

**IMPROVING STUDENTS VOCABULARY USING TEXT
TWIST GAME FOR SEVENTH GRADE AT SMP NUSA
PRIMA LAMASI**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



By

IREN ISNOPI

REG. NUMBER: 16 0202 0104

**ENGLISH EDUCATION RESEARCH PROGRAM
TARBIYAH AND TEACHERS FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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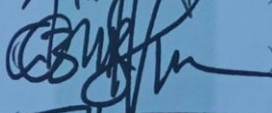


**ENGLISH EDUCATION RESEARCH PROGRAM
TARBIYAH AND TEACHERS FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitles “Improving Students Vocabulary Using Text Twist Game for Seventh Grade at SMP Nusa Prima Lamasi”, which is written by Iren Isnopi, Reg. Num 16 0202 0104, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on saturday, November 30th 2021, coincided with Rabiul Akhir 25th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

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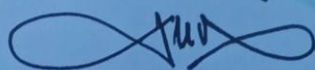
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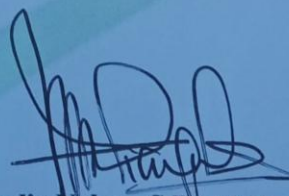
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbilalamin in the name of Allah SWT the most beneficent and the most merciful. All praises are to Allah SWT for all the blessings so that the author could finish this thesis, blessing and peace be on prophet Muhammad SAW, along with his family, his relative, and all his followers.

The author realizes that this thesis cannot be accomplished without help, guidance, suggestion, and motivation from the other, either directly or indirectly during the preparation of this final thesis to complete. Therefore, the author expresses her respect and thanks to full to:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo
2. Dr. Nurdin K, as the dean of Tarbiyah and Teachers Training Faculty.
3. Amalia Yahya, S.E, M. Hum as the chief of English Research Program IAIN Palopo.
4. Madehang, S.Ag., M.Pd. as a first consultant, and Muhammad Iksan, S.Pd., M.Pd. as the second consultant who always gives support, encouragement, and idea.
6. All the lecturers of IAIN Palopo. Thanks for guidance, attention, knowledge, and motivation in learning English.

7. Special thanks addressed to the author's parents, Rampang and Isra, for making it exist. thanks to the author's grandfather and grandmother, who has nurtured, educated her with great affection. Thanks to the author's family, who always prays and supports. Hopefully, all their deed and worship will be accepted by Allah SWT.
8. The Author gives special thanks to her classmate in Big B 2016 especially Nurkhatima, Hadiyah Sulfy Pukesti, St. Halmia. H, and Safira, who always supports and helps immensely.
9. Thanks to Agung Bagus Saputra, who had facilitated the author in this research. All of the seventh-grade students of SMP Nusa Prima Lamasi had helped the author.

Finally, the author dedicates this thesis to the beloved Author's parents.

The author hopes that this thesis can provide useful things and add insight to the reader, especially the author as well, and may Allah give reward to them all of the people who have helped the author.

Palopo, September 2021

The Author

TABLE OF CONTENTS

COVER PAGE

ACKNOWLEDGEMENT.....ii

TABLE OF CONTENTS.....iv

LIST OF TABLEvi

ABSTRACTvii

CHAPTER I INTRODUCTION 1

A. Background of the Research..... 1

B. Research Question..... 4

C. The objective of Research 4

D. Scope of the Research 5

E. Significance of the Research 5

F. Operational Definition of Terms 5

CHAPTER II REVIEW OF RELATED LITERATURE7

A. Previous Research 7

B. Literature Review 9

C. Conceptual Framework 22

D. Hypothesis 22

E. Criteria of hypothesis acceptability..... 22

CHAPTER III RESEARCH METHOD 23

A. Research Design..... 23

B. Population and Sample..... 24

C. Variable of the Research 24

D. Research Instrument..... 24

E. The procedure of Collection Data	25
F. The technique of Data Analysis	29
CHAPTER IV FINDING AND DISCUSSION	31
A. Finding	31
1. The score of student's vocabulary of pre-test	31
2. The score of student's vocabulary of post-test.....	32
3. The Analysis of student's vocabulary score in pre-test.....	33
4. The Analysis of student's vocabulary score in post-test	34
5. The Mean score and standard deviation of pre-test and post-test	35
B. Discussion.....	38
CHAPTER V CONCLUSION AND SUGGESTION	42
A. Conclusion.....	42
B. Suggestion.....	42
BIBLIOGRAPHY	43
APPENDIXES	47

LIST OF TABLE

Table 4.1: The Score of Students' Vocabulary in pre-test.....	31
Table 4.2: The Score of Students' Vocabulary in post-test	32
Table 4.3: The Classification of Students' Vocabulary in pre-test.....	33
Table 4.4: The Classification of Students' Vocabulary in post-test	34
Table 4.5: The Mean Score of Students' Correct in Pre-test and Post-test	35
Table 4.6: The Paired Samples Statistics of Pre-test and Post-test	36
Table 4.7: The Paired Samples Correction test	36
Table 4.8: The Paired Sample Test of Pre-test and Post-test.....	37

ABSTRACT

Iren Isnopi, 2021. *“Improving Students Vocabulary Using Text Twist Game for Seventh Grade at SMP Nusa Prima Lamasi”*. Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute for Palopo. Supervised by Madehang, S.Ag., M.Pd., and Muhammad Iksan, S.Pd., M.Pd.

This thesis tries to determine whether the usage of text twist games is effective in the classroom. This research used a pre-experimental design. This research focuses on a single group pre-test and post-test design. The subjects in this research was students at SMP Nusa Prima Lamasi class VII. Researcher used purposive sampling to take a sample from population 23 students'. There are 12 students in the sample. This researcher technique is a vocabulary test. SPSS 20 has been used to analyze the data. The students was given a pre-test and a post-test by researcher. The students' average pre-test pre-test score was 34.5833, and their post-test score was 74.0833. The average post-test valuation is higher than the mean pre-test valuation ($74.0833 > 34.5833$). the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted because the significance level is 0,05 with degrees of freedom (df) 11. As aa result, there is a considerable difference in vocabulary achievement if twist text games are used. The researchers concluded that its twist game could help students improve their vocabulary.

Keywords: Vocabulary Skills, Text Twist Game, Pre-Experimental.

CHAPTER I

INTRODUCTION

A. Background

One of the most important language components for learning English is vocabulary. Anyone who lacks a sufficient vocabulary will have difficulty speaking, reading, listening, and writing. In other words, the first skill that a language learner must master in order to learn a language, particularly English, is vocabulary. It suggests that studying language is crucial, especially for junior high school students. To communicate with other people, they must understand English vocabulary and grammar rules. To strengthen the four language skills of listening, speaking, reading, and writing, vocabulary is required. We can't express anything if we only learn grammar without learning vocabulary. Before mastering English skills, you must understand vocabulary, which is an essential part of the language. There are many vocabulary definitions available, each with its own set of expectations. Vocabulary, according to Hornby (2006:1645) 'includes all words that a person knows or uses when speaking, as well as all terms in a specific language. Hatch and Brown (1995:1) define vocabulary as "a list or collection of terms for a certain language, or a list of words used by individual speakers of that language self".¹

¹Evelyn Marcussen Hatch and Cheryl Brown, 'Vocabulary, Semantics, and Language Education', *Cambridge Language Teaching Library*, 1995, pp. xii, 468.

Problems in learning and teaching are still common in school since English has a different structure, pronunciation, and vocabulary than Indonesian. As a result, developing effective and efficient English teaching is a difficult task. English teachers must be able to plan and arrange their students' teaching and learning processes. They must convey the subject using appropriate teaching techniques to be more active, especially in recognizing and comprehending the concept.

Based on the results of observations made at SMP Nusa Prima Lamasi, it is known that there are several problems students confront a variety of challenges when learning English, including a limitation of vocabulary mastery. Most of them do not master or know some of the words given by the teacher. They said they had a lot of difficulty in learning English because they had limited English skills. This can be seen when learning occurs when students are asked a word that most students cannot answer, even though the words given by the teacher are pretty basic and easy and are words that are often used in everyday life. This happens because the techniques used in learning English vocabulary tend to be monotonous and one-way. The teacher conveys the material using the lecture method and exercises in a way that makes students feel bored and less focused on learning, especially learning vocabulary in English. This proves that the students' English vocabulary is still deficient. No innovative media or games. Which can make students interested and more enthusiastic to carry out activities related to the learning of English, particularly vocabulary.

Based on the findings above, if this condition is left unchecked and does not receive serious attention, it will have a systematic impact on students' learning abilities and achievements. Therefore, it needs serious attention from teachers and support from all parties who have been involved in solving these problems. Using games to learn is one of the steps that may be needed to overcome these challenges a text twist game is among such. This is game wants to take advantage of the main benefits for students, namely by training students to remember and know vocabulary by understanding, memorizing and being able to arrange words according to the game through the material provided. In addition, Game Text Twis can be adapted to the needs of the teacher. It can be used to keep students focused at the start of class. The researcher wants to ensure that vocabulary teaching is an effective technique by using the Text Twis Game. It helps students remember vocabulary. For example: if asked about nouns, adjectives, verbs, and adverbs, students can categorize them as part of speech.

In this game, the teacher can adjust the content to the learning objectives. This task can also be used to teach vocabulary, such as categorizing the terms used in a research, which is particularly useful in English. The teacher can align the content according to the learning objectives in this game. This game can also aid teach vocabulary, such as categorizing the terminology needed in a specific chapter, especially in English. After observing Nusa Prima Lamasi Junior High School, the researcher found that the Text Twis Game had not been implemented in Nusa Prima Lamasi Junior High School in learning vocabulary. Researcher in research as a teaching tool learning is expected to help students learn efficiently.

And with this game, it is hoped that students will be more interested and enthusiastic in the teaching and learning process.

Based on the research findings, students are boring and uninterested in the lesson and practice methods. Thus teachers must develop engaging teaching ways to alleviate students' boredom and enhance motivation to learn English vocabulary. As a result, the researchers concluded that employing text twist games as a teaching strategy allows students to try out new words enjoyable while learning. Game text twist is expected to support the learning process so that students' vocabulary skills can be increased. Therefore, researchers are interested in researching the theme "Improving Students' Vocabulary Using Text Twist Game Class VII SMP Nusa Prima Lamasi.

B. Research Question

Based on the identification of the problems above, this research question is as follows: is the text twist game effective to improving the students' vocabulary mastery at SMP Nusa Prima Lamasi?

C. The Objective of the Research

Based on the research question above, the objectives of the research are to discover whether or not the text twist game is effective to improve the students' vocabulary of the seventh-grade students at SMP Nusa Prima Lamasi.

D. Scope of the Research

Based on the content, this research discusses the part of speech. In this case, this research focuses on improving students' vocabulary through a twist text game in the seventh grade of SMP Nusa Prima Lamasi. In addition, the researcher

targets 80 vocabularies to be mastered by students; this research discusses 20 about noun vocabulary, 20 about verb vocabulary, 20 about adjective vocabulary, and 20 about adverb vocabulary.

E. Significance of the Research

This research backs up the argument that text twist games can improve students their vocabulary. The first advantage for students text twist games can improve students interest while also helping them acquire English vocabulary. Second, English teachers can use twist text games in the classroom to help students comprehend vocabulary. This research can encourage the reader to play vocabulary games. Researchers expect that readers will be able to apply what they've learned in the classroom to improve their skills in the real world.

F. Operational Definition of Terms

1. Vocabulary

Vocabulary is a component of a language that provides information on the meaning and application of words. The quantity of words in a language that a person knows or employs in a book is vocabulary. Especially those found in textbooks in foreign languages. Researchers will teach part of speech vocabulary, which is a classification of words categorized from their roles and functions in sentences of a language: namely nouns, adjectives, verbs, and adverbs.

2. Text Twist Game

Text twist game is a language game where the way of playing this game is by arranging some letters which are given by the teacher to form as many

English words as possible within a certain period. This game is played in groups. The groups which can arrange the most letters into the complete English words will be the winner. It means that the text of this game is a kind of language game played in a group which emphasizes arranging some letters in task gotten from the teachers and the player or students has to rearrange its letters into correct words as fast as possible within a certain period.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this research, the researcher found researched the used text twist game. Including:

Nasruddin (2016) researched the use of the Text Twist Game on the English Vocabulary Mastery of Second Semester Class XI Students at SMAN 1 Penengahan". This research used a quasi-experimental design approach. The samples in this test were divided into two groups: an experimental group of 38 students' and a control group of 38 students. In the experimental class, the researcher used a text twist game, whereas in the control class, the teacher used translation processes. To collect data before treatment, the researcher employed a multiple-choice question instrument. Both the pretest and posttest were conducted using instruments. The researcher used SPSS to calculate the independent sample t-test. According to the results of the SPSS data analysis, text twist games have a significant impact on student vocabulary in the SMAN 1 Penengahan Shout Lampung, the first semester of eleventh grade.²

Solihin (2012) researched text twist games as a media for students in the seventh grade at Madina Kaliambo Pecengahan Jepara Islamic Junior High

² Nasruddin. "The influence of Using Text Twist Game Towards Students' English Vocabulary Mastery in the Second Semester of the Eleventh Grade at SMAN 1 Penengahan." 2016.

School. This research employed research action in the class. There were 28 students sample, 15 male and 13 female. In the first cycle, some students scored below the minimum score criteria of 70. categorized as sufficient. after using learning through text twist games as a learning medium, student responses were very active. In the second cycle, the average was 86.43 in the good category. In the third cycle, the written test results were optimal, with an average score of 90.71. The above comes into the "very good" category. From the found, researchers can conclude that the employed of learning methods using text twist games is successful for grade VII students at Islamic Junior High School AL Madina.³

Hidayat (2012) researched text twist games to improve student's vocabulary mastery in the eleventh grade of SMAN 1 Sapuran in the 2012 academic year. This was a research that was conducted before doing an experiment. The researcher used 40 students from class XI at SMAN 1 Sapuran as samples for this research. The researcher then administered a pretest and a posttest. The researched then use a separate variance t-test to assess the data statistically. After analysing the data and drawing conclusions based on the findings, the researcher concluded that using text twist games to improve student's vocabulary mastery in the eleventh grade at SMAN 1 Sapuran in the academic

³ Sholihin. "Improving Students Vocabulary Mastery By Using Text Twist Game as a Media (A Classroom Action Research) of the Seventh Grade Students of SMP Islam Al Madina Kaliambo Pacengahan Jerapa." *Thesis, Universitas Muria Kudus*, 2012/2013.

year 2012 is an effective teaching method for improving students' vocabulary mastery.⁴

The researcher can this conclusion based on previous research that all research related to this research is about increasing students' vocabulary by using text twist games effectively in learning; what distinguishes previous research is the place or location of the research, the method, because there are researchers using classroom action research, procedures slightly different teaching and significant differences in the Samples. Then there are similarities from this research, the similarity of the games that the researchers use, namely the text twist game.

B. Literature Review

1. Definition of Vocabulary

Vocabulary is a collection of words displayed by someone, each of which has a different meaning and purpose depending on the word's form. Caroline defines vocabulary as a collection of distinct terms. As a result, any words discovered can be classified as vocabulary. As a reader or writer, vocabulary is also required as a foundation skill to ensure that their activities go smoothly. The purpose of vocabulary for a writer is to know what ideas they will write on their blank page. The essential function of vocabulary as a reader is understanding what the writer is saying in the content.

⁴ Hidayat ,Isnaini. “ The Effectiveness of Using Text Twist Game to Improve the Students' Vocabulary Mastery at the Eleventh Grade of SMAN 1 Sapuran.” *Thesis Universitas Muhammadiyah Purworejo*, 2012.

According to Hiebert and Kamil, (2005), vocabulary is the set or words for which the writer knows the meanings also that an individual can use when speak, listen, read and write.⁵ Vocabulary is list of words from a language. To obtain a good understanding of the language, most people still require specific vocabulary rules. The words a person uses can have an impact on how good of an impression they make and how good of an impression they make, and how people react to achieve a specific language goal. Vocabulary is more than just a list of words. When a writer uses the term “vocabulary,” it is talking to words. Meaning, pronunciation, collocation, expression, synonyms, and homonyms are all ways to think about vocabulary.⁶

Vocabulary can be defined in a variety of ways. Nothing can be communicated without words, according to Thornbuly (2002). This indicates that if you don't have a vocabulary, you won't be able to communicate with others because you won't impart any value meaning.⁷ “ Vocabulary is a collection of words that an individual knows,” writes Linse (2005). Nouns are the only words that are easily seen. Verbs, adjectives, adverbs, and prepositions should all be included in your vocabulary curriculum as a teacher.⁸ Also, according to Hatch and Brown (2001), vocabulary is a list or set of words for a particular language or

⁵ Elfrida H. Hiebert and Michael M. Kamil. Teaching and Learning Vocabulary Bringing Research to Practice, (LEA) (New Jersey London: Mahwah,2005),p.3.

⁶ Sondang Manik, May Christiani. English Language, Teaching Vol, European Centre, and Development Uk, “Teaching Vocabulary Using Matching Word on Computer Assisted, Language Learning”, *International Journal of English Language*, Teaching, 2016: 4.7,4.

⁷ Scott Thornbury, How to Teach Vocabulary, (Edinburgh: Pearson Education Limited, 2002), p.13

⁸ Caroline T. Linse, Practical Language Teaching: Young Learners (New York: McGraw Hill, 2005),p.121.

as a set of words that individual speakers of language might use. It means that vocabulary is one of the important components of language to communicate.⁹ Based on the explanation above, it concludes that vocabulary is a collection of words that the students have in English vocabulary.

2. Types of Vocabulary

Active vocabulary and passive vocabulary are the two types of vocabulary.¹⁰ While speaking or writing, active (productive) vocabulary is used. It is made up of words that immediately spring to mind when asked to make spoken or written sentences. At the same time, someone knows but does not employ passive (receptive) terminology. When people hear or read it, they understand it.

In most cases, the passive vocabulary group outnumbers the active vocabulary group. Two types of language are used. In communication, active vocabulary may appear to be more significant. Foreign language instruction, on the other hand, strives to increase students' passive and active vocabulary as well as their ability to develop the four core language skills of speaking, writing, reading and listening.

Different from John, vocabulary into four groups as follows:¹¹

⁹ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), p. 1.

¹⁰ John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

¹¹ Wiji Lestari, (2013), "Improving Students' Vocabulary Mastery Through Word Clap Game" Salatiga: English Department of Education *State Institute for Islamic Studies (STAIN)* of Salatiga, p. 41-42

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, prepositions, conjunction, depending on where they are placed.
- b. The second is substitute words. Those words do not represent individual things or specific actions, but function ad substitute for the whole for classes of words. Its means that is a link among words.
- c. The third types of vocabulary item are those that are distributed in use according to such grammatical matters as the absence or presence of a negative.
- d. The large body of “content words” constitutes the fourth group of vocabulary items and chief material is usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of a language is discussed.

3. Parts of Vocabulary

Vocabulary consists of three parts, namely:

1. A verb is a word that can be used with a subject from the base of a concluding sentence. Verbs are words that express actions and circumstances. The more actively one can take notes, the fuller their power will be.
2. To determine a noun, first remember that a noun is a person, place, thing, or idea.
3. Adjectives, adjectives are divided into categories as a way to understand their purpose

4. Function of Vocabulary

According to findings researched by Nurvitasary (2017), learners could using vocabulary, identify all words in a written and oral context. The purpose of vocabulary, according to the conclusions of this research, is for students to identify all terms in writing, understand the context of reading, and the remember and use them in language skills.¹²

5. The Importance of Vocabulary Learning

According to Thornbury 2002;13, "Without Without vocabulary, nothing can be said." Thus, grammar is a framework, whereas vocabulary is the key to a language. Students must have a specific quantity of vocabulary to communicate effectively in the language, not only vocally but also in writing. This is consistent with the communicative method, in which students are given numerous opportunities to utilize language directly in classroom activities. This method aids in the development of kids' vocabulary. Students are forced to use language directly in both oral and written communication when using this method.

This approach is useful in increasing student vocabulary. Through this approach, students are forced to use language directly both in oral and written communication. Questions related to vocabulary acquisition are the types of words that need to be known and how many words he should know. The vocabulary students must know in advance are high-frequency words. These are

¹² Nurvitasary. "The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Year Students Of Junior High School (Smp) Negeri 4 Galesong Selatan Kabupaten Takalar." *Thesis UIN Alauddin Makassar*, 2017: 11.

the words he uses most often in communication whether in-class activities or outside the classroom. High-frequency words are called general service vocabulary.

6. Part of Speech

Parts of speech are word classes or word classifications categorized through their roles and functions in sentences of a language.¹³

a. Noun

A noun is one of the most significant components of speech, according to Frank. Its placement beside the verb aids in developing the sentence core, which is necessary for every complete phrase. It can also be used as the chief or headword in several modification structures.¹⁴ Nouns are classified into four categories: common nouns (words for people, places, and things), proper nouns (names of specific persons, places, and things), singular nouns, and plural nouns.

b. Pronoun

A pronoun is a term that can be replaced for a noun and indicates a person (for example, the cat, peter's self, or the family's). The word pronoun can also be employed as a determiner when it "includes" the meaning of the noun that follows: "do you want to travel?"

c. Adjective

¹³ Brain Quote, Defenition of vocabulary, On line <http://www.brainyquote.com/words/vo/vocabulary237882>. Html Vocabulary. Accessed on November 2018

¹⁴ Marcella Frank, Op. Cit.,p.7

The adjectives, according to Frank, is a modifying with the linguistic feature of comparison. Special word-formation endings or special modifiers that precede it are frequently used to identify it. Its most common noun position is before the noun it modifies, but it can also be found in other places. For example, Lazy, Stupid, Noisy, Happy, Cute, Enough, Friendly, Fake, Healthy, Interesting, etc.

d. Verb

The verb is one of two necessary elements of a complete sentence, together with the noun or subject. The verb resides in the predicate, which contains the verb as well as all the terms that are specifically related to it, according to grammarians. The verb expresses the subject's state of being or provides its activity. For the example: Clean, Delete, Disturb, Introduction, Invite, Join, Dream, Move, explain, Happen, play, Feel, etc.

e. Adverb

The adverb is an adverb that explains the verb or the actions of the activities carried out by the subject of the sentence.

According to the Cambridge dictionary, Adverb is an auxiliary word that provides additional inflectional knowledge about a verb, adjective, or adverb.

Some adverbs only serve as additional information. For example: Just, Also, More, Then, Well, Really, Always, Never, Again, Often, Today, Please, Actually, Together, etc.

1) Preposition

In composition and language, a preposition is a part of speech that comes before other words. For example: is laying on the floor helpful for my back?

2) Conjunction

A conjunction is a word that connects sentences and fills in gaps in their interpretation.

1) Conjunction coordination (and, but, yet)

For example, I admire the car but don't have the funds to purchase it.

2) Correlative adjective inflectional adverb (either, or, rather, then, if, then).

For example, Rama than making a phone call would send a text message.

3) Parallel conjunction (after, although, when)

For example, shyrene started working after her companion had left.

3) Interjection

An interjection is a part of speech expressing emotion alone.¹⁵ Or a word used to express feelings. Usually expressed when surprised, interested, angry, etc.

Example:

1. Hey ! Look at me!

¹⁵ English club. Part of speech. Online : www.EnglishClub.com.accessed. On 30th of January 2019.

2. Oops, I didn't mean it!
3. Ups, I made a mistake!
4. Wow, that's amazing!
5. Well, you did!

f. Text Twist Game

a. Definition of Text Twist Game

The text twist game has a few different definitions. In real life, games are a group of language learning tools (Misirli,2007). A game, according to Hadfield (1995:5), is an activity with rules, a goal, and a sense of enjoyment.

¹⁶A game, according to Wright, is a fun and engaging activity that is often difficult and one in which learners play and usually interact with others. The game is a structured kind of play or sport for youngsters, such as pretending to be someone else or playing with toys. Games, according to Geoffrey broughton¹², are a type of play guided by rules. They should be enjoyable. They aren't only a diversion or a break from the daily grind.

Text twist is also a word scramble game, according to Crawford¹³, in which you must assemble words ranging from three to six letters. Games allow students not only to enjoy and educate themselves while learning a language but also to practice it on the side. According to the definition above,

¹⁶ Nisma Arum Wulanjani. "The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning", 2016: 80,79.

a text twist is an activity in which students play a word scrambling game in which they must assemble words with three to six letters.

b. Design of Text Twist Game

According to Richards and Rodgers, the design stage of methods analysis is when we think about: 1) the method's goal. 2) How the syllabus model technique determines and organizes speech content. 3) the preferred learning tasks and instructional activities for the strategy. 4) the students role in the process. 5) the importance of teachers in the creation of educational materials. It means that when constructing a text twist game, there are five things to consider: objectives, syllabus, learning activities, and teachers' roles in instructional materials.

The goal of the text twist game is to use the allocated amount of boxes to form words within the time restriction: if you correctly identify the six-letter word, you advance to the next round regardless of how few or how many other words you find. The goal of the game is to complete as many levels as possible while learning as many points as possible. The game will be played in a group, and the group with the most constructed words will be the winner. The text twist game is one of the visual aids that may be used to teach English vocabulary. The goal of the text twist game is to increase interest in studying vocabulary.

c. The procedure of Text Twist Game

The procedures of teaching vocabulary through text twist game based on Steven J. Bram's are as follow:

- 1) Divide the class into four or five groups of four or five students each.
- 2) Hand out the assistance (an unstructured term with blank boxes) and instruct the students to fill in the blanks.
- 3) Pick a member from one team to show the other students how to answer.
- 4) Each group has seven minutes to fill in the blank boxes with the word.
- 5) The answer is written on the board by the team leaders.
- 6) If it is correct, award one point to their team. If it's wrong, pick someone from the other team to look at it. If it's correct, give them the point.
- 7) On the board, write the wrong word. Instruct the class to correct any errors they may have committed.
- 8) Each team translates the words in the blank boxes and constructs a statement from them.
- 9) The dictionary may be opened by the students.

The students collect their sentences from the teacher once they have completed them.¹⁷

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

- 1) Devide the class into three or four groups of three or four students each.
- 2) Distribute a sheet of paper containing vocabulary according to the material given to each group.
- 3) Each group is given twenty fove minutes to memorize and understand the given vocabulary.
- 4) After that, the teacher took back the papere that was given earlier.
- 5) Each group is asked to come forward to complete the question box.
- 6) The teacher checks the answers of aech group to be given points.

d. Advantage and Disadvantage of Using Text Twist Game

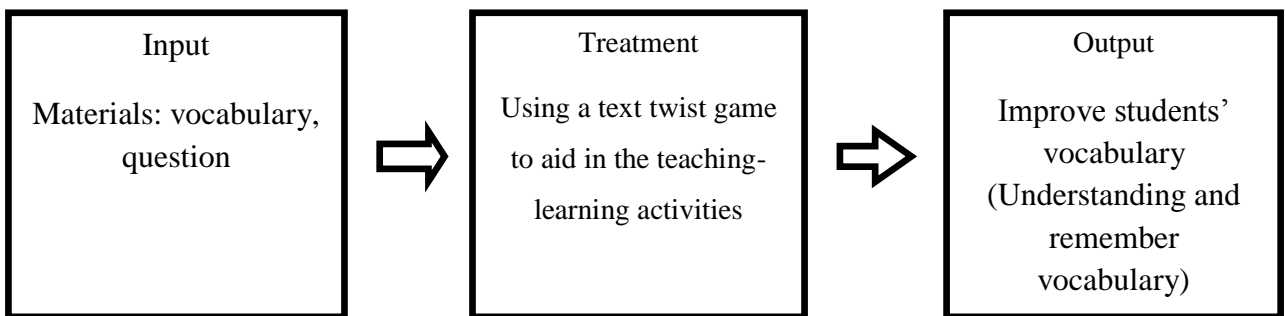
According to Andrew Wright, the benefit of this game is that it motivates kids to look up words in the dictionary. In addition, the text twist game encourages students to be more inventive in their search for words. As a result, students' vocabulary memorization skills improved.

¹⁷ Steven J Bram's, "*Game House*", (http://windows.podnova.com/trends/super_text_twist.html) accessed on July 18th 2010.

The disadvantage of such a game is that there are no indications to determine the answer. Therefore students will be concerned with figuring it out. If the teacher does not control the class, the game may be a time-consuming activity. Another disadvantage is that the class will become uncontrollable because of students' noise.

C. Conceptual Framework

The ability of students in seventh grade at SMP Nusa Prima Lamasi can use the text twist game to evaluate basic vocabulary. The following diagrams show the research's conceptual framework:



D. Hypothesis

This hypothesis is an an approach to estimate possible outcomes. The following is an explanation of the research hypothesis:

Null Hypothesis (H_0): The use of text twist games does not effectively to improve the Students' vocabulary.

Alternative Hypothesis (H_1): The use of text twist games effectively to improves students' vocabulary.

E. Criteria of Hypothesis Acceptability

If $h_0 \geq h_i$: Reject the null hypothesis.

If: $h_1 \leq h_i$: Receive null hypothesis.

CHAPTER III

RESEARCH METHOD

A. Research Design

In experimental research, the researcher employs a pre-experimental design. The experiment is carried out according to standard procedures, but there is no control group. The pre-experimental phase occurs before any actual experimental research. Because a one-group and post-test strategy provide little or no control of extraneous variables, this research adopts a pre-experimental design. The results of the treatment are measured using a pre-test and a post-test in this research. A single group is a pre-test (O), subjected to a treatment (X), and then tested again in the one group pre-test and post-test design (O). The treatment is a success is determined by comparing the results of the pre-test and post-test. The one group pre-test – post-test design is about as follows:

Y1	X	Y2
Pre-test	Treatment	Post-test

Where:

Y₁ = Pre test

X = Treatment

Y₂ = Post-test

B. Population and Sample

1. Population

The subjects in this research are seventh-grade students at SMP Nusa Prima Lamasi. There is only one class, with a total of 23 students.

2. Sample

The researcher takes samples using purposive sampling. The researcher chose seventh-grade students, and the researcher took 12 students as a sample consisting of 4 males and 8 females. The reason why the researcher took the seventh grade is that the students in this class have low skills in vocabulary.

C. Variables of the Research

1. Dependent Variable

The dependent variable is the improvement of students' vocabulary mastery, which relates to one's capability to understand and remember vocabulary.

2. Independent Variable

The Independent variable is the text twist games. The next game is a creative and often enjoyable way for the reader to remember vocabulary

D. Research Instrumen.

The research instrument test. The test form is a vocabulary test 15 items use the vocabulary (Noun) for the pretest. Then, 15 items use the combined vocabulary according to the material previously provided for the post-test.

E. Procedure of Collecting Data.

1) Pre-Test

A pre-test is given to measure the students' achievement in vocabulary pretest is given before giving Treatment.

2) Treatment

The treatment in teaching vocabulary by using a text twist game consists of four meetings. The rules are as follow:

a. The first meeting

1. The researcher introduces himself.
2. The researcher explains the purpose of the researcher coming to class.
3. Researchers provide vocabulary material about (noun).
4. The researcher explains to students the definition of vocabulary (noun) and examples of vocabulary.
5. Then the researcher explained the text twist game. The author makes small groups where the groups are randomly generated.
6. Next, the researcher gave a sheet of paper containing vocabulary about nouns complete with their meanings.
7. Then the researcher gave 25 minutes for the students to memorize and comprehend the vocabulary with their group friends. Next, the researcher took the sheet of paper that was given earlier.
8. Then the researcher puts a piece of paper on the blackboard containing incomplete words where students are asked to come forward to complete the word by arranging letters into complete words together

with their group friends; the game is adjusted to the theme (Noun) by randomizing the questions in groups so that other groups cannot cheat. Students are asked to complete words according to the text twist game, where students can arrange letters into complete words according to the desired empty box to practice student abilities.

9. The researcher looked at the answers of each group to be assessed.
- b. The second meeting
 1. The researcher provides vocabulary material about (verb).
 2. The researcher explained to the students the definition of vocabulary (verb) and examples of vocabulary.
 3. The researcher makes small groups where the groups are randomly generated.
 4. Next, the researcher gave a sheet of paper containing vocabulary about verbs complete with their meanings.
 5. Then the researcher gave 25 minutes for the students to memorize and comprehend the vocabulary with their group friends. Next, the researcher took the sheet of paper that was given earlier.
 6. Then the researcher puts a piece of paper on the blackboard containing incomplete words where students are asked to come forward to complete the word by arranging letters into complete words together with their group friends; the game is adjusted to the theme (verb) by randomizing the questions in groups so that other groups cannot cheat. Students are asked to complete words according to the text twist game,

where students can arrange letters into complete words according to the desired empty box to practice student abilities.

7. The researcher looked at the answers of each group to be assessed
- c. The three meeting
 1. Researchers provide vocabulary material about (adjectives).
 2. The researcher explains to the students the definition of vocabulary (adjectives) and examples of vocabulary.
 3. The researcher makes small groups where the groups are randomly generated.
 4. Next, the researcher gave a sheet of paper containing vocabulary about adjectives complete with their meanings.
 5. Then the researcher gave 25 minutes for the students to memorize and comprehend the vocabulary with their group friends. Next, the researcher took the sheet of paper that was given earlier.
 6. Then the researcher puts a piece of paper on the blackboard containing incomplete words where students are asked to come forward to complete the word by arranging letters into complete words together with their group friends; the game is adjusted to the theme (adjective) by randomizing questions in groups so that other groups cannot cheat. Students are asked to complete words according to the text twist game, where students can arrange letters into complete words according to the desired empty box to practice student abilities.
 7. The researcher looked at the answers of each group to be assessed.

- d. The fourth meeting
 1. Researchers provide vocabulary material about (adverb).
 2. Researchers explain to students vocabulary definitions (adverb) and vocabulary examples.
 3. Researchers create small groups where groups are randomly created.
 4. Next, the researcher gave a sheet of paper containing vocabulary about the word caption complete with its meaning.
 5. Then the researchers gave the students 25 minutes to memorize and comprehend vocabulary with their groupmates. After that, the researcher took the previously given sheet of paper
 6. The researcher puts a piece of paper on the blackboard containing incomplete words where students are asked to come forward to complete the word by arranging letters into complete words together with their group friends; the game is adjusted to the theme (adverb) by randomizing the questions so that other groups cannot cheat. Students are asked to complete words according to the text twist game, where students can arrange letters into complete words according to the desired empty box to practice student abilities.
 7. The researcher looked at the answers of each group to be assessed.

3. Post-test

The researcher conducts a post-test to determine whether students have learned and remembered the previously taught subject. The purpose of this post-test is to again a sence of the talents that have been learned after teaching

F. The Technique of Data Analysis

The data was collected through a test analyzed statistically using SPSS 20 and statistical calculations quantitatively to test the hypothesis. Quantitative analysis is carried out in the following manner:

1. I am calculating the correct answers on the pre-test and post-test for the students'.

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

2. Using percentage to classify student scores, students score as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: The cumulative frequency of subjects

N: Total number of sample

To know the level of the students' scores the following classification used:

A	81-100	Very Good
B	61-80	Good
C	41-60	Fair
D	21-40	Poor
E	0-20	Very Poor

(Brown, 2004, p. 287)

3. Calculating the mean score of the student by using SPSS 20.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

This chapter will explain how to analyze the data. This includes students' pre-test and post-test scores, as well as the mean and standard deviation of their pre-test scores, as well as the mean and standard deviation of their pre-test and post-test scores, and can match the test sample from the pre-test and post-test.

1. The Score of Students' Vocabulary in Pre-Test

Table 4.1 Score of Students' Vocabulary in Pre-Test

Respondent	Total correct answer	Total score
R1	4	26
R2	5	33
R3	7	46
R4	5	33
R5	7	46
R6	5	33
R7	4	26
R8	5	33
R9	2	13
R10	6	40
R11	6	40

R12	7	46
-----	---	----

2. The Score of Students' Vocabulary in Post Test

Table 4.2 Score of Students' Vocabulary in Post Test

Respondent	Total correct answer	Total score
R1	10	66
R2	11	73
R3	13	86
R4	10	66
R5	14	93
R6	10	66
R7	9	60
R8	11	73
R9	9	60
R10	12	80
R11	12	80
R12	13	86

3. The Analysis Student's Vocabulary Score in Pretest

Table 4.3 The Classification of Students' Vocabulary in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	81-100	-	0%
Good	61-80	-	0%
Fair	41-60	3	25%
Poor	21-40	9	75%
Very Poor	0-20		0%
Total		12	100%

Table 4.3. This indicates that two students received very good (0%), good (0%), and three students received god fair (25%). Nine students received low grades (75%), while (0%) received very poor grades. Based on the information above, it appears that kind' vocabulary remains low.

4. The Analysis Students' Vocabulary Score in Post Test

Table 4.4 The Classification of Students' Vocabulary in Post Test

Classification	Score	Frequency	Percentage
Very Good	81-100	3	25%
Good	61-80	7	58,3%
Fair	41-60	2	16,6%
Poor	21-40	-	0%
Very Poor	0-20	-	0%
Total		12	100%

. Table 4.4 shows that in the post-test there three students got very good (25%), seven students got good (75%), and two students got fair (16,6%), poor (0%), and very poor (0%). It means a significant improvement in students' vocabulary skills after giving treatment.

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

After classifying the students' vocabulary scores, the mean score of the students' correct answers can be seen in the following table.

Table 4.5 The Mean Score of Students' Correct Answer In Pre-Test And Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	12	13.00	46.00	34.5833	9.87613
POST-TEST	12	60.00	93.00	74.0833	10.90003
Valid N (listwise)	12				

Students' maximum score is 46.00, their lowest is 13.00, and their highest post-test score is 93.00, while their lowest score is 60.00, as shown in table 4.5. furthermore, the pre-test mean score for the students' vocabulary exam is 34.5833, while the post-test mean score for the students' vocabulary test is 74.0833. the standard deviation error before the test is 9.87613, while the standard deviation error after the test is 10.90003.

Table 4.6 The Paired Samples Statistics Of Pre-Test And Post-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE-TEST	34.5833	12	9.87613	2.85099
POST-TEST	74.0833	12	10.90003	3.14657

The mean pre-test score for students was 34.5833, and the mean post-test score was 74.0833; as shown in table 4.6, the pre-test standard deviation was 9.87613, and the post-test standard deviation was 10.90003. it means that students' vocabulary assessments have improved as a result of playing text twist games.

Table 4.7 Paired Samples Correction

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	12	.908	.000

Table 4.8 The Paired Sample Test of Pre-Test And Post-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE-TEST - POST-TEST	39.50000	4.56269	1.31714	42.39900	36.60100	29.989	11	.000

Table 4.8 was used to collect the data, which was obtained using SPSS 20. The outcome of statistical analysis using a level of significance of 0,05 and a degree of freedom (df) of N-1, where N=12 and df=12-1=11. Based on the observations, when t_0 (count)= 29.989 and t_t (table) equals 2.201, the researcher concluded that t_0 (count) was more than t_t (table), $t_0 > t_t$. The Null Hypothesis (H_0) was shown to be false, while the Alternative Hypothesis (H_1) was found to be true. As a result, the way vocabulary was taught before and after the text twist game differed. As a result, the researcher come to the conclusion that text twist games in the seventh grade at SMP Nusa Prima Lamasi could assist students in expanding their vocabulary.

$29.989 > 2.201$

B. Discussions

This research is based on students' scores, the experimental class pre-test, and the post-test result. According to the findings of the research, the student's vocabulary mastery might be improved the taking the test. The average score between students' tests proves this. This study used a pre-experiment consisting of one class, this class given pretest and post-test. This researcher employed nouns, adjectives, verbs, and adverbs for teaching vocabulary seventh-grade at SMP Nusa Prima Lamasi.

There are significant test results between the pretest and posttest. In the pretest, the highest score on the seventh-grade pre-test result at SMP Nusa Prima Lamasi was 46, while the lowest was 13, with a mean of 34.5833 and a standard deviation of 9.87613. It means that the pretest results of class VII students of SMP Nusa Prima Lamasi are not good at classifying students' vocabulary skills. For details of the results of the pretest, the researcher marked the results of 12 samples. Students who get an A (81-100) are 0%. Students who score B (61-80) are 0%. Students who can score C (41-60) are three students 25%. Students who can score D (21-40) are nine students, and the percentage is 75%. Including the poor category. For students who get an E score (0-20), the percentage is 0%, including the inferior category. And the test result on the post-test showed the highest score for seventh-grade students' at SMP Nusa Prima Lamasi was 93, and the lowest score was 60, with a mean of 74.0833 and a standard

deviation 10.90003. That means seventh-grade students' post-test results of SMP Nusa Prima Lamasi are in the good category in classifying students' vocabulary skills. For details of post-test results, the researcher marked the results of 12 samples. Students who get an A (81-100) are three students, and the percentage is 25%, including the very good category. Three students get B (61-80), and the percentage is 58,3%, including the good category. Students who score C (41-60) are two students percentage is 16,6%, students who score D (21-40) are 0% and students who score E (0-21) are 0%.

Previous research conducted by Nasruddin (2016) used a quasi-experimental design as the research methodology in the previous research. This researcher uses a text twist game in the experimental class, whereas the teacher uses a translation technique in the control class. The researcher used instruments in the presence of various questions to collect data before treatments. There was even a pre-test and post-test for the instrument. The researcher used SPSS to calculate an independent sample t-test on the data. According to data analysis conducted using SPSS, text twist games have a considerable impact on students' vocabularies.¹⁸

In this case, the writer found that by teaching using a text twist game at SMP Nusa Prima Lamasi, students got a significant increase in their scores. This is supported by the pretest result, which is significantly lower at

¹⁸ Nasruddin. "The influence of Using Text Twist Game Towards Students' English Vocabulary Mastery in the Second Semester of the Eleventh Grade at SMAN 1 Penengahan." 2016.

34.5833 than the post-test at 74.0833. As a result, using text twist games to increase students' vocabulary has solved the problem at the seventh grade of SMP Nusa Prima Lamasi. As a result, the hypothesis "improve students' vocabulary by employing a text twist game" is accepted in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research, the researchers concluded that the use of text twist games can increase students' vocabulary effectively, this is because it can be seen from the learning outcomes between the average pre-test and post-test scores of students. It means that the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. Therefore, using text twist games to increase students' vocabulary has solved the problem at the seventh grade of SMP Nusa Prima Lamasi.

B. Suggestion

Based on the findings of the data analysis and conclusion, the researcher would like to add the obvious tips:

1. For Teachers, teachers must understand that the teaching and learning techniques that use are essential in concept is illustrate motivation to learn. Text twist games can be used in the classroom to teach vocabulary, make the teaching and learning process more active and entertaining. Teachers can use text twist games to encourage students to learn vocabulary.
2. For student's students must be more active, especially in learning vocabulary. They can use text twist games in the process of learning.

3. In the future, researchers can use text twist games in teaching English, especially in teaching vocabulary.

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**A
P
P
E
N
D
I
X
E
S**

Examples of text twist game



Pre- Test

Exercises text twist game in form vocabulary

Petunjuk :

1. Pahami baik-baik sebelum menjawab.
2. Tulislah tentang kosakata (Noun) yang diketahui dengan menyusun huruf melalui text twis game menjadi sebuah kata yang utuh sesuai kotak pertanyaan yang diinginkan

Pertanyaan: Isilah kotak diibawah ini dengan huruf yang benar !

1. **U** **P** **A** **D**
2. **F** **F**
3. **C** **R**
4. **D** **K**
5. **R** **I**
6. **R** **S**
7. **I** **C** **K**
8. **C** **R**
9. **D** **R**

10.

11.

12.

13.

14.

15.

Pre- Test Key Answer

(Noun)

1. Cupboard = Lemari
2. flower = Bunga
3. Picture = gambar
4. Duck = bebek
5. Ruler = Penggaris
6. Eraser = Penghapus
7. Clock = Jam
8. Colors = Warna
9. Door = Pintu
10. Floor = Lantai
11. Wood = kayu
12. Table = Meja
13. Book = Buku
14. Bread = Roti
15. Mirror = Cermin

Post- Test

Exercises text twist game in form vocabulary.

Petunjuk :

1. Pahami baik-baik sebelum menjawab pertanyaan.
2. Tulislah kata yang diketahui tentang (noun, adjective, verb and adverb) yang diketahui dengan menyusun huruf melalui text twis game menjadi sebuah kata yang utuh sesuai kotak pertanyaan yang diinginkan.

Pertanyaan: Isilah kotak diibawah ini dengan huruf yang benar !

1.

M			K		R
---	--	--	---	--	---
2.

			C	K
--	--	--	---	---
3.

	R	A			
--	---	---	--	--	--
4.

	A	N	C		
--	---	---	---	--	--
5.

I		T	R				C	E
---	--	---	---	--	--	--	---	---
6.

D		L			E
---	--	---	--	--	---
7.

				F	N
--	--	--	--	---	---
8.

		U	P		
--	--	---	---	--	--
9.

		R			A	N
--	--	---	--	--	---	---

10. F R
11. H S F
12. R I Y
13. N R
14. S E T S
15. O E N

Post-Test Key Answer

Post- Test (Noun, Adjective, Verb And Adverb)

1. Marker = Spidol
2. Clock = Jam
3. Eraser = Penghapus
4. Cancel = Membatalkan
5. Introduce = Memperkenalkan
6. Delete = Menghapus
7. Listen = Mendengarkan, Happen = Terjadi
8. Stupid = Bodoh
9. Arrogan = Sombong
10. Afraid = Takut
11. Handsome = Tampan
12. Really = Sangat
13. Never = Tidak Pernah
14. Sometimes = Kadang-Kadang
15. Often = Sering

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMP Negeri 10 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II (dua)

Materi pokok : Parts of speech (Noun)

Pertemuan : ke-1

Alokasi Waktu : 1x 60 menit

Standar kompetensi : Mengungkapkan dan memahami makna kosakata dalam tema tertentu.

Indikator : 1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.

2. memahami makna kosakata yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.
2. Memahami makna kosakata yang berkaitan dengan tema.

B. Materi Pembelajaran

Kosakata yang berkaitan dengan “Noun”

- Table = Meja
- Chair = Kursi
- Picture = Gambar/foto
- Cupboard = Lemari
- paper = Kertas
- Door = Pintu
- Ruler = Penggaris
- Eraser = Penghapus
- Clock = Jam
- Book = Buku
- Floor = Lantai
- flower = Bunga
- whiteboard = Papan tulis
- Marker = Spidol
- Wood = Kayu

- Doll = Boneka
- Bread = Roti
- Fruits = Buah-buahan
- Animals = Hewan
- Colors = Warna, etc.

C. Metode Pembelajaran

- Text twist game
- Ceramah, Diskusi /kelompok dan Latihan.

No	Indikator	Instrument	Jawaban	Skor
1	1.Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan kotak permainan yang diinginkan.	Vocabulary (Noun) For example: 1. Marker	<div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">M</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px 5px;">E</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	10

D. Langkah-Langkah Kegiatan Pembelajaran

1. kegiatan Awal (10 menit)

- Menyapa siswa
- Cek kehadiran dan berdoa
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

2. Kegiatan inti (45 menit)

- Siswa mendengarkan materi Noun.
- Membuat kelompok kecil
- Guru memberikan lembar kertas yang berisi kosakata tentang Noun lengkap dengan artinya.
- Siswa diminta untuk menghafal dan memahami kosakata tersebut selama 25 menit sesuai dengan teman kelompoknya.
- Guru mengambil lembar kertas yang diberikan dan mengganti lembar pertanyaan.
- Siswa mengisi lembar pertanyaan dengan teman kelompoknya.

3. Kegiatan penutup (5 menit)

- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.

- Menugaskan siswa untuk menghafal kosakata yang berkaitan dengan tema.
- Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

E. Sumber Belajar

- Dasar-dasar penguasaan bahasa inggris, simple vocabulary,excellent English games dan buku pedoman yang relevan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMP Negeri 10 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II (dua)

Materi pokok : Parts of speech (Verb)

Pertemuan : ke-2

Alokasi Waktu : 1x 60 menit

Standar kompetensi : Mengungkapkan dan memahami makna kosakata dalam tema tertentu.

Indikator : 1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.

2. memahami makna kosakata yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.
2. Memahami makna kosakata yang berkaitan dengan tema.

B. Materi Pembelajaran

Kosakata yang berkaitan dengan “Verb”

- Clean = Membersihkan
- Delete = Menghapus
- Disturb = Mengganggu
- Introduce = Memperkenalkan
- Invite = Mengundang
- Join = Mengikuti
- Dream = Bermimpi
- Move = Pindah
- explain = Menjelaskan
- Happen = Terjadi
- Play = Bermain
- Feel = Merasa
- Close = Menutup
- Write = Menulis
- Cancel = Membatalkan
- Listen = Mendengarkan

- Wait = Menunggu
- Follow = Mengikuti
- Share = Bagikan
- Smile = Senyum
- Remember = Mengingat

C. Metode Pembelajaran

- Text twist game
- Ceramah, Diskusi /kelompok dan Latihan.

D. Langkah-Langkah Kegiatan Pembelajaran

1. kegiatan Awal (10 menit)

- Menyapa siswa
- Cek kehadiran dan berdoa
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

2. Kegiatan inti (45 menit)

- Siswa mendengarkan materi kosakata (Verb).
- Membuat kelompok kecil

- Guru memberikan lembar kertas yang berisi kosakata tentang “Verb” lengkap dengan artinya.
 - Siswa diminta untuk menghafal dan memahami kosakata tersebut selama 25 menit sesuai dengan teman kelompoknya.
 - Guru mengambil lembar kertas yang diberikan dan mengganti lembar pertanyaan.
 - Siswa mengisi lembar pertanyaan dengan teman kelompoknya.
3. Kegiatan penutup (5 menit)
- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
 - Menugaskan siswa untuk menghafal kosakata yang berkaitan dengan tema.
 - Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

E. Sumber Belajar

- Dasar-dasar penguasaan bahasa inggris, simple vocabulary,excellent English games dan buku pedoman yang relevan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMP Negeri 10 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II (dua)

Materi pokok : Parts of speech (Adjective)

Pertemuan : ke-3

Alokasi Waktu : 1x 60 menit

Standar kompetensi : Mengungkapkan dan memahami makna kosakata dalam tema tertentu.

Indikator : 1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.

2. memahami makna kosakata yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.
2. Memahami makna kosakata yang berkaitan dengan tema.

B. Materi Pembelajaran

Kosakata yang berkaitan dengan “Adjective”

- Arrogan = Sombong
- Beautiful = Cantik
- Handsome = Tampan
- Busy = Sibuk
- Broken = Rusak
- Enough = Cukup
- Afraid = Takut
- Angry = Marah
- Impossible = Tidak mungkin
- Lazy = Malas
- Stupid = Bodoh
- Noisy = Berisik
- Happy = Senang
- Cute = Imut
- Enough = Cukup
- Friendly = Ramah

- Fake = Palsu
- Healthy = Sehat
- Interesting = Menarik
- Creepy = Menyeramkan,etc.

C. Metode Pembelajaran

- Text twist game
- Ceramah, Diskusi /kelompok dan Latihan.

D. Langkah-Langkah Kegiatan Pembelajaran

1. kegiatan Awal (10 menit)

- Menyapa siswa
- Cek kehadiran dan berdoa
- Menyampaikan cakupan materi
- Menyampaikan tujuan pembelajaran

2. Kegiatan inti (45 menit)

- Siswa mendengarkan materi “Adjective”.
- Membuat kelompok kecil
- Guru memberikan lembar kertas yang berisi kosakata tentang “Adjective”

lengkap dengan artinya.

- Siswa diminta untuk menghafal dan memahami kosakata tersebut selama 25 menit sesuai dengan teman kelompoknya.
 - Guru mengambil lembar kertas yang diberikan dan mengganti lembar pertanyaan.
 - Siswa mengisi lembar pertanyaan dengan teman kelompoknya.
3. Kegiatan penutup (5 menit)
- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
 - Menugaskan siswa untuk menghafal kosakata yang berkaitan dengan tema.
 - Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

E. Sumber Belajar

- Dasar-dasar penguasaan bahasa inggris, simple vocabulary,excellent English games dan buku pedoman yang relevan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan : SMP Negeri 10 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II (dua)

Materi pokok : Parts of speech (Adverb)

Pertemuan : ke-4

Alokasi Waktu : 1x 60 menit

Standar kompetensi : Mengungkapkan dan memahami makna kosakata dalam tema tertentu.

Indikator : 1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.

2. memahami makna kosakata yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengetahui dan dapat menyusun huruf menjadi sebuah kata yang utuh yang berkaitan dengan tema sesuai dengan permainan yang diinginkan.
2. Memahami makna kosakata yang berkaitan dengan tema.

B. Materi Pembelajaran

Kosakata yang berkaitan dengan “Adverb”

- Just = Baru Saja
- Also = Juga
- More = Lebih
- Then = Kemudian
- Well = Baik
- Really = Sangat
- Always = Selalu
- Never = Tidak Pernah
- Again = Lagi
- Often = Sering
- Today = Hari ini
- Please = Tolong
- Actually = Sebenarnya
- Together = Bersama
- Once = Sekali

- Almost = Hampir
- Usually = Biasanya
- Maybe = Mungkin
- Sometimes = Kadang-kadang
- Finally = Akhirnya, ect.

C. Metode Pembelajaran

- Text twist game
- Ceramah, Diskusi / kelompok dan Latihan.

D. Langkah-Langkah Kegiatan Pembelajaran

1. kegiatan Awal (10 menit)
 - Menyapa siswa
 - Cek kehadiran dan berdoa
 - Menyampaikan cakupan materi
 - Menyampaikan tujuan pembelajaran
2. Kegiatan inti (45 menit)
 - Siswa mendengarkan materi Adverb.
 - Membuat kelompok kecil

- Guru memberikan lembar kertas yang berisi kosakata tentang “Adverb” lengkap dengan artinya.
 - Siswa diminta untuk menghafal dan memahami kosakata tersebut selama 25 menit sesuai dengan teman kelompoknya.
 - Guru mengambil lembar kertas yang diberikan dan mengganti lembar pertanyaan.
 - Siswa mengisi lembar pertanyaan dengan teman kelompoknya.
3. Kegiatan penutup (5 menit)
- Refleksi tentang apa yang sudah dipelajari dalam pertemuan ini.
 - Menugaskan siswa untuk menghafal kosakata yang berkaitan dengan tema.
 - Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya.

E. Sumber Belajar

- Dasar-dasar penguasaan bahasa inggris, simple vocabulary,excellent English games dan buku pedoman yang relevan.

DOCUMENTATION

1. Pre-test

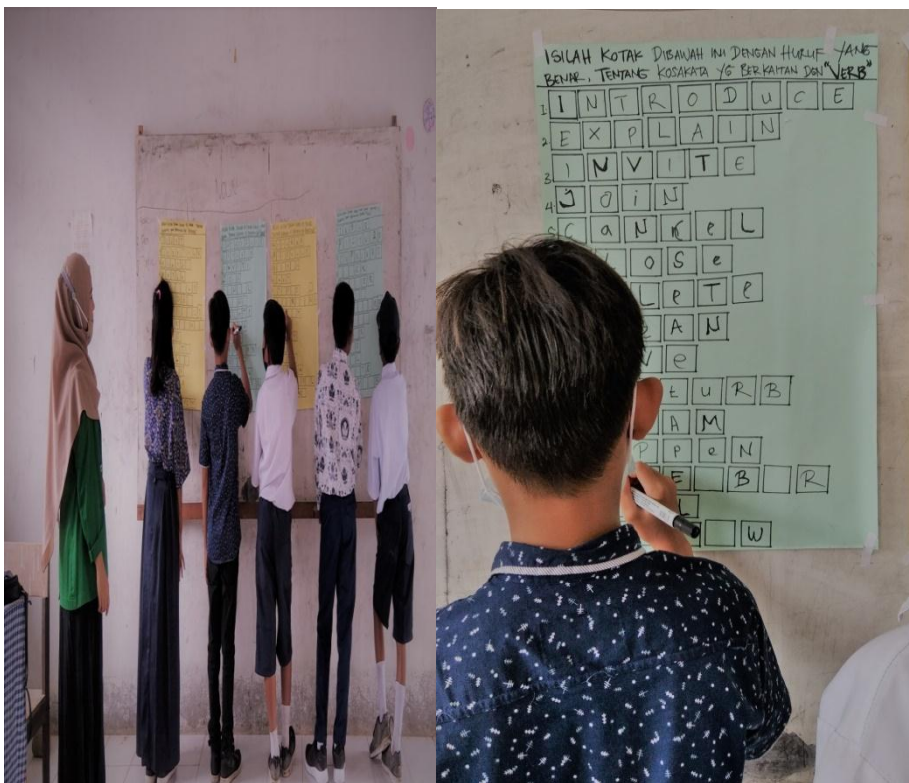


2. Treatments

4. First meeting



5. Second Meeting



6. Third meeting



7. Fourth meeting



3. Post-test



VOCABULARY TEST

Pre-test

NAMA: REBEKA
KLS: VII

Pre-Test

Exercises text twist game in form vocabulary.

Petunjuk :

1. Pahami baik-baik sebelum menjawab.
2. Tulislah tentang kosakata (Noun) yang diketahui dengan menyusun huruf melalui text twis game menjadi sebuah kata yang utuh sesuai kotak pertanyaan yang diinginkan.

Pertanyaan: Isilah kotak diibawah ini dengan huruf yang benar !

1.

V	I	P	B	O	A	P	D
---	---	---	---	---	---	---	---

 X

2.

F	L	O	W	E	R
---	---	---	---	---	---

 ✓

3.

P	U	r	t	E	R	E
---	---	---	---	---	---	---

 X

4.

D	O	O	K
---	---	---	---

 X

5.

R	U	L	A	R
---	---	---	---	---

 X

6.

V	R	A	S	E	R
---	---	---	---	---	---

 X

7.

B	I	O	C	K
---	---	---	---	---

 X

8.

C	O	K	E	R
---	---	---	---	---

 X

$$\frac{2}{15} \times 100 = 13\frac{1}{3}$$

9. D O O R ✓

10. F L O R A ✗

11. W O L D ✗

12. T A B E L ✗

13. R U C K ✗

14. R R A E D ✗

15. M E R B I D ✗

Nama : NESIA

Kls : VU

Pre- Test

Exercises text twist game in form vocabulary

Petunjuk :

1. Pahami baik-baik sebelum menjawab.
2. Tulislah tentang kosakata (Noun) yang diketahui dengan menyusun huruf melalui text twis game menjadi sebuah kata yang utuh sesuai kotak pertanyaan yang diinginkan.

Pertanyaan: Isilah kotak diibawah ini dengan huruf yang benar !

1.

K	T	P	B	O	A	R	D
---	---	---	---	---	---	---	---

 X

2.

F	L	O	U	F	R
---	---	---	---	---	---

 X

3.

P	L	C	T	U	R	E
---	---	---	---	---	---	---

 ✓

4.

D	O	O	K
---	---	---	---

 X

5.

R	I	L	E	X
---	---	---	---	---

 X

6.

E	R	A	S	E	R
---	---	---	---	---	---

 ✓

7.

C	I	O	C	K
---	---	---	---	---

 ✓

8.

C	O	L	O	R
---	---	---	---	---

 ✓

$$\frac{7}{15} \times 100 = 46 \frac{2}{3}$$

9. D O O R ✓

10. F L O U R ✗

11. W O L D ✗

12. T A B L E ✓

13. B O O K ✓

14. B U A R D ✗

15. M A R E T ✗

VOCABULARY TEST

Post-test

Nama : Yosua

Kelas : XII

Post- Test

Exercises text twist game in form vocabulary.

Petunjuk :

1. Pahami baik-baik sebelum menjawab pertanyaan.
2. Tulislah kata yang diketahui tentang (Noun, Adjective, Verb and Adverb) yang diketahui dengan menyusun huruf melalui text twis game menjadi sebuah kata yang utuh sesuai kotak pertanyaan yang diinginkan.

Pertanyaan: Isilah kotak diibawah ini dengan huruf yang benar !

1. [M] [A] [R] [K] [E] [R] ✓

2. [C] [L] [O] [C] [K] ✓

3. [A] [R] [A] [S] [E] [R] ✗

4. [C] [A] [N] [C] [E] [L] ✓

5. [I] [N] [T] [R] [O] [D] [U] [C] [E] ✓

6. [D] [A] [L] [E] [T] [E] ✗

7. [H] [A] [P] [M] [E] [N] ✗

8. [S] [T] [U] [P] [I] [D] ✓

$$\frac{9}{15} \times 100 = \underline{\underline{60}}$$

9. A P R O B A N ✓

10. A F R A I T ✗

11. H A N S O M F ✗

12. R E A L I Y ✓

13. N E V E R ✓

14. S O N E T I M E S ✗

15. O F T E N ✓

Nama : Sarah
Kelas : VII

Post- Test

Exercises text twist game in form vocabulary.

Petunjuk :

1. Pahami baik-baik sebelum menjawab pertanyaan.
2. Tulislah kata yang diketahui tentang (noun, adjective, verb and adverb) yang diketahui dengan menyusun huruf melalui text twis game menjadi sebuah kata yang utuh sesuai kotak pertanyaan yang diinginkan.

Pertanyaan: Isilah kotak diibawah ini dengan huruf yang benar !

1. M A R K E R ✓
 2. C L O C K ✓
 3. E R A S E R ✓
 4. C A N C E L ✓
 5. I N T R O D U C E ✓
 6. D E L A T E X ✗
 7. L I S T E N ✓
 8. S T I P I D ✓
- $\frac{14}{15} \times 100 = 93\frac{1}{3}$

9. A P R O G A N ✓
10. A F R A I D ✓
11. H A N S O M E ✓
12. R E A L L Y ✓
13. N E V E R ✓
14. S O M E T I M E S ✓
15. O F T E N ✓



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Pissaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 187/PENELITIAN/21.06/DPMTSP/VI/2021
Lamp : -
Sifat : Biasa
Perihal : ***Izin Penelitian***

Kepada
Yth. Ka. SMP Nusa Prima Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1094/In.19/FTIK/HM.01/06/2021 tanggal 17 Juni 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Iren Isnopi
Tempat/Tgl Lahir : Paranta / 11 Desember 1997
Nim : 16.0202.0104
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Tuluran
Desa Ilan batu uru
Kecamatan Walenrang Barat

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

IMPROVING STUDENTS VOCABULARY USING TEXT TWIST GAME FOR SEVENTH GRADE AT SMP NUSA PRIMA LAMASI

Yang akan dilaksanakan di SMP NUSA PRIMA LAMASI, pada tanggal 21 Juni 2021 s/d 21 Juli 2021

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 1 1 9 3 1 5 0 0 0 5 3



Ditetapkan di Kabupaten Luwu
Pada tanggal 21 Juni 2021
Kepala Dinas

Drs. H. RAHMAT ANDIPARANA
Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Iren Isnopi;
5. Arsip.



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI

Alamat: Jl. Sadar Desa To'Pongo Kec. Lamasi Kab. Luwu 91952

Email : smpnusaprimalamasi@gmail.com



Nomor : 026/SMP-NP.L/VI/2021
Lamp : -
Perihal : **Jawaban Atas Permohonan Penelitian**

Luwu, 22 Juni 2021

Kepada
Yth. **Pimpinan Institut Agama Islam Negeri (IAIN) Palopo**
Di-,
Tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini :

Nama : **OPU PRAJA,S.Pd**
NIP : -
Jabatan : **Kepala Sekolah**

Menerangkan bahwa,

Nama : **Iren Isnopi**
NIM : **16 0202 0104**
Jurusan : **Pendidikan Bahasa Inggris**

Telah Kami setuju untuk melaksanakan penelitian, pada tanggal **21 juni 2021 s/d 21 Juli 2021** di instansi kami SMP Nusa Prima Lamasi sebagai syarat penyusunan skripsi dengan judul :

"IMPROVING STUDENTS VOCABULARY USING TEXT TWIST GAME FOR SEVENTH GRADE AT SMP NUSA PRIMA LAMASI"

Demikian surat ini Kami sampaikan, dan atas kerjasamanya Kami ucapkan terima kasih.



Tembusan:

1. Ketua Yayasan Tosangereng
2. Arcin



**PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI**

*Alamat. Jl.Sadar Desa To'Pongo Kec.Lamasi Kab.Luwu 91952
Email : smpnusaprimalamasi@gmail.com*



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 040/SMP-NP.L/VII/2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Nusa Prima Lamasi memberikan keterangan kepada :

Nama : **Iren Isnopi**

NIM : 16 0202 0104

Alamat : Dsn Tuluran Desa Ilan batu uru Kecamatan Walenrang Barat

Benar-benar telah selesai mengadakan penelitian , pada tanggal **20 Juli 2021** di instansi kami sehubungan dangan penyusunan skripsi dengan judul **"IMPROVING STUDENTS VOCABULARY USING TEXT TWIST GAME FOR SEVENTH GRADE AT SMP NUSA PRIMA LAMASI "**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 20 Juli 2021
Kepala Sekolah,



OPTUPRAJA,S.Pd
NIP.-



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.807/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Iren Snopi
NIM : 16 0202 0104
Semester : XI (sebelas)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 24 November 2021

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

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CURRICULUM VITAE



Iren Isnopi, was born in Paranta on 11th december 1997. She is the daughter of Rampang Isra, she is the youngest child. she is life in paranta village ilanbatu uru, kec. walenrang barat, kab. Luwu. she was graduated from SDN 489 Paranta in 2009, and then she was study in Junior High School Satap Paranta until 2012. After that, she was graduated from Senior High School No 1 Walenrang in 2015, and she continue her study at the State Islamic Institute of Palopo in 2016 as an English Department students.