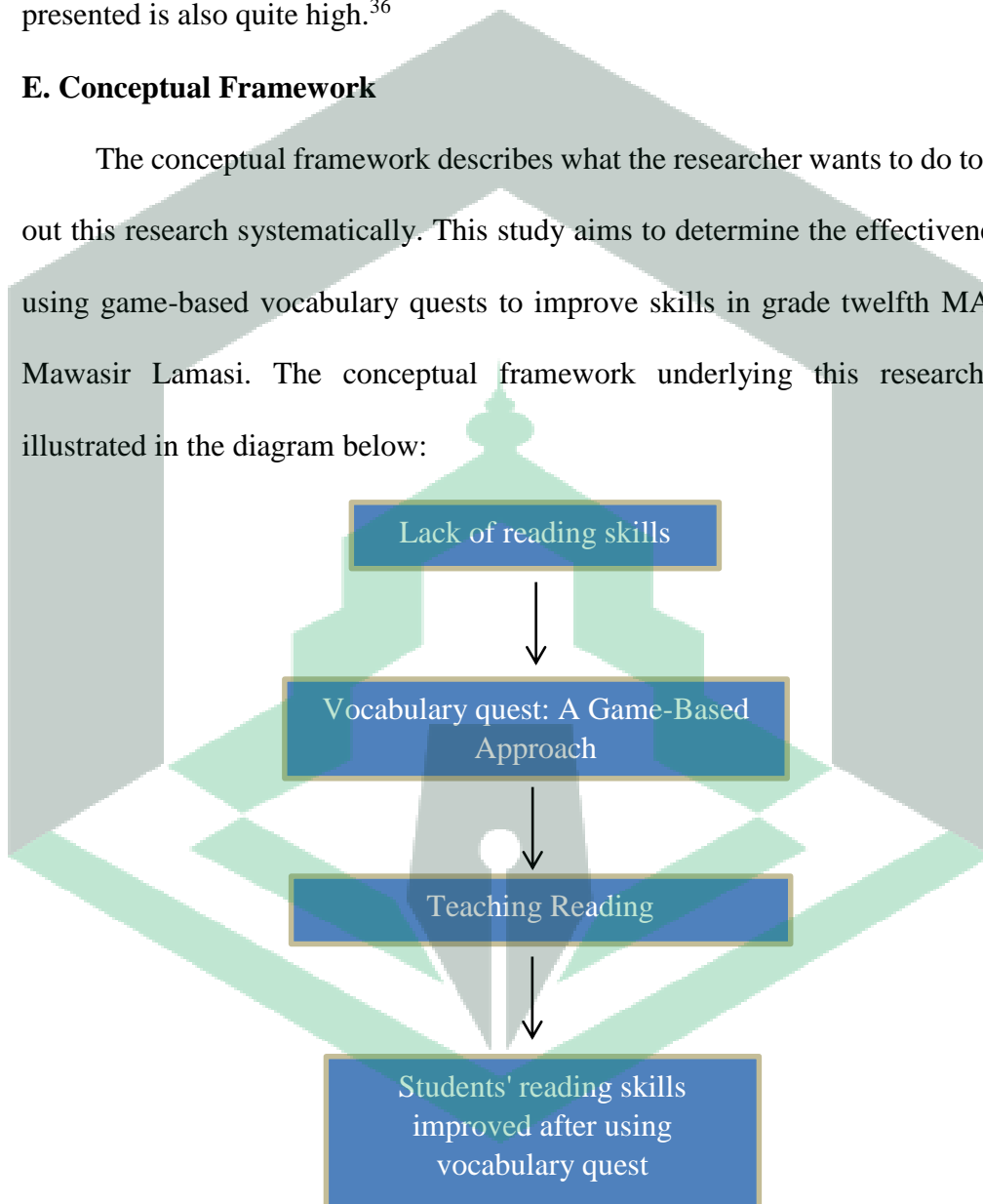
<sup>34</sup> Miller, C. (2018). *Play, Learning, and Children's Development: Everyday Life in Families and Transition to School*. Cambridge University Press.

<sup>35</sup> Reva Ragam Santika et al., "Implementasi Game Edukasi Belajar Bahasa Inggris Dengan Metode Game Development Life Cycle Dan Pendekatan Taksonomi Bloom," *Sebatik* 23, no. 2 (2019): 392–402.

80% if they do it themselves, even if it's just a simulation. Games (games) are something interesting and fun. With learning packaged in the game, students would feel comfortable, interested, and fun so that students ' memory of the material presented is also quite high.<sup>36</sup>

### E. Conceptual Framework

The conceptual framework describes what the researcher wants to do to carry out this research systematically. This study aims to determine the effectiveness of using game-based vocabulary quests to improve skills in grade twelfth MA AL-Mawasir Lamasi. The conceptual framework underlying this research was illustrated in the diagram below:



<sup>36</sup> Enjang A Juanda et al., “Dalam Upaya Meningkatkan Pemahaman Konsep Pada Mata Diklat Elektronika Dasar,” *Jurnal Pendidikan Teknologi dan Kejuruan* 21 (2012): 123–129.

The conceptual framework above showed the research process in teaching and learning. In this study, researcher identified a problem, which was the lack of reading skills in students. Subsequently, the researcher employed a game-based vocabulary search to enhance students' reading skills. Then, the researcher conducted reading instruction using vocabulary quest, and as a result of this teaching method, the researcher observed that the students' reading skills improved after the treatment.

#### **F. Hypothesis**

Based on the theory mentioned above, the hypotheses of this researcher were formulated as follows.

H<sub>1</sub>: Using game-based vocabulary quests was effective in improving reading skills for twelfth-grade MA AL-Mawasir Lamasi.

H<sub>0</sub>: Using game-based vocabulary quests was not effective in improving reading skills for twelfth grade MA AL-Mawasir Lamasi.

## CHAPTER III

### RESEARCH METHOD

#### A. Design of the Research

Pre-experimental design is a plan that covers only one group or class given pre-and post-tests. The design of one group pretest and posttest design is done for one group without any control group or comparator. The pre-experimental design includes only one group or class given pre and post-test. This one-group pre-test and post-test design consisted of one group without a control or treatment group. As for the pattern of Design Research, one group of pre-test and post-test, as follows:<sup>37</sup>

**Table 1. Pretest-Posttest Design**

<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
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**Notes:**

O<sub>1</sub>: Pre-test (Before Treatment)

X: Treatment

O<sub>2</sub>: Post-test (After treatment)

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<sup>37</sup> O Anlar MY Ağargün H Kara, "Pre-Experimental Design, True Experimental Design," *Paper Knowledge . Toward a Media History of Documents* 7, no. 2 (2014): 107–15.

## **B. Time and Place of Research**

### 1. Research Time

This research started on 09 august until 16 august 2023.

### 2. Location of the research

The research was conducted in grade twelfth MA Al-Mawasir Lamasi located in Lamasi, precisely in the village of Padang Kalua, Lamasi District, Luwu District, South Sulawesi.

## **C. Research Variables**

In conducting this research, researcher used two kinds of variables, namely the dependent variable and the independent variable.

1. Independent variable: Teach game-based vocabulary quest
2. Dependent variable: Students reading skills

## **D. Population and Sample**

### 1. Population

The population in that researcher was MA al-MAWASI Lamasi Class 12. There were 2 classes, namely IPA & IPS, and the number of students in Class 12 IPA was 13 students while Class 12 IPS had 21 students with a total of only 34 students divided into 2 classes.

### 2. Sample

The researcher used a purposive sampling technique in that researcher. Various factors led to the decision of the researcher to use this technique. The researcher observed that there were still many students in one class who were less

interested in reading, judging from the student report cards shown by the teacher, which indicated that there were still many students who had low scores in learning English. Therefore, a sample of 13 science students in Grade 12 was taken. Research Instruments were then employed.

### **E. Research Instruments**

The research instrument for this researcher was the reading test. Multiple-choice reading tests and essays were used as research instruments both before and after treatment was administered. The researcher aims to gather information about students' reading skills. Before applying the treatment, the researcher followed several steps to collect data. This Pre-test includes narrative text questions in the form of multiple choice and essays. The students were asked to answer questions accurately, identify relevant vocabulary, and provide interpretations. Further care is provided to students. After treatment, a post-test was conducted using narrative text questions in the form of multiple choice and essays. The Post-test aims to evaluate the student's reading ability, using statistical formulas for analysis.

### **F. Data Collection Procedure**

In collecting data, researcher used several procedures as follows:

#### **a. Pre-test**

Researcher have provided a pretext at the first meeting. Researcher have provided 20 multiple-choice questions and essays, then allocated 30 minutes for students to answer the questions based on their understanding. Its purpose is to ensure the reading ability of students before treatment.



## b. Treatment

After giving pre-test to students, the researcher gave treatment using vocabulary quest technique in four meetings and spent 60 Minutes in each meeting.

The treatment steps are as follows:

### **Opening Class**

- a. The teacher started the lesson by greeting, praying, checking the attendance list of students, and motivating students.
- b. The teacher gave warming up.

### **Running Classes**

1. The researcher begin learning by greeting and checking the presence of students.
2. The researcher asked how things were and explained the purpose and objectives of the researcher.
3. The researcher introduced vocabulary quest material.
4. The researcher provide topic-based vocabulary quest games.
5. The researcher distributed one text of the story to each student, then each student answered a multiple-choice question, and they were asked to correctly interpret the words in the story. This Game has multiple levels, each level has different tasks and challenges. At the initial level, students are asked to match words with the right pictures. Once students have completed the level, they move on to the next, more challenging level, such as filling in sentences. During the game, students earn points and rewards for completing each level well. The points earned by students can be

used to unlock more difficult levels and challenges, thus making the game more interesting and challenging. In the one-on-three meeting (1-3), they must collect as many points as possible from the previous value, then in the last meeting (4) it was calculated who collects the most points will get a prize.

6. Researcher announce who answered the most questions correctly and award points to students who answered the most questions correctly.

7. The researcher provides input, concludes, and closes the class.

### **Closing**

a. The researcher repeats the material and checks understanding

b. The researcher provides input and conclusions

### **Topics**

1. The Battle of Faith is a story that portrayed Aisha's relentless struggle in championing righteousness and disseminating Islamic principles. Through patience, kindness, and unwavering support for others, Aisha and Rania succeeded in motivating numerous individuals to lead lives marked by benevolence and to foster a deeper love for their religion. The objective is to offer a vivid and comprehensive portrayal of the characters, enabling students to enhance their reading skills and uncover new vocabulary.

2. Through this story, we are taught that faith was not only about individual actions but also about how we can spread grace and kindness to those around us,

regardless of the situation or limitations we face. The goal is to improve students' reading skills and increase vocabulary.

3. In the Journey of Kindness, stories about Ali and his friends spread in the village, and people began to be inspired by their deeds. More people began to help those in need around them. The more kindness and compassion there was, the more peaceful and happy the village was. The goal was to add new vocabulary by reading narrative text.

4. The message of kindness, telling about the kindness and spirit of Amira, the charity program was a success and brought happiness to the orphans. Amira and her friends learned about the importance of caring and kindness in living the teachings of Islam. The goal is to improve students' reading skills and gain new vocabulary.

#### c. Post-Test

After the administration of treatment, the researcher provide a Pre-test at the last meeting. The researcher gave a pre-test to every student in the class. The post-test procedure reflects the pre-test procedure. Researcher provided 20 multiple-choice questions and essays, then allocated 30 minutes for students to answer questions based on their understanding after treatment. Post-test results compared with pre-test results to determine the improvement and progress of students.

## G. Validity of the Research

In this researcher, before the researcher conducts research on the twelfth grade, the researcher makes the feasibility aspect of the validity of the test equipment. Then, the researcher asked the supervisors and lecturers who had been trusted to validate the problem to provide corrections and fill in the feasibility aspects. The questions are selected according to the level of students.

## H. Data Analysis Techniques

After collecting the data, the next step was to analyze the data. The data are pretest and post-test results. The data analysis technique involves several steps which are described as follows:

1. Scoring the student's correct answer by using the following formula :

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Classification of student grades based on the following classification<sup>38</sup>

**Table 2. Classification of score**

No.	Score	Classification
1.	86-100	Excellent
2.	71-85	Very good
3.	56-70	Good
4.	41-55	Average
5.	26-40	Poor
6.	≤25	Very poor

<sup>38</sup> Arikunto, S. *Development of research instruments and Program Assessment*. Yogyakarta: Pustaka Pelajar. (2017)

3. Calculate the percentage of the student's grade level by using the following formula:

$$P = \frac{f}{N} \times 100$$

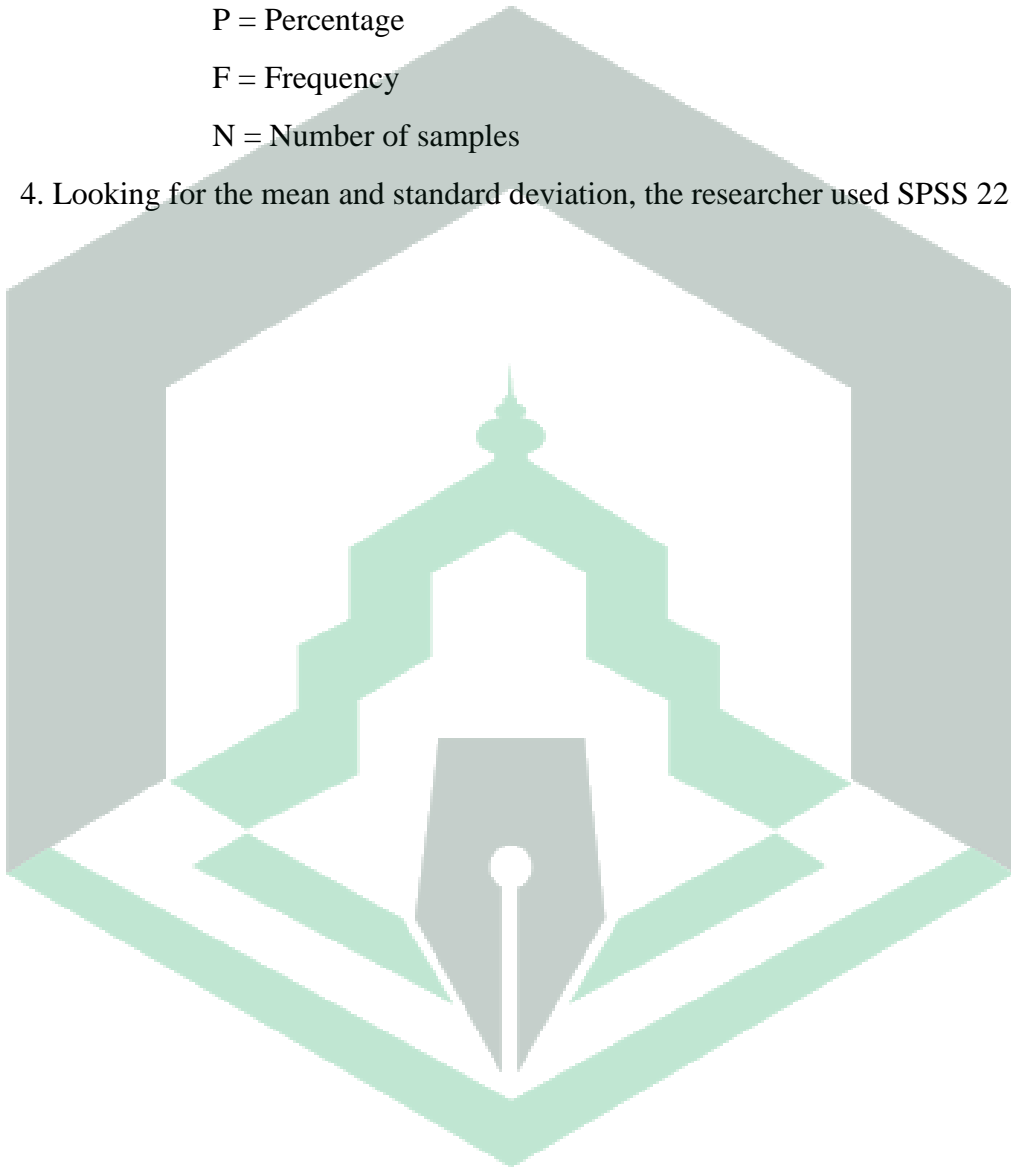
Note:

P = Percentage

F = Frequency

N = Number of samples

4. Looking for the mean and standard deviation, the researcher used SPSS 22.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter covers the conclusions and discussions derived from the study that examined the score and production in the setting of a school. By using The Vocabulary Quest game-based approach, explains the specifics related to the pre-test and post-test periods after the implementation of treatment.

#### A. Research Findings

In this case, the research looked at the students' pre- and post-test outcomes, as well as the mean score and standard deviation of those results. The key tools in this researcher were the data obtained from the pre-test and post-test evaluations of the students. The pre-test was completed before the application of the treatment, and the post-test was completed following its administration. Examining the students' results before and after the pre-test and post-test stages was part of the analysis.

##### 1. Pre-Test

In this section, the researcher show cased the total score of students' performance on the pre-test, along with the mean and standard deviation of the students' pre-test scores, and the percentage distribution of these scores. The researcher presented this information using tables and employed SPSS 22 to calculate the scores.

### Scoring of the student's Reading test in pre-test

**Table 4.1**

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	3	45	Average
2	S2	9	45	Average
3	S3	9	45	Average
4	S4	8	40	Poor
5	S5	8	40	Poor
6	S6	10	50	Average
7	S7	9	45	Average
8	S8	11	55	Average
9	S9	5	25	Very Poor
10	S10	12	60	Good
11	S11	7	35	Poor
12	S12	5	25	Very Poor
13	S13	12	60	Good

Table 4.1 displays the comprehensive pre-test scores of the students. Analysis revealed that in the pre-test assessment, two students received very poor grades, three received poor grades, six received average grades, and two received good grades. The mean value of student abilities was computed using SPSS 22. The outcomes are presented in the subsequent descriptive table:

**Table 4.2**

#### The mean score of students in the pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	13	25	60	43.85	11.209
Valid N (listwise)	13				

Table 4.2 shows descriptive statistics of students' pre-test scores. This table explains that the highest student score is 12 and the lowest is 5. It was also stated that the student's average pretrial grade was 43.85 with a standard deviation of 11.209.

**Table 4.3**

**Rate percentage of students scoring in the pre-test**

Classification	Score	Frequency	Percentage
Excellent	86-100	-	
Very Good	71-85	-	
Good	56-70	2	15%
Average	41-55	6	47%
Poor	26-40	3	23%
Very Poor	≤25	2	15%
Total		<b>13</b>	<b>100%</b>

Table 4.3 it can be seen that students' reading comprehension before being given treatment. Of all the students, there were 2 students (15%) who received very poor grades, 3 students (23%) who received poor grades, 6 students (47%) who received average grades, and 2 students (15%) who received good grades.

**2. Post-Test**

In this section, the researcher displays the total score of students' ability on the post-test, the mean and standard deviation of the students' post-test, and the percentage of students' post-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.



**Table 4.4**  
**Scoring of the Students' Reading Test in Post-test**

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	8	40	Poor
2	S2	8	40	Poor
3	S3	15	75	Very Good
4	S4	14	70	Good
5	S5	17	85	Very Good
6	S6	17	85	Very Good
7	S7	8	40	Poor
8	S8	16	80	Very Good
9	S9	14	70	Good
10	S10	15	75	Very Good
11	S11	18	90	Excellent
12	S12	17	85	Very Good
13	S13	18	90	Excellent

Table 4.4 shows students' overall pre-test scores. It was found that the Post-test scores showed that six students got very good grades, two students got good grades, two students got Excellent grades, and three students got bad grades. SPSS 22 is used to calculate the average value of student ability. The results can be seen in the descriptive table below:

**Table 4.5**  
**The mean score of students in the post-test**

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	13	40	90	71.15	18.947
Valid N (listwise)	13				

Table 4.5 shows descriptive statistics of students' Post-test scores. It can be explained that the highest student score is 18 and the lowest is 8. It is also stated that the average Post-test score of students was 71.15 with a standard deviation of 18.947.

**Table 4.6**

**Rate percentage of students scoring in post-test**

Classification	Score	Frequency	Percentage
Excellent	86-100	2	15%
Very Good	71-85	6	47%
Good	56-70	2	15%
Average	41-55	-	-
Poor	26-40	3	23%
Very Poor	≤25	-	-
Total		<b>13</b>	<b>100%</b>

Table 4.6 can be seen that the reading skills of students after treatment. Of all students, there were 2 students (15%) who received excellent grades, 6 students (47%) who received very good grades, 2 students (15%) who received good grades, and 3 students (23%) who received poor grades. This means that students' reading skills improve after using the game-based vocabulary quest. Looking at the students' average scores on the pretest and post-test, the researcher calculated them using SPSS 22. The results are presented in a table, descriptive statistics as follows:

**Table 4.7**

**The mean score and standard deviation in the pre-test and post-test**

	N	Minimum m	Maximum m	Mean	Std. Deviation
pretest	13	25	60	43.85	11.209
posttest	13	40	90	71.15	18.947
Valid N (listwise)	13				

Table 4.7 shows that the standard deviation in the pre-test is 11,209 and 18,947 in the post-test. It also shows that the average score of students in the pre-match is 43.85 and the average score of students in the post-test is 71.15. The results of the table above show that the average value of students on the post-test was

higher than the average value of students on the pre-test. It was concluded that using a game-based vocabulary quest is effective in improving reading skills.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the research used test analysis and calculated it by using SPSS 22. The result could be shown in the table of paired sample statistics, paired z-sample correlations, and paired sample t-test. It is presented in the following tables:

**Table 4.8**  
**The paired samples statistics of pre-test and post-test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	43.85	13	11.209	3.109
	posttest	71.15	13	18.947	5.255

**Table 4.9**  
**The paired samples correlation of pre-test and post-test**

		N	Correlation	Sig.
Pair 1	pretest & posttest	13	-.003	.992

**Table 4.10**  
**The pairs sample t-test**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-27.308	22.043	6.114	-40.628	-13.987	-4.467	12	.001

Table 4.10 shows the correlation of pre-test and post-test paired samples. T-test sample detail test results showed significant numbers between the pre-test and post-test in addition to significant values (tail 2)  $p = 0.000$ ,  $<0.05$ . The null hypothesis ( $H_1$ ) and this researcher were rejected, and the alternative hypothesis ( $H_0$ ) was accepted where there were significant differences between the two Tests. The results showed that vocabulary quests can improve students' reading skills.

$$4.467 > 2.179$$

## **B. Discussion**

The researcher was conducted to determine the improvement of students' vocabulary skills in narrative texts through game-based vocabulary quests. Description of the data collected vocabulary skills are needed by students to make it easier to understand the contents of the reading. The trick is to increase students' vocabulary by using vocabulary quests. By using vocabulary quest based games, students can improve their reading skills very well and fun because in addition to improving their reading skills, they can also play so that students feel enjoy while learning. The sample of this researcher is twelfth grade students of Ma Al-Mawasir Lamasi with a total of 13 students. Based on the results of data analysis, researcher concluded the efficacy of the use of vocabulary search methods. The students' pre-Test average score was 43.85, while their post-Test average score reached 71.15. As revealed by the data analysis, the standard deviation for the pre-test was 11.209, while for the post-test it was 18.974.

After providing treatment using vocabulary quest on students, researcher provide a post-test to ensure the improvement of students' reading skills in learning English. Researcher found that students were able to improve reading skills on narrative texts better than before administering treatment. The learning process in the classroom shows that the use of vocabulary quest is effective for teaching in terms of improving students' reading skills. During the classroom teaching and learning process, most students enjoy and understand when they apply this technique.

In the post-test, the researcher asks the students questions. The Post-test was conducted after giving four treatments to students. This is done to get the value of students' reading skills on the post-test and to determine the improvement of students' reading skills. Related to the analysis classification table and the percentage level of students on the post-test and the average value of students, researcher concluded that students' reading skills were higher than before treatment. Based on Table 4.6 comparing the results of pre-test and post-test students. During the initial introduction of the game-based vocabulary approach, students initially feel confused to learn using this method. Since the students are not yet familiar with English Vocabulary, 30-minute exercises are provided for them to complete under the guidance of the researcher.

The use of game-based techniques such as Vocabulary Quest has revolutionized the way we improve language learning and reading skills. This section highlights the impact and advantages of using vocabulary search to improve students' reading skills. By incorporating vocabulary growth into a game, this approach capitalizes on students' love for interactive and engaging tasks. Elements such as challenges, rewards, and achievement levels create a sense of accomplishment that motivates students to interact enthusiastically with the reading content. The study conducted by Silvia Hutabarat and Marwa Yasmine Zaidi entitled "Improving reading skills through Game techniques for First Grade Elementary School students" focuses on the use of Game techniques to improve students' reading comprehension skills. The study follows a class action research approach, which includes planning, action, observation, and reflection. The main

objective is to provide a detailed explanation of the effects of the use of Game techniques in improving students ' reading comprehension skills and changes in their behavior during and after learning activities.<sup>39</sup>

One of the primary strengths of the Vocabulary Quest technique in the context of reading skill development lies in its potential to facilitate contextual comprehension. The interactive nature of the game allows students to encounter new words within meaningful contexts, aiding in a deeper understanding of nuances, connotations, and usage patterns. This approach encourages students not only to memorize word definitions but also to apply these words in relevant situations, thereby promoting a more profound grasp of the language. This study is in line with the research conducted by Fauzi and Abdullah with the title "The Effect of Educational Games on Reading Comprehension" that involving students in educational games can help them understand reading texts better. The results of this study showed an improvement in reading comprehension skills among students who were involved in educational games compared to the control group who were not involved in the game. This conclusion was obtained after going through a data analysis that involved a comparison between students' reading comprehension scores before and after engaging in educational games. The results showed a

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<sup>39</sup> Hutabarat, Silvia, and Marwa Yasmine Zaidi. "Improving Reading Skill through Game Technique for the First Grade Elementary School Students." *JELITA: Journal of English Language Teaching and Literature* 2, no. 2 (2021): 130–139.

significant improvement in reading comprehension in the group using educational games.<sup>40</sup>

Furthermore, the vocabulary search approach aligns with the principles of learning by emphasizing active participation and experiential learning. Through direct engagement with words in a game environment, students can build their understanding of the meaning and use of words. In addition, Vocabulary Quest's adaptability makes it suitable for different types of learners. Educators can customize the game's content to suit different levels of reading proficiency, catering to students with different levels of understanding. Also, Aminuddin Hashemi stated in his study entitled "The Effects of Using Games on Teaching Vocabulary in Reading Comprehension: A Case of Gifted Students" that educational games have been used extensively in educational environments for many years to help students retain their vocabulary. Learning vocabulary is seen as an important component in learning any target language as it is one of the subskills of the English language. Therefore, this study at Takhar University tried to investigate how the use of games to teach vocabulary affects the reading comprehension of freshmen. The findings of this study reveal that using games is effective and beneficial for teaching vocabulary in reading comprehension.<sup>41</sup>

Vocabulary Quest has significant potential to improve reading skills. Harnessing the allure of gameplay, this approach turns the process of enriching

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<sup>40</sup> Fauzi, A. M., & Abdullah, N. H. (2017). The Effect of Educational Game on Reading Comprehension. *Journal of Educational Technology & Society*, 20(1), 169-179.

<sup>41</sup> Aminuddin HASHEMI, "The Effects of Using Games on Teaching Vocabulary in Reading Comprehension: A Case of Gifted Students," *Journal for the Education of Gifted Young Scientists* 9, no. 2 (2021): 151–160.



vocabulary into a fun and effective learning experience. While challenges in instructional design and alignment need to be addressed, this approach offers a promising way to foster a deep understanding of text readability, engagement, and motivation among students. According to Dodi Erwin Prasetyo's research on "Digital Games for Learning Reading Skills," the use of digital video games for improving reading skills is rare. This study highlights three key points. Firstly, combining reading skills with digital games should consider game values, patterns, and reading components. Secondly, the teaching approach should reflect on game instruction, teacher, and student roles. Lastly, integrating games and reading skills has potential positive and negative effects, both psychologically and pedagogically.<sup>42</sup>

The use of game-based techniques such as Vocabulary Quest has revolutionized the way we improve language learning and reading skills. This section highlights the impact and advantages of using vocabulary search to improve students' reading skills. By incorporating vocabulary growth into a game, this approach capitalizes on students' love for interactive and engaging tasks. Elements such as challenges, rewards, and achievement levels create a sense of accomplishment that motivates students to interact enthusiastically with the reading content. The study conducted by Silvia Hutabarat and Marwa Yasmine Zaidi entitled "Improving Reading Skills through Game Techniques for First Grade Elementary School students" focuses on the use of Game techniques to improve

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<sup>42</sup> Dodi Erwin Prasetyo, "The Digital Game for the Learning of Reading Skill," *PAROLE: Journal of Linguistics and Education* 12, no. 1 (2022): 50–59.

students' reading comprehension skills. The study follows a class action research approach, which includes planning, action, observation, and reflection. The main objective is to provide a detailed explanation of the effects of the use of Game techniques in improving students' reading comprehension skills and changes in their behavior during and after learning activities.<sup>43</sup>

However, there are also some considerations that need to be addressed when using this approach. First, it was crucial to ensure that the games used effectively support the learning goals and are relevant to the vocabulary material being taught. Additionally, it's important to recognize that the competitive nature of some games may not be suitable for all students, so it's worth exploring inclusive alternatives. Maxwell Hart, Hadi Hosseini, and Mehrnaz Mostafapour, in their researcher titled "Games On Exploring the Effectiveness of Game-based Learning," also mention that game-based learning has emerged as an innovative teaching technique that can enhance student motivation, emotional engagement, and enjoyment.<sup>44</sup>

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<sup>43</sup> Hutabarat, Silvia, and Marwa Yasmine Zaidi. "Improving Reading Skill through GameTechnique for the First Grade Elementary School Students." *Jelita: Journal of English Language Teaching and Literature* 2, no. 2 (2021): 130–139.

<sup>44</sup> Hartt, Maxwell, Hadi Hosseini, and Mehrnaz Mostafapour. "Game On: Exploring the Effectiveness of Game-Based Learning." *Planning Practice and Research* 35, no. 5 (2020): 589–604. <https://doi.org/10.1080/02697459.2020.1778859>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The discussion in this chapter indicated conclusions and some suggestions related to the findings and the application of the research

#### A. CONCLUSION

After using a game-based vocabulary search to apply the treatment, students' scores on the post-test were higher than students' scores on the pretest. The pre-Test average score was 43.85 and the post-Test average score was 71.15. To (count) is found more than  $t_t$  ( $t_{table}$ ),  $t_o > t_t$ ,  $4,467 > 2,179$ . The null hypothesis ( $H_1$ ) is accepted, while the alternative hypothesis ( $H_o$ ) was rejected. There were substantial differences in improving students' reading skills before and after treatment. It can be concluded that the incorporation of game elements into reading learning has great potential to improve student learning outcomes. This approach not only offers an engaging and interactive approach, but also has benefits in motivating students to actively participate in the learning process.

#### B. SUGGESTIONS

The success of teaching depends not only on the lesson program but also on how the teacher presents the lesson and uses the game-based vocabulary quest method to manage the class with more life and fun. This method also helps teachers, providing many opportunities for students to be active in the learning process. There are some suggestions for teachers and students about teaching reading using game-based vocabulary quests, as follows:

### 1. For English Teachers

The technique of teaching reading using vocabulary search can improve students' vocabulary skills in narrative texts, it was recommended that English teachers incorporate this technique into their English classes to help students improve their reading skills more effectively. Teachers can actively engage students in the process of teaching reading through game-based vocabulary searches. The limitation in the context of this game was that students used the data first and then accessed the game, and then the teacher or researcher next understand the game so that students could easily understand when the game was explained. They can encourage students to support each other and collaborate, allowing them to ask questions, engage in discussions, and successfully complete games.

### 2. For the students

Using game-based vocabulary searches can indeed improve students' reading skills. This approach includes skills to help students understand what they are reading by utilizing vocabulary search-based games in which students can meticulously interpret words in a narrative text. This teaching technique not only improves vocabulary skills but also makes learning fun as students can improve their vocabulary while playing and competing with their peers, creating a fun and engaging classroom atmosphere.

### 3. For the other researchers

The results of this study can be basic information for future research on the use of game-based vocabulary search to improve students' vocabulary skills. As a

suggestion, other researcher are encouraged to develop more appropriate and enjoyable activities other than those described in the study. The limitations identified in this researcher can be overcome through innovative approaches that make the learning experience more enjoyable for students.



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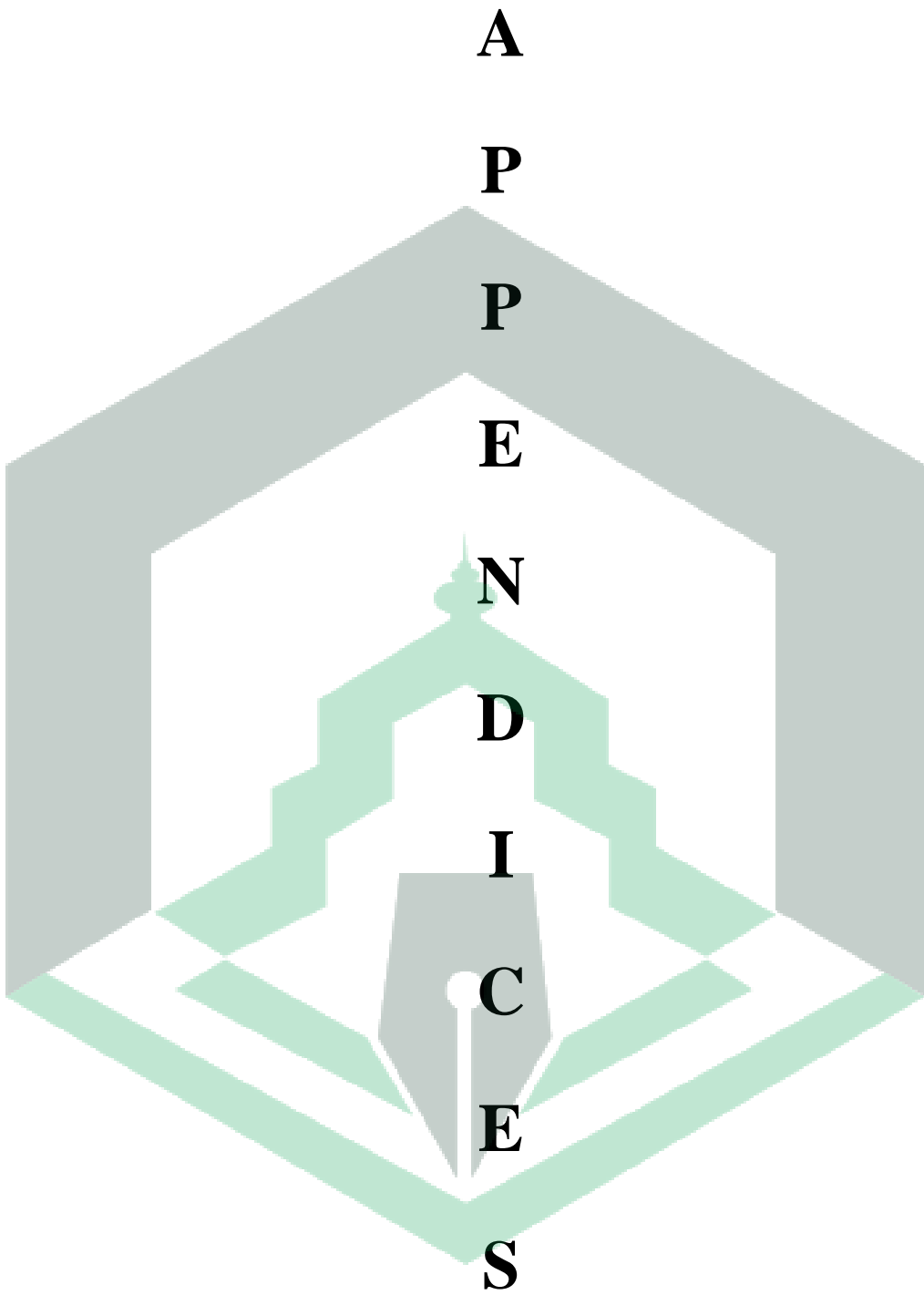
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**APPENDIX I**  
**LESSON PLAN**  
**PPP LESSON PLAN**

**First Meeting**

<b>CLASS/LEVEL</b>	<b>12<sup>th</sup> GRADE OF SENIOR HIGH SCHOOL/MA AL-MAWASIR LAMASI</b>
<b>MEETING</b>	<b>1 (First)</b>
<b>TOPIC</b>	<b>THE BATTLE OF FAITH</b>
<b>OBJECTIVES</b>	<b>Students Are Expected To Be Able To Understand Vocabulary Quest To Improve Reading Skills In English Learning</b>
<b>VOCABULARIES</b>	<b>The Battle, Faith, Struggle, Doubt, Belief, Strength &amp; Courage</b>
<b>MATERIALS</b>	<b>Marker, Whiteboard, &amp; Paper</b>
<b>TIME</b>	<b>60 MINUTES</b>
<b>POTENTIAL PROBLEM</b>	<b>Lack Of Vocabulary, Large Class, Etc.</b>

**Present:** Get SS ready to discuss the topic (activate background knowledge).  
 Review language, and if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>Greetings</b></p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? Before we study let's pray together</p> <p><b>Attention grabber</b></p> <p>T: If I say Hello... You have to say hi!</p> <p>T: Hello...</p> <p>SS: Hi!</p>	T-SS	5 minutes

<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students about what materials to study</li> </ul>		
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher explains the material about Vocabulary Quest a game-based approach</li> </ul>	TTT	15 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> <li>1) The teacher will introduce materials on Vocabulary Quest a game-based approach</li> <li>2) The teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning of the teacher</li> <li>3) The teacher will only give answers to questions about five or eight words or phrases</li> <li>4) The teachers create groups to make students work together on the problems given and find the meaning of the vocabulary they read in the story</li> </ol>	T-SS SS-SS	30 minutes

<p>5) Each group writes as much vocabulary contained in the story as they want to know the meaning. After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>6) The Teacher will ask the students to write down the words they know the meaning of, then let the students engage and ask about the vocabulary they get in a story. once translated together, it will be calculated who answers the most questions and will be awarded points. points will be accumulated until the end of the meeting and at the end of the meeting it will be calculated who has the most points will get a prize</p>		
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**Produce:** Production activities allow the student to use new vocabulary independently to construct new dialogues and conversations.

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>- The teacher repeats the material and checks the understanding of the vocabulary quest.</li> <li>- The teacher provides input and conclusions</li> </ul>	T-SS	10 minutes

## PPP LESSON PLAN

### Second Meeting

<b>CLASS/LEVEL</b>	<b>12<sup>th</sup> GRADE OF SENIOR HIGH SCHOOL/MA AL-MAWASIR LAMASI</b>
<b>MEETING</b>	<b>2 (second)</b>
<b>TOPIC</b>	<b>MERCY IN PATIENCE</b>
<b>OBJECTIVES</b>	<b>Students Are Expected To Be Able To Understand Vocabulary Quest To Improve Reading Skills In English Learning</b>
<b>VOCABULARIES</b>	<b>Charity work, Sincerity, Orphanage, Worship, Mercy And Kindness</b>
<b>MATERIALS</b>	<b>Marker, Whiteboard, &amp; Paper</b>
<b>TIME</b>	<b>60 MINUTES</b>
<b>POTENTIAL PROBLEM</b>	<b>Lack Of Vocabulary, Large Class, Etc.</b>

**Present:** Get SS ready to discuss the topic (activate background knowledge).  
Review language, and if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>Greetings</b></p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? Before we study let's pray together</p> <p><b>Attention grabber</b></p> <p>T: If I say Hello... You have to say hi!</p> <p>T: Hello...</p> <p>SS: Hi!</p>	T-SS	5 minutes

<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students about what materials to study</li> </ul>		
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher explains the material about Vocabulary Quest a game-based approach</li> </ul>	TTT	15 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>7) The teacher will introduce materials on Vocabulary Quest a game-based approach</p> <p>8) The teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning of the teacher</p> <p>9) The teacher will only give answers to questions about five or eight words or phrases</p> <p>10) The teachers create groups to make students work together on the problems given and find the meaning of the vocabulary they read in the story</p>	<p>T-SS</p> <p>SS-SS</p>	30 minutes

<p>11) Each group writes as much vocabulary contained in the story as they want to know the meaning. After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>12) The Teacher will ask the students to write down the words they know the meaning of, then let the students engage and ask about the vocabulary they get in a story. once translated together, it will be calculated who answers the most questions and will be awarded points. points will be accumulated until the end of the meeting and at the end of the meeting it will be calculated who has the most points will get a prize</p>		
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**Produce:** Production activities allow the student to use new vocabulary independently to construct new dialogues and conversations.

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>- The teacher repeats the material and checks the understanding</li> <li>- The teacher provides input and conclusions</li> </ul>	T-SS	10 minutes

## PPP LESSON PLAN

### Third Meeting

<b>CLASS/LEVEL</b>	<b>12<sup>th</sup> GRADE OF SENIOR HIGH SCHOOL/MA AL-MAWASIR LAMASI</b>
<b>MEETING</b>	<b>3 (Thirth)</b>
<b>TOPIC</b>	<b>THE JOURNEY OF KINDNESS</b>
<b>OBJECTIVES</b>	<b>Students Are Expected To Be Able To Understand Vocabulary Quest To Improve Reading Skills In English Learning</b>
<b>VOCABULARIES</b>	<b>Loneliness, Condition, Dirty, Needs, Happy and Affection</b>
<b>MATERIALS</b>	<b>Marker, Whiteboard, &amp; Paper</b>
<b>TIME</b>	<b>60 MINUTES</b>
<b>POTENTIAL PROBLEM</b>	<b>Lack Of Vocabulary, Large Class, Etc.</b>

**Present:** Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>Greetings</b></p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? Before we study let's pray together</p> <p><b>Attention grabber</b></p> <p>T: If I say Hello... You have to say hi!</p> <p>T: Hello...</p> <p>SS: Hi!</p>	T-SS	5 minutes

<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students about what materials to study</li> </ul>		
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher explains the material about Vocabulary Quest a game-based approach</li> </ul>	TTT	15 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>13) The teacher will introduce materials on Vocabulary Quest a game-based approach</p> <p>14) The teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning of the teacher</p> <p>15) The teacher will only give answers to questions about five or eight words or phrases</p> <p>16) The teachers create groups to make students work together on the problems given and find the meaning of the vocabulary they read in the story</p>	<p>T-SS SS-SS</p>	30 minutes



<p>17) Each group writes as much vocabulary contained in the story as they want to know the meaning. After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>18) The Teacher will ask the students to write down the words they know the meaning of, then let the students engage and ask about the vocabulary they get in a story. once translated together, it will be calculated who answers the most questions and will be awarded points. points will be accumulated until the end of the meeting and at the end of the meeting it will be calculated who has the most points will get a prize</p>		
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**Produce:** Production activities allow the student to use new vocabulary independently to construct new dialogues and conversations.

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>- The teacher repeats the material and checks the understanding</li> <li>- The teacher provides input and conclusions</li> </ul>	T-SS	10 minutes

## PPP LESSON PLAN

### Fourth Meeting

<b>CLASS/LEVEL</b>	<b>12<sup>th</sup> GRADE OF SENIOR HIGH SCHOOL/MA AL-MAWASIR LAMASI</b>
<b>MEETING</b>	<b>4 (Fourth)</b>
<b>TOPIC</b>	<b>MESSAGE OF KINDNESS</b>
<b>OBJECTIVES</b>	<b>Students Are Expected To Be Able To Understand Vocabulary Quest To Improve Reading Skills In English Learning</b>
<b>VOCABULARIES</b>	<b>Participate, Praise, Sadness, Indifference And Donation collection</b>
<b>MATERIALS</b>	<b>Marker, Whiteboard, &amp; Paper</b>
<b>TIME</b>	<b>60 MINUTES</b>
<b>POTENTIAL PROBLEM</b>	<b>Lack Of Vocabulary, Large Class, Etc.</b>

**Present:** Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>Greetings</b></p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? Before we study let's pray together</p> <p><b>Attention grabber</b></p> <p>T: If I say Hello... You have to say hi!</p> <p>T: Hello...</p> <p>SS: Hi!</p>	T-SS	5 minutes

<p><b>Lead in</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students about what materials to study</li> </ul>		
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher explains the material about Vocabulary Quest a game-based approach</li> </ul>	TTT	15 minutes

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>19) The teacher will introduce materials on Vocabulary Quest a game-based approach</p> <p>20) The teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning of the teacher</p> <p>21) The teacher will only give answers to questions about five or eight words or phrases</p> <p>22) The teachers create groups to make students work together on the problems given and find the meaning of the vocabulary they read in the story</p>	<p>T-SS SS-SS</p>	30 minutes

<p>23) Each group writes as much vocabulary contained in the story as they want to know the meaning. After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>24) The Teacher will ask the students to write down the words they know the meaning of, then let the students engage and ask about the vocabulary they get in a story. once translated together, it will be calculated who answers the most questions and will be awarded points. points will be accumulated until the end of the meeting and at the end of the meeting it will be calculated who has the most points will get a prize</p>		
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**Produce:** Production activities allow the student to use new vocabulary independently to construct new dialogues and conversations.

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>- The teacher repeats the material and checks the understanding</li> <li>- The teacher provides input and conclusions</li> </ul>	T-SS	10 minutes

**APPENDIX II**  
**Pre-Test and Post-Test**

**Pre-Test**

Name : **NESA AULIA**

Class : **XII IPA**

**Read the story below.**

**"Stories: The Journey of Faith"**

Ali, a 16-year-old Muslim teenager, lives in a small village in the countryside. Despite his modest surroundings, Ali grew up in a religious family. He went to the mosque daily to pray and recite the Koran. One day, Ali heard the news of a famous scholar who would lecture in a big city. He was very interested and eager to listen to the lecture. However, the problem was that Ali needed more money to go to the city. Ali decides to find a job while saving money for a trip to the city. He volunteered to help his neighbors with household chores and fieldwork. Every day, Ali worked hard and collected every money he earned.

After a few months, Ali raised enough money to go to the city. He is very excited and well-prepared. Full of gratitude, Ali went to the city to listen to the famous scholar's lecture. *Ali met many people in the city who shared his passion and love for religion. He listened to a lecture full of wisdom and increased his knowledge of Islam. After the lecture, Ali felt inspired and had a new spirit for practicing religion.*

Ali returned to his village with a heart full of gratitude and happiness. He shares his stories and travel experiences with his family and friends. Ali promised to continue to learn and improve his faith and devotion to Allah.

**Answer the multiple-choice numbers 1-10 below correctly!**

1. What is the main theme in the story "Journey Of Faith"?

- a. Courage
- b. Friendship
- c. Success

d. Faith

2. Why does Ali want to go to the big city?

- a. To find a job
- b. To listen to the lectures of famous scholars
- c. For a vacation
- d. To meet his old friends

3. How did Ali get money for a trip to the city?
- a. Saving money from monthly pocket money
  - b. Borrowing money from friends
  - c. Work and save money as a result
  - d. Ask for help from parents

4. What did Ali feel after listening to the lectures of famous scholars?
- a. Disappointed
  - b. Not interested
  - c. Inspired
  - d. Bored

5. What did Ali do after returning to his village?
- a. Forgetting the experience
  - b. Share your travel experiences with family and friends
  - c. Looking for a job in the village
  - d. Buying gifts for himself

6. What does this story teach us about the importance of faith?
- a. Faith is important only on trips out of town
  - b. Faith helps a person find a job
  - c. Faith gives motivation and inspiration in life
  - d. Faith has no effect in everyday life

7. What did Ali do to earn money?
- a. Begging on the streets
  - b. Work in the fields and help neighbors

- c. Selling personal items
- d. Asking for help from others

8. What made Ali feel inspired in ulama's lectures?

- a. Message about the importance of togetherness
- b. Inspirational stories in everyday life ✓
- c. Commandments in search of material wealth
- d. Advice to leave religion

9. What did Ali do to prepare himself before going to the city?

- a. Learn about the history of the city
- b. Read a book about travel in the city
- c. Planning travel plans with friends ✗
- d. Make sure you are spiritually and mentally prepared

10. What is the end of the "journey of faith"?

- a. Ali lost his money on the trip
- b. Ali met famous scholars and became his student ✗
- c. Ali returns to his village with renewed vigor
- d. Ali decided to move to a big city

**For questions number 11 to 16, translate the words below:**

11. Faith : iman ✓

12. Religious obedience : ketaatan beragama ✓

13. Reciting the Quran : membaca Quran ✓

14. Gratitude : Terima kasih ✗

15. Lecture : kuliah ✓

16. Piety : kesalehan ✓

Fill in the blank dots below match what vocabulary corresponds to the sentence!

17. Ali had no ..... to go to the city!

a. Saving

b. Money

c. Prayer

18. Ali returned to his village with a heart full of ..... and happiness!

a. Gratitude

b. Job

c. Piety

19. He shares his ..... and travel experiences with his family and friends.

a. Knowledge

b. Spirit

c. Stories

20. He was very interested and eager to listen to the .....

a. Lecture

b. Faithfulness

c. Faith

$$\frac{12}{20} \times 100 = (60)$$



## Pre-Test

Name : ASRURI

Class : XI IPA

Read the story below.

### "Stories: The Journey of Faith"

Ali, a 16-year-old Muslim teenager, lives in a small village in the countryside. Despite his modest surroundings, Ali grew up in a religious family. He went to the mosque daily to pray and recite the Koran. One day, Ali heard the news of a famous scholar who would lecture in a big city. He was very interested and eager to listen to the lecture. However, the problem was that Ali needed more money to go to the city. Ali decides to find a job while saving money for a trip to the city. He volunteered to help his neighbors with household chores and fieldwork. Every day, Ali worked hard and collected every money he earned.

After a few months, Ali raised enough money to go to the city. He is very excited and well-prepared. Full of gratitude, Ali went to the city to listen to the famous scholar's lecture. Ali met many people in the city who shared his passion and love for religion. He listened to a lecture full of wisdom and increased his knowledge of Islam. After the lecture, Ali felt inspired and had a new spirit for practicing religion.

Ali returned to his village with a heart full of gratitude and happiness. He shares his stories and travel experiences with his family and friends. Ali promised to continue to learn and improve his faith and devotion to Allah.

Answer the multiple-choice numbers 1-10 below correctly!

1. What is the main theme in the story "Journey Of Faith"?

- a. Courage
- b. Friendship
- c. Success
- d. Faith

2. Why does Ali want to go to the big city?

- a. To find a job
- b. To listen to the lectures of famous scholars
- c. For a vacation
- d. To meet his old friends



3. How did Ali get money for a trip to the city? a. Saving money from monthly pocket money

- b. Borrowing money from friends
- c. Work and save money as a result
- d. Ask for help from parents



4. What did Ali feel after listening to the lectures of famous scholars?

- a. Disappointed
- b. Not interested
- c. Inspired
- d. Bored



5. What did Ali do after returning to his village?

- a. Forgetting the experience
- b. Share your travel experiences with family and friends
- c. Looking for a job in the village
- d. Buying gifts for himself



6. What does this story teach us about the importance of faith? a. Faith is important only on trips out of town

- b. Faith helps a person find a job
- c. Faith gives motivation and inspiration in life
- d. Faith has no effect in everyday life



7. What did Ali do to earn money?

- a. Begging on the streets



- b. Work in the fields and help neighbors
- c. Selling personal items
- d. Asking for help from others

8. What made Ali feel inspired in ulama's lectures?

- a. Message about the importance of togetherness
- b. Inspirational stories in everyday life
- c. Commandments in search of material wealth
- d. Advice to leave religion

9. What did Ali do to prepare himself before going to the city?

- a. Learn about the history of the city
- b. Read a book about travel in the city
- c. Planning travel plans with friends
- d. Make sure you are spiritually and mentally prepared

10. What is the end of the "journey of faith"?

- a. Ali lost his money on the trip
- b. Ali met famous scholars and became his student
- c. Ali returns to his village with renewed vigor
- d. Ali decided to move to a big city

**For questions number 11 to 16, translate the words below:**

11. Faith : iman ✓

12. Religious obedience : agama ✗

13. Reciting the Quran : al-Qur'an ✗

14. Gratitude : syukur ✓

15. Lecture : pelajar ✗

16. Piety : soleh ✓

Fill in the blank dots below match what vocabulary corresponds to the sentence!

17. Ali had no ..... to go to the city!

a. Saving

b. Money

Prayer

18. Ali returned to his village with a heart full of ..... and happiness!

a. Gratitude

Job

c. Piety

19. He shares his ..... and travel experiences with his family and friends.

a. Knowledge

Spirit

c. Stories

20. He was very interested and eager to listen to the .....

Lecture

b. Faithfulness

c. Faith

$$\frac{5}{20} \times 100 = (25)$$



## Treatment

Name : ~~Rozhan~~ A.S

Class : XII IPA

Answer the multiple-choice numbers 1-10 below correctly!

### "The Battle Of Faith"

In high school, there was a girl named Aisha. He was a devout teenager and always tried to live the teachings of Islam in his daily life. Aisha always shared her knowledge of Islam with her friends with great affection. One day, Aisha hears the news that one of her friends, Rania, is having a hard time in her life. Rania is facing family problems that make her feel down and hopeless. Without hesitation, Aisha decided to help Rania in a way that was in accordance with the teachings of Islam.

Aisha picks up Rania after school and takes her to the mosque. There, Aisha asks Rania to speak to the mosque's imam, who is also a spiritual counselor. Rania shared her story with the imam and found strength in the advice and support provided. Furthermore, Aisha invited Rania to join in Islamic activities that she participated in, such as recitation and social activities in the neighborhood. Rania finally found a supportive environment and welcomed her with open arms. He began to improve himself and rediscover his zest for life.

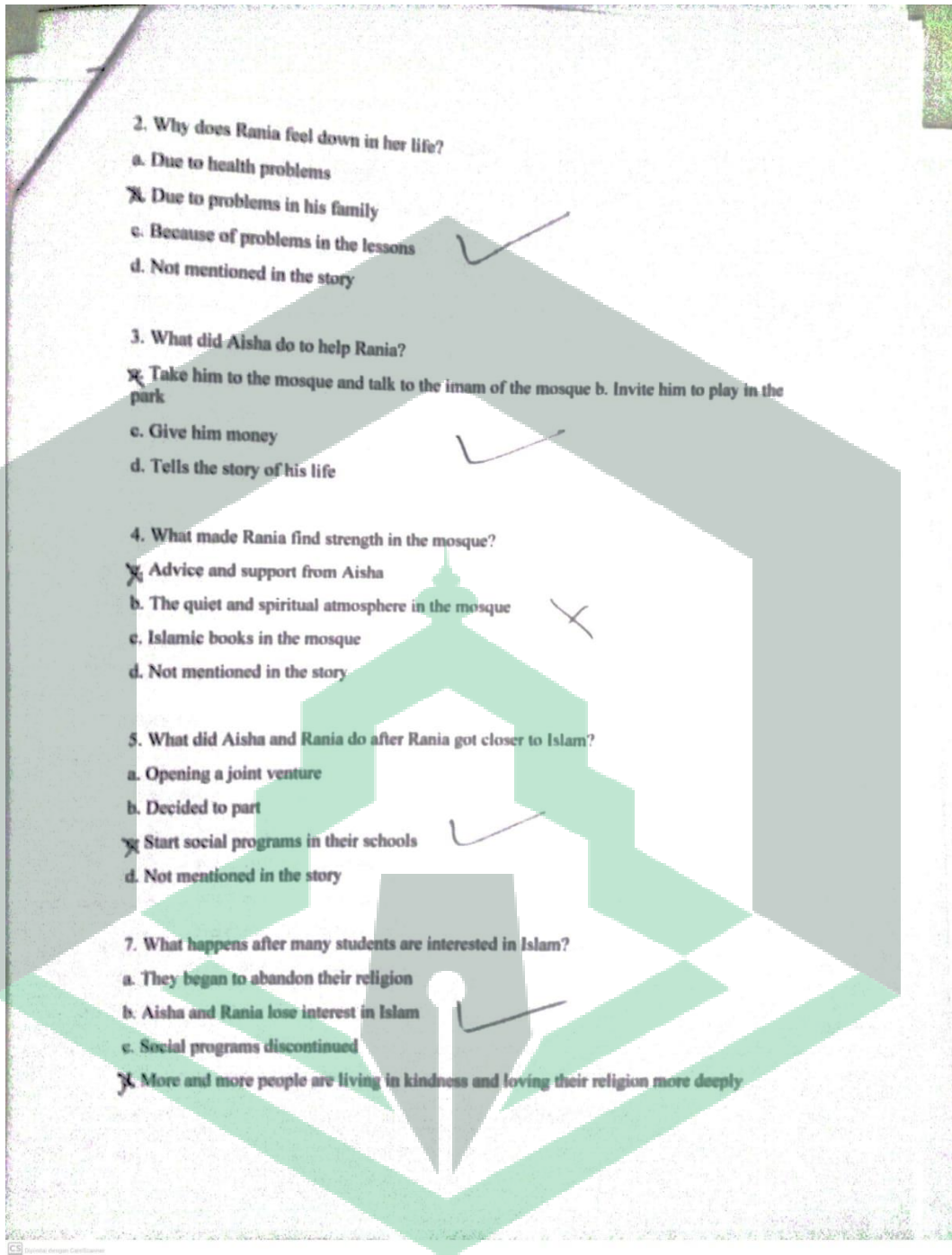
As Rania grew closer to Islam, Aisha continued to support and inspire her. The two of them often discussed the teachings of Islam and encouraged each other to improve their worship. Their closeness in deepening faith made them influence each other positively. Not long after, Aisha and Rania decided to start a social program at their school. They want to introduce Islamic values to their classmates and promote useful activities. The Program includes charity events, religious seminars, and group discussions on Islamic topics. Through this social program, many students became interested in Islam and felt inspired by the spirit of Aisha and Rania. They begin to understand the importance of kindness, cooperation, and maintaining religious values in everyday life.

The story depicts Aisha's struggle in fighting for good and spreading Islamic values. With patience, kindness, and support for others, Aisha and Rania managed to inspire many people to live in kindness and love their religion more deeply.

1. What is the name of the main character in this story?

- a. Aisha
- b. Rania
- c. The Imam Of The Mosque
- d. Schoolgirls





8. What is the main lesson of this story?

- a. Keeping religious values only in the mosque
- b. Kindness and support to others
- c. Leaving religion when faced with problems
- d. Not doing social activities at school

9. What makes students interested in Islam?

- a. Academic achievements of Aisha and Rania
- b. Religious seminars held
- c. Group discussions on Islamic topics
- d. All of the above answers are correct

10. How does this story teach us about Islam?

- a. Teaches us to be positive changes in life
- b. Teaches us about the importance of maintaining religious values
- c. Teaches us about the importance of kindness and cooperation
- d. All of the above answers are correct

Essay :

For numbers 11 to 15, translate those words into Indonesian!

- 11. knowledge : Pengetahuan
- 12. Participated : Berpartisipasi
- 13. Improve : Tingkatkan
- 14. Hopeless : Putus asa
- 15. Kindness : kebaikan



Match the vocabulary below with the corresponding image!

16. Discussion :



a.



b.



c.



17. Religious :

18. Teenager :

Select the correct answer!

19. Aisha picks up Rania after school and takes her to the .....

- a. School
- b. Mosque
- c. group



20. Rania is facing ..... problems that make her feel down and hopeless!

- a. Friends
- b. Enemy
- c. Family



$$\frac{17}{20} \times 100 = 85$$

## Pre-Test

Name : SHAKILA RIZKI

Class : XII IPA

Read the story below.

### "Stories: The Journey of Faith"

Ali, a 16-year-old Muslim teenager, lives in a small village in the countryside. Despite his modest surroundings, Ali grew up in a religious family. He went to the mosque daily to pray and recite the Koran. One day, Ali heard the news of a famous scholar who would lecture in a big city. He was very interested and eager to listen to the lecture. However, the problem was that Ali needed more money to go to the city. Ali decides to find a job while saving money for a trip to the city. He volunteered to help his neighbors with household chores and fieldwork. Every day, Ali worked hard and collected every money he earned.

After a few months, Ali raised enough money to go to the city. He is very excited and well-prepared. Full of gratitude, Ali went to the city to listen to the famous scholar's lecture. Ali met many people in the city who shared his passion and love for religion. He listened to a lecture full of wisdom and increased his knowledge of Islam. After the lecture, Ali felt inspired and had a new spirit for practicing religion.

Ali returned to his village with a heart full of gratitude and happiness. He shares his stories and travel experiences with his family and friends. Ali promised to continue to learn and improve his faith and devotion to Allah.

**Answer the multiple-choice numbers 1-10 below correctly!**

1. What is the main theme in the story "Journey Of Faith"?
- a. Courage
  - b. Friendship
  - c. Success
  - d. Faith

2. Why does Ali want to go to the big city?

- a. To find a job
- b. To listen to the lectures of famous scholars
- c. For a vacation
- d. To meet his old friends



3. How did Ali get money for a trip to the city? a. Saving money from monthly pocket money

- b. Borrowing money from friends
- c. Work and save money as a result
- d. Ask for help from parents



4. What did Ali feel after listening to the lectures of famous scholars?

- a. Disappointed
- b. Not interested
- c. Inspired
- d. Bored



5. What did Ali do after returning to his village?

- a. Forgetting the experience
- b. Share your travel experiences with family and friends
- c. Looking for a job in the village
- d. Buying gifts for himself



6. What does this story teach us about the importance of faith? a. Faith is important only on trips out of town

- b. Faith helps a person find a job
- c. Faith gives motivation and inspiration in life
- d. Faith has no effect in everyday life



7. What did Ali do to earn money?

- a. Begging on the streets



- b. Work in the fields and help neighbors
- c. Selling personal items
- d. Asking for help from others

8. What made Ali feel inspired in ulama's lectures?

- a. Message about the importance of togetherness
- b. Inspirational stories in everyday life
- c. Commandments in search of material wealth
- d. Advice to leave religion

9. What did Ali do to prepare himself before going to the city?

- a. Learn about the history of the city
- b. Read a book about travel in the city
- c. Planning travel plans with friends
- d. Make sure you are spiritually and mentally prepared

10. What is the end of the "journey of faith"?

- a. Ali lost his money on the trip
- b. Ali met famous scholars and became his student
- c. Ali returns to his village with renewed vigor
- d. Ali decided to move to a big city

**For questions number 11 to 16, translate the words below:**

11. Faith : *Iman* ✓

12. Religious obedience : *terayama* ✗

13. Reciting the Quran : *baea Qur'an* ✓

14. Gratitude : *Syukur* ✓

15. Lecture : *Pelajar* ✗

16. Piety : *baik* ✗

Fill in the blank dots below match what vocabulary corresponds to the sentence!

17. Ali had no ..... to go to the city!

a. Saving

b. Money

Prayer

18. Ali returned to his village with a heart full of ..... and happiness!

a. Gratitude

b. Job

Piety

19. He shares his ..... and travel experiences with his family and friends.

a. Knowledge

b. Spirit

Stories

20. He was very interested and eager to listen to the .....

Lecture

b. Faithfulness

c. Faith

$$\frac{7}{20} \times 100 = (35)$$

## Post-Test

Name : **NESA AULIA**

Class : **XII IPA**

**Read the following text.**

### **"The Sign of Patience."**

Ali, a devout teenager, is facing challenges in his life. He failed his school exams and got low grades. This made Ali feel sad and disappointed. He was not as successful as his parents expected. Ali felt frustrated and began to doubt his own abilities. He talked to his mother about the problems he was facing. His mother, a wise and patient woman, advised Ali. He said, " My son, we will be tested by various trials in this life. Failure is part of the journey to success. What matters is how we behave and learn from each failure."

His mother's words inspired Ali. He decided not to give up and kept fighting. Ali focused on self-improvement and worked harder at learning. He asked for help from his friends and teachers. With patience and determination, Ali managed to improve his achievements gradually.

In the end, Ali managed to overcome his initial failure. He scored well in subsequent tests. He feels happy and proud of himself. Ali also felt closer to Allah because, through trials and patience, he felt his support and help.

**Answer the multiple-choice numbers 1-10 below correctly!**

1. Why does Ali feel sad and disappointed?  
 a. He failed his school exams.  
b. He didn't have any good friends at school.  
c. His parents did not give him support.  
d. He wasn't interested in school.
2. Who gives advice to Ali?  
a. His friends at school.  
 b. Ali's Mother.  
c. His teachers at school.  
d. Ali's Father.
3. What does Ali's mother say about failure?  
a. Failure is the end of everything.



- b. Failures must be masked and hidden.
- c. Failure is part of the journey
- d. Failure doesn't have to matter.

4. What motivated Ali not to give up?

- a. Help friends at school.
- b. The failures of his friends were worse than him.
- c. Advice from his teachers.
- d. Her mother's inspiring words.

5. How does Ali improve his performance in learning?

- a. He stopped studying and looking for a job.
- b. He asked for the help of smart friends.
- c. He studied harder and asked his teachers for help.
- d. He quit school and sought alternative education.

6. What makes Ali feel happy and proud?

- a. He managed to beat his friends.
- b. It achieved a perfect score in the test.
- c. He managed to improve his achievement in learning.
- d. He received a gift from his parents.

7. What made Ali feel closer to Allah?

- a. He attended religious studies at school.
- b. He stopped feeling sad and disappointed.
- c. He felt the support and help of God in the face of trials.
- d. He goes to the mosque every day.

8. What moral can be gleaned from this story?

- a. Failure is the end of everything.

- b) Trust in God in the face of trials.
- c. There is no hope for those who experience failure.
- d. A life without challenges is a perfect life.

9. What does this story teach us about the importance of patience?

- a. Patience brings instant success.
- b. Patience is an unimportant thing in life.
- c) Patience helps to overcome failures and achieve success.
- d. Patience is not necessary in the face of life's trials.

10. What makes Ali feel proud of himself?

- a. He defeated all his classmates.
- b. He received a gift from his parents.
- c. He managed to achieve success in all areas.
- d) He managed to overcome his initial failures and improve his achievements.

**For numbers 11 to 16, translate those words into Indonesian.**

- 11. Self-improvement: *perbaiki diri*
- 12. Life lesson: *pelajaran hidup*
- 13. Surrender: *menyerah*
- 14. Proud: *Bangga*
- 15. Advice: *Saran*
- 16. Frustrated: *Frustrasi*

**Fill in the blank dots below match what vocabulary corresponds to the sentence!**

17. Ali, a devout teenager, is facing ..... in his life.

- a. Help
- b. Challenges
- c) Exam



18. .... is part of the journey to success.

- a. Failure
- b. Advice
- c. Doubt

19. He decided not to give up and kept .....

- a. Support
- b. Obstacle
- c. Fighting

20. Ali focused on ..... and worked harder at learning.

- a. Self-improvement
- b. Motivation
- c. Disappointed

$$\frac{18}{20} \times 100 = 90$$

## Post-Test

Name : *SHALILA RIZKI*

Class : *XII IPA*

Read the following text.

### "The Sign of Patience."

Ali, a devout teenager, is facing challenges in his life. He failed his school exams and got low grades. This made Ali feel sad and disappointed. He was not as successful as his parents expected. Ali felt frustrated and began to doubt his own abilities. He talked to his mother about the problems he was facing. His mother, a wise and patient woman, advised Ali. He said, " My son, we will be tested by various trials in this life. Failure is part of the journey to success. What matters is how we behave and learn from each failure."

His mother's words inspired Ali. He decided not to give up and kept fighting. Ali focused on self-improvement and worked harder at learning. He asked for help from his friends and teachers. With patience and determination, Ali managed to improve his achievements gradually.

In the end, Ali managed to overcome his initial failure. He scored well in subsequent tests. He feels happy and proud of himself. Ali also felt closer to Allah because, through trials and patience, he felt his support and help.

Answer the multiple-choice numbers 1-10 below correctly!

1. Why does Ali feel sad and disappointed?

- a. He failed his school exams.
- b. He didn't have any good friends at school.
- c. His parents did not give him support.
- d. He wasn't interested in school.

2. Who gives advice to Ali?

- a. His friends at school.
- b. Ali's Mother.
- c. His teachers at school.
- d. Ali's Father.

3. What does Ali's mother say about failure?

- a. Failure is the end of everything.

b. Failures must be masked and hidden.

Failure is part of the journey

d. Failure doesn't have to matter.

4. What motivated Ali not to give up?

a. Help friends at school.

b. The failures of his friends were worse than him.

c. Advice from his teachers.

Her mother's inspiring words.

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b. He asked for the help of smart friends.

He studied harder and asked his teachers for help.

d. He quit school and sought alternative education.

6. What makes Ali feel happy and proud?

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d. He received a gift from his parents.

7. What made Ali feel closer to Allah?

a. He attended religious studies at school.

b. He stopped feeling sad and disappointed.

He felt the support and help of God in the face of trials.

d. He goes to the mosque every day.

8. What moral can be gleaned from this story?

a. Failure is the end of everything.

- Trust in God in the face of trials.
- c. There is no hope for those who experience failure.
- d. A life without challenges is a perfect life. ✓

9. What does this story teach us about the importance of patience?

- a. Patience brings instant success.
- b. Patience is an unimportant thing in life. ✓
- Patience helps to overcome failures and achieve success.
- d. Patience is not necessary in the face of life's trials.

10. What makes Ali feel proud of himself?

- a. He defeated all his classmates. ✓
- b. He received a gift from his parents.
- c. He managed to achieve success in all areas.
- He managed to overcome his initial failures and improve his achievements.

**For numbers 11 to 16, translate those words into Indonesian.**

- 11. Self-improvement: *perbaiki diri* ✓
- 12. Life lesson: *pelajaran hidup* ✓
- 13. Surrender: *menyerah* ✓
- 14. Proud: *bangga* ✓
- 15. Advice: *saran* ✓
- 16. Frustrated: *frustasi* ✓

**Fill in the blank dots below match what vocabulary corresponds to the sentence!**

17. Ali, a devout teenager, is facing ..... in his life.

- a. Help
- b. Challenges ✓
- Exam

18. .... is part of the journey to success.

Failure

b. Advice ✓

c. Doubt

19. He decided not to give up and kept .....

Support

b. Obstacle ✗

c. Fighting

20. Ali focused on ..... and worked harder at learning.

Self-improvement

b. Motivation ✓

c. Disappointed

$$\frac{17}{20} \times 100 = (85)$$

## Post-Test

Name : *أحمد*

Class : *الخامس*

Read the following text.

### "The Sign of Patience."

Ali, a devout teenager, is facing challenges in his life. He failed his school exams and got low grades. This made Ali feel sad and disappointed. He was not as successful as his parents expected. Ali felt frustrated and began to doubt his own abilities. He talked to his mother about the problems he was facing. His mother, a wise and patient woman, advised Ali. He said, " My son, we will be tested by various trials in this life. Failure is part of the journey to success. What matters is how we behave and learn from each failure."

His mother's words inspired Ali. He decided not to give up and kept fighting. Ali focused on self-improvement and worked harder at learning. He asked for help from his friends and teachers. With patience and determination, Ali managed to improve his achievements gradually.

In the end, Ali managed to overcome his initial failure. He scored well in subsequent tests. He feels happy and proud of himself. Ali also felt closer to Allah because, through trials and patience, he felt his support and help.

Answer the multiple-choice numbers 1-10 below correctly!

1. Why does Ali feel sad and disappointed?

- a. He failed his school exams.
- b. He didn't have any good friends at school.
- c. His parents did not give him support.
- d. He wasn't interested in school.

2. Who gives advice to Ali?

- a. His friends at school.
- b. Ali's Mother.
- c. His teachers at school.
- d. Ali's Father.

3. What does Ali's mother say about failure?

- a. Failure is the end of everything.

- b. Failures must be masked and hidden.
- c. Failure is part of the journey
- d. Failure doesn't have to matter.



4. What motivated Ali not to give up?

- a. Help friends at school.
- b. The failures of his friends were worse than him.
- c. Advice from his teachers.
- d. Her mother's inspiring words.



5. How does Ali improve his performance in learning?

- a. He stopped studying and looking for a job.
- b. He asked for the help of smart friends.
- c. He studied harder and asked his teachers for help.
- d. He quit school and sought alternative education.



6. What makes Ali feel happy and proud?

- a. He managed to beat his friends.
- b. It achieved a perfect score in the test.
- c. He managed to improve his achievement in learning.
- d. He received a gift from his parents.



7. What made Ali feel closer to Allah?

- a. He attended religious studies at school.
- b. He stopped feeling sad and disappointed.
- c. He felt the support and help of God in the face of trials.
- d. He goes to the mosque every day.



8. What moral can be gleaned from this story?

- a. Failure is the end of everything.

- b. Trust in God in the face of trials.
- c. There is no hope for those who experience failure. ✓
- d. A life without challenges is a perfect life.

9. What does this story teach us about the importance of patience?

- a. Patience brings instant success.
- b. Patience is an unimportant thing in life. ✓
- c. Patience helps to overcome failures and achieve success.
- d. Patience is not necessary in the face of life's trials.

10. What makes Ali feel proud of himself?

- a. He defeated all his classmates.
- b. He received a gift from his parents. ✓
- c. He managed to achieve success in all areas.
- d. He managed to overcome his initial failures and improve his achievements.

**For numbers 11 to 16, translate those words into Indonesian.**

- 11. Self-improvement: *perbaiki diri* ✓
- 12. Life lesson: *pelajaran hidup* ✓
- 13. Surrender: *menyerah* ✓
- 14. Proud: *Bangga* ✓
- 15. Advice: *saran* ✓
- 16. Frustrated: *Frustrasi* ✓

**Fill in the blank dots below match what vocabulary corresponds to the sentence!**

17. Ali, a devout teenager, is facing ..... in his life.

- a. Help
- b. Challenges ✓
- c. Exam



18. .... is part of the journey to success.

- a. Failure
- b. Advice
- c. Doubt



19. He decided not to give up and kept .....

- a. Support
- b. Obstacle
- c. Fighting



20. Ali focused on ..... and worked harder at learning.

- a. Self-improvement
- b. Motivation
- c. Disappointed



$$\frac{15}{20} \times 100 = (75)$$

## APPENDIX III

### DOCUMENTATION

#### Membagikan soal pre-test



## Treatment

### Membagikan Soal treatment



### Menjawab pertanyaan siswa



**Post-Test**  
**Membagikan Soal Post-test**





**Class 12 IPA**  
**Siswa sedang mengerjakan Soal**



**Foto bersama kelas 12 IPA**



## APPENDIX IV

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Andi Tenrisanna Syam, S.Pd., M.Pd  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*Improving Reading Skills Through Vocabulary Quest: A Game-Based Approach at Tenth Grade Ma Al-Mawasir Lamasi*

dari mahasiswa:

Nama : Yulna Nurarsyani  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 19 0202 0077

(sudah—siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

*Pertanyaan nomor 11-15 diganti karena siswa yang jeli langsung melihat teks untuk mencari jawabannya. Anda bisa menyediakan teks rumpang lalu siswa di suruh mencari kosakata yang tepat (kosakatanya disediakan dalam kotak)*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 28 Juni 2023

Validator:



Andi Tenrisanna Syam, S.Pd., M.Pd.

NIP.19860423 201503 2 005



**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. Cpu Daeng Ftsaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 458/PENELITIAN/21.01/DPMTSP/VIII/2023  
Lamp : -  
Sifat : Biasa  
Perihal : *Izin Penelitian*

Kepada  
Yth. Ka. MA Al-Mawasir Lamasi  
di -  
Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo : 1374/In.19/FTIK/HM.01/07/2023 tanggal 28 Juli 2023 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Yulna Nurarsyani  
Tempat/Tgl Lahir : Mangkutana / 04 Januari 2001  
Nim : 19 0202 0077  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Dsn. Padang Kalua  
Desa Padang Kalua  
Kecamatan Lamasi

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**IMPROVING READING SKILLS THROUGH VOCABULARY QUEST : A GAME -BASED APPROACH AT TENTH GRADE MA AL-MAWASIR LAMASI**

Yang akan dilaksanakan di MA AL-MAWASIR LAMASI, pada tanggal 08 Agustus 2023 s/d 14 Agustus 2023

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 3 1 9 3 1 5 0 0 0 4 5 9



Diterbitkan di Kabupaten Luwu  
Pada tanggal : 08 Agustus 2023  
Kepala Dinas

**Drs. ANPI BASO TENRIESA, MPA, M.Si**  
Pangkat : Pembina Utama Muda IV/c  
NIP : 19661231-199203 1 091

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Yulna Nurarsyani;
5. Arsp.



**KEMENTERIAN AGAMA**  
**MADRASAH ALIYAH AL-MAWASIR LAMASI**

*Jln. Poros Lamasi Desa Padang kalua Kec. Lamasi Kab. Luwu*

**SURAT KETERANGAN SELESAI MENELITI**

Nomor : B-1094/MA.21.09/PP.00.6/08/2023

Yang bertanda tangan di bawah ini :

Nama : H. SAMAN, S.Pd,M.Si  
NIP : 196412312008011022  
Jabatan : Kepala MA. AL-MAWASIR LAMASI

Menerangkan bahwa :

Nama Siswa : YULNA NURARSYANI  
NIM : 1902020077  
Tempat/Tanggal Lahir : Mangkutana, 04 Januari 2001  
Asal Perg. Tinggi : Institut Agama Islam Negeri Palopo  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Desa Padang kalua Kecamatan. Lamasi

Telah selesai melaksanakan Penelitian di MADRASAH ALIYAH AL-MAWASIR LAMASI Terhitung Mulai Tanggal 09 sampai dengan tanggal 16 Agustus 2023 guna untuk penyusunan penulisan karya ilmiah ( Skripsi ) sebagai salah satu syarat penyelesaian studi dengan Judul " IMPROVING READING SKILLS THROUGH VOCABULARY QUEST : A GAME-BASED APPROACH AT 12 GRADE MA AL-MAWASIR LAMASI"

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

*Wassalamu'alaikumWarahmatullahiWabarakatuh.*





## BIOGRAPHY



Yulna Nurarsyani, was born on Mangkutana 04 January 2001. The researcher is the first of four children of Anni and Tahang. Basic education writer completed in 2013 at Madrasah Ibtidaiyah Lamasi 2013 and continued his studies at Madrasah Tsanawiyah Lamasi until 2016. Then continued his studies at MA Al-Mawasir Lamasi continued again to earn a degree (S1) at the state Islamic Institute of Palopo (Iain Palopo) and took the English Language Education Study Program at the Faculty of Education and Teacher Training. He wrote her thesis under the title "Improving Vocabulary Skills Through Vocabulary Quest: A Game-Based Approach At Twelfth Grade Ma Al-Mawasir Lamasi"