THE USE OF TEXT TWIST GAME TO IMPROVE VOCABULARY MASTERY OF THE VIII (EIGHTH) GRADE AT MTs NAHDLATUL KHAIRAAT LABUAN

SKRIPSI

Submitted as a partial Fulfillment of the Requirements for the degree of Sarjana Pendidikan (S.Pd.) at English Tadris Study Program Faculty of Tarbiyah and Teachers Training at UIN Datokarama Palu

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2024

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I hereby declare that this thesis entitled: *"The Use of Text Twist Game to Improve Vocabulary Mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan"* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to the misconduct.

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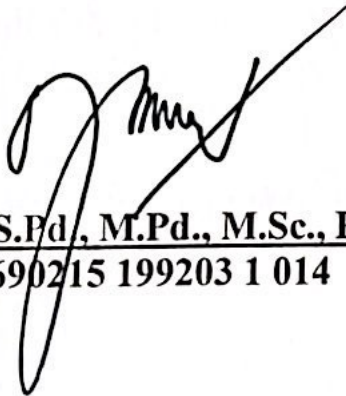The Researcher,

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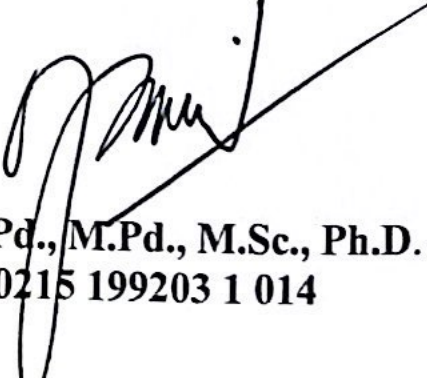NIP. 19690215 199203 1 014   NIP. 19860504 202321 2 052

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This thesis by **Alva Febriansyah**, NIM. 17.1.16.0075 entitled **"The Use of Text Twist Game to Improve Vocabulary Mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 30th August 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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ACKNOWLEDGMENT

بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِي

الحَمْدُ لِلهِ الَّذِيْ أَنْعَمَنَا بِنِعْمَةِ الإِيْمَانِ وَالإِسْلَامِ. وَنُصَلِّيْ وَنُسَلِّمُ عَلَى خَيْرِ الأَنَامِ سَيِّدِنَا مُحَمَّدٍ وَعَلَى أَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ.

Praise and gratitude the researcher expresses the presence of Allah SWT, who has best owed all the graces and guidance so that the researcher can finish this thesis entitled, **"The Use of Text Twist Game to Improve Vocabulary Mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan"** Shalawat and greetings are dedicated to the great prophet Muhammad SAW, along with all his family and friends who have provided various example of life as a giude for his people.

The writing and preparation of this thesis was inseparable from assistance, guidance and support from various parties. The researcher is fully aware that in writing this thesis he received a lot of moral and material assistance from various parties. Therefore, with all humility, the author would like to thanks:

1. The researcher's beloved parents, Mr Samsu and Mrs Indrawati, and my sisters and family.

2. Prof. Dr. H. Lukman Thahir, M.Ag. as the rector of the State Islamic University of Datokarama Palu, who has given authority, encouraged and provided policies in the lecture process to the present.

3. Dr. Saepudin Mashuri, S.Ag., M.Pd.I. as the Dean of Faculty of Tarbiyah

and Teacher Training State Islamic University of Datokarama palu.

4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D as the head of English Tadris Department and my first supervisor, and Hijrah Syam, S.Pd., M.Pd as the secretary of the English Tadris Department and my second supervisor, who have corrected and provided input and encouragement to the researcher until the completion of this thesis.

5. Dzakiah, M.Pd. as the examiner who have corrected and provided input and encouragement to the researcher until the completion of this thesis.

6. Dr. Bahdar, M.H.I as the lecturer academic advisory lecturer.

7. All of lecturers and employees of the State Islamic University Palu.

8. My friends at English Tadris Department are also doing their thesis.

May Allah bless them all, Ameen. The researcher acknowledges that this skripsi is imperfect and welcomes suggestions and constructive criticism.

The Researcher

TABLE OF CONTENT

REFERENCES
APPENDICES
CURRICULUM VITAE

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

Appendix 1. SK Pembimbing

Appendix 2. Undangan Seminar Proposal

Appendix 3. Pre-Test and Post Test

Appendix 4. Students' Answer Sheet

Appendix 5. Lesson Plan

Appendix 6. Documentation

Appendix 7. Curriculum Vitae

ABSTRACT

Name   : Alva Febriansyah

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Title   : THE USE OF TEXT TWIST GAME TO IMPROVE VOCABULARY MASTERY OF THE VIII (EIGHTH) GRADE AT MTs NAHDLATUL KHAIRAAT LABUAN

Vocabulary is a crucial aspect of learning English, as it supports the development of speaking, reading, listening, and writing skills. However, many students at MtsS Nahdlatul Khairaat struggle with vocabulary mastery, which affects their ability to communicate effectively. Observations show that traditional teaching methods, such as lectures and exercises, fail to engage students, leading to a lack of interest and poor retention.

The research question of this research was, "Does the use of text twist game effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan?" This study aims to find out whether the use of text twist game effectively improves the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan or not.

The researcher applied a pre-experimental research design (one group pretest-posttest design). The population of this research was the eighth-grade students of MTs Nahdlatul Khairaat Labuan and the sample was XII 1 consisting of 17 students. The instruments used to collect the data for this research were tests, which were a pre-test and post-test. The pre-test was conducted before the researcher implemented the treatment and the post-test was conducted after the treatment. The researcher applied the treatment by implementing the text twist game to improve students' vocabulary mastery.

The research conducted by using the text twist game to enhance the vocabulary of students in class VIII at MTs Nahdlatul Khairaat Labuan has produced compelling results. The pre-test and post-test analysis revealed a significant enhancement in students' vocabulary skills, with the mean score increasing from 25.47 to 35.68. The data obtained from the scores of the students were analyzed statistically by using the 25th version of SPSS software. The data was calculated by using a paired sample t-test in SPSS. The result shows that the value of Sig. (2-tailed) is 0.001, which is lower than 0.05.

Therefore, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted which means that the use of text twist game effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan.

CHAPTER I

INTRODUCTION

A. *Research Background*

The critical element in learning English is vocabulary, which plays a crucial role in speaking, reading, listening, and writing. Language learners, especially junior high school students, will face communication challenges without an adequate vocabulary. A strong grasp of vocabulary is essential to enhance the four language skills - listening, speaking, reading, and writing. Merely focusing on grammar without developing vocabulary won't enable learners to express themselves effectively. Before mastering English, learners must first grasp the language's fundamental aspect, vocabulary. Various definitions of vocabulary exist, with each emphasizing its importance. Vocabulary is a compilation of terms for a specific language or a collection of words used by individual speakers.

Challenges persist in education regarding learning and teaching due to the contrasting structures, pronunciation, and vocabulary between English and Indonesian. Consequently, creating a successful and productive English teaching approach becomes a formidable undertaking. English teachers are required to organize and design their students' learning experiences skillfully. They must employ suitable teaching methods to actively engage students, particularly in grasping and comprehending the subject matter.

Based on the findings of the observations conducted at MtsS Nahdlatul Khairaat, it is evident that students encounter several difficulties while learning English, with one major challenge being their limited mastery of vocabulary. Many students lack familiarity with certain words the teacher provides, leading to significant struggles in their English language acquisition. This becomes apparent during classroom interactions when students cannot answer basic and commonly used words in everyday life. The root of this issue lies in the monotonous and one-way techniques employed in teaching English vocabulary. The teacher primarily relies on the lecture method and exercises, which tend to bore the students and diminish their focus on learning. Consequently, the deficiency in the students' English vocabulary persists, as there is a lack of innovative media or engaging activities, such as games, to capture their interest and enthusiasm for learning English, particularly when it comes to vocabulary.

Based on the aforementioned findings, if this situation remains unaddressed and lacks serious attention, it will systematically impact students' learning abilities and academic achievements. Therefore, it requires diligent attention from teachers and support from all stakeholders involved in resolving these issues. Implementing educational games, like the "Text Twist" game, could be a beneficial step in overcoming these challenges. This game is designed to leverage its key benefits for students, particularly by enhancing their memory and vocabulary knowledge through comprehension, memorization, and word arrangement based on the provided materials.

Furthermore, the "Text Twist" game can be tailored to suit the teacher's needs, using it as an engaging activity to capture students' focus at the beginning of the class. The researcher aims to demonstrate that teaching vocabulary using the "Text Twist" game effectively helps students retain vocabulary knowledge. For instance, students can categorize words as nouns, adjectives, verbs, and adverbs when prompted, showcasing their understanding of the different parts of speech.

The teacher has the flexibility to adapt the content of this game to suit the learning objectives. It can be useful for teaching vocabulary, including the organization of terms used in a research context, especially when teaching English. The teacher can effectively integrate the game's content with the learning goals into the curriculum by aligning the game's content with the learning goals.

The Text Twist Game, however, has not been employed at MtsS Nahdlatul Khairaat for vocabulary learning, as observed by the researcher. The researcher believes utilizing this game as a teaching tool can enhance students' learning efficiency. Furthermore, the game's introduction is expected to spark students' interest and enthusiasm in the teaching and learning process.

According to the research results, students find the lesson and practice methods dull and uninteresting. Consequently, teachers must devise more engaging teaching approaches to alleviate student boredom and boost motivation to learn English vocabulary. As a solution, the researchers concluded that implementing text twist games as a teaching strategy provides an enjoyable way for students to explore and learn new words. The text twist game is anticipated to

facilitate the learning process and improve students' vocabulary skills. Due to this potential, the researchers are enthusiastic about investigating "**The Use of Text Twist Game to Improve Vocabulary Mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan**".

B. Research Question

The abovementioned problems lead to the following research question: "Does the use of text twist game effectively improves the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan?".

C. Objective and Significance of the Research

Based on the research question above, the objective of this research was: To find out whether the use of text twist game effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan or not.

This research holds both theoretical and practical significance in the field of English language teaching, particularly in vocabulary acquisition.

1. Theorectical Significance

Theoretically, this research contributes to the field of English language teaching by reinforcing the effectiveness of game-based learning in vocabulary acquisition. It supports constructivist and cognitive learning theories, emphasizing active engagement, memory retention, and interactive learning. By investigating the use of the Text Twist game, this study provides empirical evidence on how innovative teaching methods can enhance students' vocabulary mastery compared to traditional lecture-based approaches. Additionally, it adds to the body of

research on the role of educational games in language learning, offering insights for future studies exploring interactive media as a tool for vocabulary instruction.

2. Practical Significance

Practically, this research benefits teachers, students, and educational stakeholders by introducing an engaging and effective method for teaching vocabulary. For teachers, it offers an alternative strategy to traditional instruction, demonstrating how the Text Twist game can enhance student participation and motivation. For students, the game provides an enjoyable way to learn and retain vocabulary, improving their comprehension and word recognition skills. Furthermore, the study highlights the importance of integrating interactive learning tools into the curriculum, encouraging educational institutions to adopt game-based learning approaches to improve language proficiency in EFL classrooms.

D. *Outline of Contents*

Chapter I (Introduction): This chapter provides an overview of the research, including the background, statement of the problem, research objectives, significance of the study, and a summary of the thesis structure.

Chapter II (Review of Related Literature): This section discusses relevant previous studies and theoretical foundations. It covers topics such as the implementation and definition of vocabulary, vocabulary types and variations, vocabulary teaching and learning strategies, the role of technology in education, and the Hello English application. Additionally, it presents the theoretical framework and hypothesis.

Chapter III (Research Methodology): This chapter outlines the research design and approach, describes the population and sample, and explains the research variables and operational definitions. It also details the research instruments, data collection methods (pre-test, treatment, post-test), and data analysis techniques.

Chapter IV (Results and Discussion): This section presents a detailed analysis of the research findings, systematically addressing each aspect of the research problem. The discussion interprets the results in relation to the research questions and theoretical framework, highlighting how the findings support or challenge existing theories and practices. Through in-depth analysis, this chapter provides a comprehensive understanding of the study's outcomes.

Chapter V (Conclusion and Suggestions): The final chapter summarizes the key findings of the research and discusses their implications. It also offers recommendations for future research, educators, and students, aiming to enhance teaching practices and learning experiences. These suggestions ensure that the study contributes to academic discussions and practical applications in the field.

A. *Previous Research*

In conducting this research, the researcher examined the utilization of the Text Twist game. This involved reviewing the study by Nasruddin, which delved into the effects of the Text Twist Game on the English Vocabulary Proficiency of Second Semester Class XI Students at SMAN 1 Penengahan. The research adopted a quasi-experimental design, with the study participants divided into two groups: an experimental group comprising 38 students and a control group consisting of 38 students as well. In the experimental group, the researcher implemented the Text Twist game, while in the control group, the teacher employed translation methods for instruction. To gather data prior to the intervention, the researcher utilized a multiple-choice questionnaire as an assessment tool. Both pretest and posttest assessments were administered using these instruments. SPSS software was used for the calculation of the independent sample t-test. As indicated by the results of the SPSS data analysis, it was evident that the use of the Text Twist game had a substantial impact on enhancing students' vocabulary at SMAN 1 Penengahan in Lampung during the first semester of the eleventh grade.[1]

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[1]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.

Solihin conducted a study focusing on the utilization of text twist games as an educational tool for seventh-grade students at Madina Kaliambo Pecengahan Islamic Junior High School in Jepara. This research employed an action research approach within the classroom setting and involved a sample of 28 students, comprising 15 males and 13 females. During the initial cycle, some students fell short of the minimum score threshold of 70, which indicated a "sufficient" level of achievement. However, after implementing text twist games as a learning medium, student engagement and participation significantly increased. In the second cycle, the average score rose to 86.43, signifying a "good" category of performance. In the third cycle, the results of written tests reached an optimal average score of 90.71, classifying as "very good." Based on these findings, it can be concluded that the adoption of text twist games as a teaching method was successful in enhancing the vocabulary of seventh-grade students at Madina Kaliambo Pecengahan Islamic Junior High School.[2]

Hidayat conducted research on the use of text twist games to enhance vocabulary proficiency among eleventh-grade students at SMAN 1 Sapuran during the 2012 academic year. This research was carried out as a preliminary investigation before conducting an experiment. The study involved 40 students from the eleventh grade at SMAN 1 Sapuran as research participants. The researcher administered both pretests and posttests and employed a separate variance t-test for statistical analysis. After analyzing the data and drawing

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[2] 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.

conclusions from the findings, it was determined that the incorporation of text twist games as a means to improve vocabulary proficiency among eleventh-grade students at SMAN 1 Sapuran during the academic year 2012 was an effective teaching approach.[3]

The basis for this conclusion lies in the existing body of research that has explored the effective use of text twist games to enhance students' vocabulary in the learning process. Previous studies share a common theme of using text twist games as a pedagogical tool, although variations exist in research location, methodology, instructional procedures, and sample characteristics. However, a consistent element across these studies is the utilization of the text twist game as an educational resource.

B. Related Literature

1. Vocabulary

a. Definition of Vocabulary

Vocabulary encompasses a compilation of words used by individuals, with each word possessing a unique meaning and utility contingent upon its specific form. Caroline characterizes vocabulary as a compilation of individual terms. Consequently, any encountered words can be categorized as part of one's vocabulary. Whether one is a reader or a writer, having a robust vocabulary is a fundamental skill that contributes to the seamless execution of their tasks. For a writer, vocabulary serves the purpose of determining the concepts they will

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[3]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.

convey on the blank page. As for a reader, the primary role of vocabulary is to facilitate comprehension of the author's message within the content.

In line with Hiebert and Kamil, vocabulary refers to the collection of words that a writer comprehends in terms of their meanings and can employ when speaking, listening, reading, and writing. This vocabulary consists of a roster of words derived from a particular language. For a comprehensive grasp of a language, individuals often need to adhere to specific vocabulary rules. The choice of words by an individual can significantly influence the impression they create and how others respond to achieving a particular language objective. Vocabulary extends beyond being a mere inventory of words. When a writer alludes to "vocabulary," they are referring to more than just words. It encompasses aspects such as meaning, pronunciation, word associations, expressions, synonyms, and homonyms, among other considerations.[4]

The concept of vocabulary can be defined in various ways. Thornbuly emphasizes that words are the essential vehicles of communication, implying that without a vocabulary, one cannot effectively engage in communication, as there would be no meaningful content to convey.[5]

Linse defines vocabulary as a compilation of words known to an individual. It's worth noting that while nouns are readily visible in this collection,

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

[5]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.

a comprehensive vocabulary curriculum for teachers should encompass not only nouns but also verbs, adjectives, adverbs, and prepositions.[6]

Hatch and Brown describe vocabulary as a compilation of words specific to a language, highlighting its significance as a fundamental component for effective language communication.[7]

In summary, the explanations provided above collectively affirm that vocabulary represents a repository of words within a person's English language proficiency.

b. *Types of Vocabulary*

There are two categories of vocabulary: active vocabulary and passive vocabulary.[8] When individuals speak or write, they tap into their active (productive) vocabulary, comprising words readily accessible for constructing spoken or written sentences. Conversely, passive (receptive) vocabulary consists of words known to individuals but not typically used actively; they comprehend these words when encountered in speech or writing. In most instances, passive vocabulary tends to outnumber active vocabulary. These two types of language proficiency come into play, with active vocabulary often taking on a more prominent role in communication. However, foreign language instruction aims to enhance both students' passive and active vocabulary, alongside developing their

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

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

[8]John Read, (2000), Assessing Vocabulary, Cambridge UK: Cambridge University Press, p. 154.

proficiency in the four core language skills: speaking, writing, reading, and listening.

c. *Parts of Vocabulary*

Vocabulary comprises three components, which are:

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.

Adjectives, adjectives are divided into categories as a way to understand their purpose.

d. *Fucntion of Vocabulary*

As per the research conducted by Nurvitasary, learners have the ability to recognize all words in both written and spoken contexts through their vocabulary. The research findings suggest that the primary objective of vocabulary is for students to be capable of recognizing all terms in written text, comprehending the context of what they read, and retaining the words for use in various language skills.[9]

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[9] Nurvitasyari. "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 Alaudddin Makassar, 2017: 11.

e. *The Importance of Vocabulary Learning*

In accordance with Thornbury, it is emphasized that vocabulary holds paramount importance in language communication, to the extent that, without it, effective communication becomes impossible. In this context, grammar is viewed as the structural framework of language, while vocabulary is identified as the pivotal element that unlocks language proficiency. To effectively communicate, students must possess a specific quantity of vocabulary, which is essential not only for spoken but also written language.

This perspective aligns with the communicative approach, where students are provided with ample opportunities to directly engage with the language during classroom activities. This approach significantly contributes to the development of students' vocabulary as they are compelled to apply language skills both in spoken and written forms.

Furthermore, this method proves instrumental in augmenting students' vocabulary. By actively engaging students in both oral and written communication, this approach facilitates vocabulary growth. Questions pertinent to vocabulary acquisition revolve around identifying the types of words that students need to be acquainted with and determining the requisite vocabulary size. In this regard, students should be familiar with high-frequency words, which are the words they use most frequently in communication, whether during classroom activities or in real-life situations. These high-frequency words are commonly referred to as general service vocabulary.

2. Text Twist Game

a. *Definition of Text Twit Game*

The term "text twist game" holds several interpretations. In practical terms, games serve as a set of tools for language learning, as outlined by Misirli. According to Hadfield, a game is an activity characterized by rules, a specific objective, and a sense of enjoyment.[10] Wright, on the other hand, describes a game as an enjoyable and often challenging activity in which learners participate and typically engage with others. Games represent a structured form of play or recreation for young individuals, such as role-playing or playing with toys. Geoffrey Broughton defines games as a form of play governed by rules, with a core emphasis on enjoyment. They are not just a diversion or an escape from daily routines. In the context of language learning, a "text twist" is also identified as a word scramble game, according to Crawford. In this game, participants are tasked with constructing words spanning three to six letters. Games offer students the opportunity not only to have fun while learning a language but also to practice it concurrently. In line with the given definitions, "text twist" refers to an activity where students engage in a word scrambling game, aiming to create words consisting of three to six letters.

b. *Design of Text Twist Game*

According to Richards and Rodgers, during the methods analysis design phase, there are several aspects to consider:

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

1) Defining the objective of the method.

2) Determining how the syllabus model shapes and organizes the content of the material.

3) Identifying the preferred learning tasks and instructional activities for the chosen strategy.

4) Clarifying the role of students in the process.

5) Recognizing the significance of teachers in the development of educational materials.

In the context of constructing a text twist game, these five factors translate to: setting objectives, structuring the syllabus, outlining learning activities, defining the roles of teachers in creating instructional materials, and emphasizing the educational value of the game.

The objective of the text twist game is to use the given set of letter boxes to create words within a specified time frame. If a player successfully identifies the six-letter word, they advance to the next round, regardless of the number of additional words they find. The primary aim of the game is to complete as many levels as possible while accumulating the highest score. The game is typically played in groups, and the group that constructs the most words emerges as the winner. The text twist game serves as a visual aid for teaching English vocabulary, with the primary goal being to stimulate interest and engagement in vocabulary study.

c. The procedure of Text Twist Game

The methodology for teaching vocabulary using the text twist game, as outlined by Steven J. Bram, can be summarized as follows:

1) Divide the class into groups of four or five students each.

2) Provide each group with a worksheet featuring blank boxes and instruct them to fill in the missing words.

3) Select a student from one team to demonstrate how to complete the worksheet.

4) Allocate seven minutes for each group to fill in the blank boxes with appropriate words.

5) Have the team leaders write their answers on the board.

6) If the answers are correct, award one point to their team; if not, select a student from another team to attempt the correction for the point.

7) Display any incorrect words on the board and instruct the class to identify and rectify errors.

8) Each team translates the words in the blank boxes and constructs sentences using them.

9) Allow students to consult dictionaries if needed and have them present their sentences to the teacher once completed.

In the present research, the researcher intends to follow a slightly modified approach:[11]

1) Divide the class into smaller groups of three or four students each.

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[11] Steven J Bram's, "Game House", (http://windows.podnova.com/trends/super text twist.html) accessed on July 18th 2010.

2) Distribute vocabulary sheets tailored to the specific material assigned to each group.

3) Allocate twenty-five minutes for each group to memorize and comprehend the provided vocabulary.

4) Collect the vocabulary sheets from the groups after this learning phase.

5) Invite each group to step forward and complete a set of questions related to the vocabulary.

6) Evaluate and award points to each group based on the accuracy of their answers.

d. *Advantages and Disadvantages of Using Text Twist Game*

Andrew Wright highlights the advantages and drawbacks of this game. On the positive side, the text twist game serves as a motivating factor for children to consult dictionaries, fostering a proactive approach to word exploration. Furthermore, it stimulates students to exercise their creativity when searching for words, leading to an enhancement in their vocabulary retention skills.

However, there are certain disadvantages associated with this game. One drawback is the absence of clues to guide students towards the correct answers, leading to potential frustration as they strive to decipher the solutions independently. Without proper classroom management, the game can become time-consuming, and it may disrupt the class if noise levels escalate, resulting in reduced control over the learning environment.

C. *Conceptual Framework*

Figure 2.1 Conceptual Framework
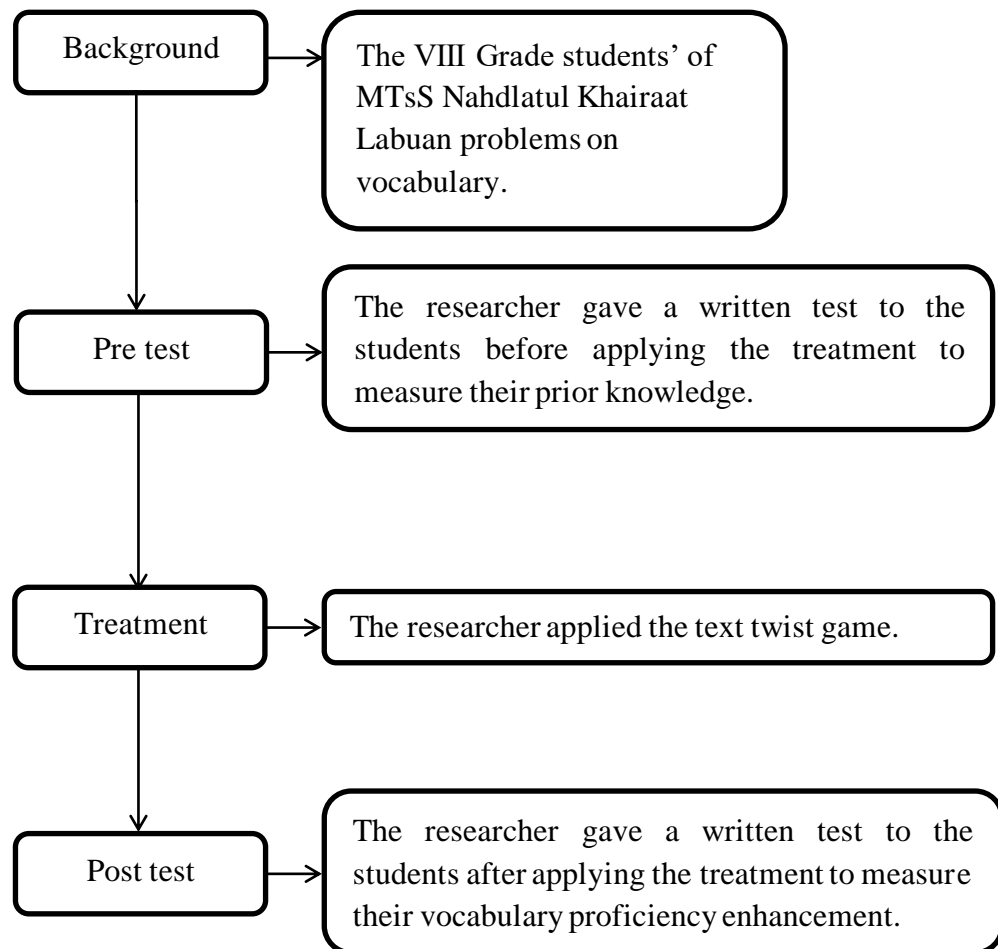
The conceptual framework in Figure 2.1 outlines the research process for investigating vocabulary problems among eighth-grade students at MTsS Nahdlatul Khairaat Labuan. The framework begins by identifying the background issue, which is the students' difficulties with vocabulary. To assess their initial vocabulary knowledge, a pre-test is administered before any intervention. This test serves as a baseline to measure students' existing proficiency before applying the treatment.

Following the pre-test, the treatment phase introduces the "text twist" game as a learning strategy to improve students' vocabulary skills. This game encourages students to comprehend, memorize, and organize words in an engaging manner. After completing the treatment, a post-test is conducted to evaluate the students' vocabulary proficiency improvement. The comparison between pre-test and post-test results helps determine the effectiveness of the game-based learning approach in enhancing students' vocabulary knowledge.

D.   *Hypothesis*

Null Hypothesis (H_0)   :   If the value of Sig. (2-tailed) is greater than 0.05, the null hypothesis is accepted and the alternative hypothesis is rejected. This means that the use of text twist game effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan.

Alternative Hypothesis (H_a) :   If the value of Sig. (2-tailed) is lower than 0.05, the null hypothesis is accepted and the alternative hypothesis is rejected. This means that the use of text twist game not effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan.

CHAPTER III

RESEARCH METHOD

A. *Approach and Design of Research*

In the realm of experimental research, the researcher employs a pre-experimental design, a phase that precedes actual experimental investigations. This approach adheres to established protocols for conducting experiments but lacks the inclusion of a control group. The absence of a control group is a distinctive feature of the pre-experimental design. Given that a one-group and post-test strategy offers limited control over extraneous variables, this research opts for the pre-experimental design.

The assessment of treatment outcomes in this research is facilitated through the utilization of both a pre-test and a post-test. In this setup, a single group is initially subjected to a pre-test (O), followed by the application of a treatment (X), and subsequently, they are retested using a one-group pre-test and post-test design (O). The success of the treatment is gauged by comparing the results obtained from the pre-test and post-test measurements. The structure of the one-group pre-test – post-test design is as follows:

Table 3.1 Pre-Experimental Design

EXPERIMENTAL CLASS		
O_1	X	O_2

Explanation:

O_1 : Result of a pre-test

X : Treatment that was given in the class by using the text twist game.

O_2 : Result of post-test.

B. Population and Sample

1. Population

The subjects in this research are seventh-grade students at MTs Nahdlatul Khairaat Labuan. 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. Research Variables

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

1. Text Twist Game

The Text Twist Game is an interactive word puzzle game designed to enhance students' vocabulary skills by challenging them to form meaningful words from a given set of scrambled letters. In this study, the game serves as a

vocabulary learning tool where students must recognize, recall, and arrange letters to create as many correct words as possible within a given time limit. The game requires students to apply their prior knowledge of vocabulary and word formation rules, promoting active engagement in language learning.

In this research, the Text Twist Game is implemented as a treatment method to measure its effectiveness in improving students' vocabulary proficiency. The game sessions are conducted in a structured manner, with students playing the game individually or in groups under teacher supervision. Their progress is assessed through pre-test and post-test evaluations, comparing their vocabulary knowledge before and after engaging with the game.

2. **Enhance**

In this research, enhance refers to the process of improving, increasing, or strengthening a particular skill, ability, or quality. Specifically, it denotes the positive development of students' vocabulary proficiency through targeted learning activities. Enhancement is measured by comparing students' vocabulary knowledge before and after the intervention, using assessments such as pre-tests and post-tests.

Enhancement in the context of vocabulary learning involves a measurable improvement in students' ability to recognize, recall, and apply new words effectively. This includes increased word retention, faster word recognition, and a broader vocabulary range, all contributing to better language comprehension and usage.

3. Vocabulary

In this study, vocabulary refers to the collection of words that students understand and use in communication, both in written and spoken forms. It encompasses the meaning, pronunciation, and usage of words within various contexts. Vocabulary proficiency is essential for language learning, as it directly influences reading comprehension, writing skills, and overall communication abilities.

For research purposes, vocabulary is measured through students' ability to recognize, recall, and correctly use words in different tasks. This includes assessments such as pre-tests and post-tests, where students demonstrate their word knowledge by identifying meanings, forming words, and applying them appropriately in sentences. The study evaluates vocabulary improvement based on students' performance before and after the learning intervention.

E. Research Instrument

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.

F. Technique of Data Collection

1. Pre-Test

A pre-test was 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 consisted of fourth meetings. The rules are as follow:

a. *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. Then the researcher gave 25 minutes for the students to memorize and comprehend the vocabulary with their group friends.

7) 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. *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. *Third 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. Then the researcher gave 25 minutes for the students to memorize and comprehend the vocabulary with their group friends.

5) 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. *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 sense of the talents that have been learned after teaching.

G. The Technique of Data Analysis

The data obtained from the pre-test and post-test was analyzed based on the formula below :

1. The score of the students' answer

Both pre-test and post-test consisted of two kind of tests, 5 questions of matching pictures and 10 questions of multiple choice. The score for each correct answer of multiple choice is 1, so the total if all the answers are correct is 10. While, the score for each correct answer of macthing pictures is 2, so the total score if all answers are correct is 10. Therefore, if all the answers of multiple choice and fill the blank questions are correct, the total score of pre-test or post-test are 20.

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total number of item}} \text{ x } 100^1$$

2. Mean Score

The students' score is classified by computing the mean deviation score of the students' vocabulary test by using the formula below, according to Arikunto :[2]

$$X = \frac{\Sigma fx}{N}$$

Notes :

X = Mean score

Σfx = Total of students score

N = The number of students

3. Normality Test

A normality test was performed to assess whether the data adhered to a normal distribution. For this analysis, the Kolmogorov-Smirnov test was used.

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[1]Departemen Pendidikan dan Kebudayaan in Wafaa, 2017. P, 155.

[2]Arikunto, http://repository.upi.edu/24615/5/s_pgsd_kelas_1300094_chapter3.pdf. (31th August 2022). 298.

The test results are interpreted as follows: If the Asymp. Sig. (2-tailed) value exceeds the 5% significance level (Asymp. Sig. (2-tailed) > 0.05), the data is considered to follow a normal distribution. On the other hand, if the Asymp. Sig. (2-tailed) value is below the 5% significance level (Asymp. Sig. (2-tailed) < 0.05), it indicates that the data does not conform to a normal distribution.

4. **Paired Sample T-Test**

In this research, the paired sample t-test was employed to evaluate the students' vocabulary enhancement after using the text twist game. This statistical method, performed using SPSS version 25, is designed to assess whether there is a significant difference between the means of two related groups. In this case, the test compared students' vocabulary scores before and after using the text twist game. By analyzing the pre-test and post-test results, the paired sample t-test helped identify any significant changes in vocabulary proficiency due to the intervention. This analysis was essential for determining the impact of the educational media and ensuring that the observed improvements were a result of the application rather than random fluctuations. SPSS version 25 was used to accurately calculate and interpret the test results, providing strong evidence to support the research's conclusions.[3]

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[3]Scribbr. An Introduction to T-Test: Definitions, Formula and Examples. Accessed on Wednesday, August 24th 2022 at 11.28

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the descriptive statistical analysis of students' vocabulary mastery before and after the treatment using Hello English application. The researcher gathered the data through pre-test and post-test. In the sub-chapter of the discussion, the findings of this research are discussed.

A. *Description of Research Results*

1. **Analysis Statistic Descriptive**

The pre-test was conducted to evaluate the students' prior knowledge before the treatment, while the post-test was administered to measure their vocabulary improvement. The summarized results are provided below.

Table 4.1 Analysis Statistic Descriptive

No.	Initial Names	Pre-Test	Post-Test	Gained Scores
1	AA	23.3	33.3	10
2	AH	25	56.6	31.6
3	AN	36.6	33.3	-3.3
4	FA	30	31.6	1.6
5	FI	31.6	36.6	5
6	FN	20	53.3	33.3
7	GL	31.6	20	-11.6
8	IN	16.6	40	23.4
9	MA	25	30	5
10	MF	35	28.3	-6.7
11	MH	23.3	40	16.7
12	MN	35	30	-5
13	MP	25	38.8	13.8

14	NF	18.3	36.6	18.3
15	NH	23.3	33.3	10
16	PA	18.33	36.6	18.27
17	PF	20	31.6	11.6
18	PN	35	26.6	-8.4
19	RH	18.3	33.3	15
20	RL	26.6	48.3	21.7
21	SA	26.6	41.6	15
22	SK	23.3	31	7.7
23	TS	18.3	30	11.7
Total		**586.03**	**820.7**	**234.67**
Mean		**25.47**	**35.68**	**10.20**

Mean Score of Experimental Class:

$$\overline{x_1} = \frac{\sum x_1}{N} = \frac{586.03}{23} = 25.47 \qquad \overline{x_1} = \frac{\sum x_1}{N} = \frac{820.7}{23} = 35.68$$

$$\overline{x_1} = \frac{\sum x_1}{N} = \frac{234.67}{23} = 10.20$$

The table 4.1 indicates that the highest score on the pre-test is 36.6, and post-test is 56.6. The lowest score in pre-test is 16.6, and post-test is 26.6. The sum of score of pre-test is 586.03 and the post-test is 820.7. The pre-test mean score is 25.47 and the post-test is 35.68. The total gained score is 234.67 with the mean score is 10.20.

2. **Normality Test**

The normality testing was conducted using the Shapiro-Wilk test in SPSS version 25. The results of the normality test for the post-test scores are presented in the following table.

Table 4.2 Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.139	23	.200[*]	.920	23	.067
Post-Test	.177	23	.060	.920	23	.067

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Because the data is <100, so to see the result of the normality test, the researcher measured the value used by Shapiro Wilk by seeing the value of Sig. of Shapiro Wilk. If the Sig. (2-tailed) value is > 0.05, then the data is normally distributed, and if the Sig. (2-tailed) value is < 0.05, then the data is not normally distributed. Based on the Shapiro-Wilk test results: For the Pre-Test Result, the significance value (Sig.) is 0.067. For the Post-Test Result, the significance value (Sig.) is 0.67. Since both significance values are greater than 0.05, we can conclude that the data for both the pre-test and post-test results are normally distributed.

3. **Statistic Hypothesis Test**

The hypothesis testing in this research was conducted to evaluate the students' enhancement of vocabulary after being taught with a text twist game.

Table 4.3 Paired Sample T-Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-Test - Post-Test	-10.20435	12.04018	2.51055	-15.41091	-4.99778	-4.065	22	.001

Based on the paired t-test results showed that the value of Sig. (2-tailed) is 0.001, which is lower than 0.05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the use of text twist game effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan.

B. *Discussion of the Research*

The findings from the descriptive statistical analysis reveal that there was a significant improvement in students' vocabulary mastery after the implementation of the text twist game. The pre-test was conducted to assess the students' initial vocabulary knowledge, while the post-test was used to measure their progress after the treatment. The results show that the mean pre-test score was 25.47, while the mean post-test score increased to 35.68, indicating an average improvement of 10.20 points. Additionally, the highest score in the pre-test was 36.6, which increased to 56.6 in the post-test, while the lowest pre-test score of 16.6 improved to 26.6. The total gain in scores across all students was 234.67, reflecting an overall enhancement in vocabulary knowledge. These results suggest that the text twist game was effective in enhancing students' vocabulary acquisition and helped them recognize and recall words more efficiently.

Despite the general improvement, some students exhibited negative or minimal gains in scores. For instance, student AN had a slight decline from 36.6 to 33.3 (-3.3 points), and GL experienced a more substantial decrease from 31.6 to 20 (-11.6 points). This variation suggests that while the intervention was effective for most students, individual differences in learning styles, motivation, and

external factors may have influenced the outcomes for certain students. Some possible factors include students' prior exposure to English vocabulary, their level of engagement in the game, and their ability to retain newly learned words. Additionally, classroom conditions, such as time constraints and students' varying levels of participation, could have impacted their learning progress. Some students may have struggled with the mechanics of the game or found it challenging to keep up with their peers, which could have resulted in lower post-test scores.

To ensure the validity of the findings, a normality test was conducted using the Shapiro-Wilk method. The results showed that the significance value for both the pre-test (0.067) and post-test (0.067) was greater than 0.05, indicating that the data was normally distributed. This allowed for the use of parametric statistical tests, such as the paired sample t-test, to further analyze the impact of the intervention. The paired sample t-test results showed that the Sig. (2-tailed) value was 0.001, which is lower than the significance threshold of 0.05. This led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, confirming that the use of the text twist game significantly enhanced students' vocabulary acquisition.

Several factors may have influenced the findings of this research. One notable factor was students' familiarity with game-based learning. Some students were more receptive to this approach, while others took time to adapt, which may have contributed to variations in performance. Additionally, external distractions, such as classroom noise and technical issues with the game, may have affected students' concentration during the intervention. Some students reported

experiencing difficulties with internet connectivity, which occasionally disrupted the flow of the game and required additional time to resume the activity. Moreover, students' individual motivation and participation levels played a crucial role in their vocabulary development. Some students actively engaged in the game and showed enthusiasm, while others remained passive, which might have influenced their post-test performance. Those who were more competitive and motivated to win tended to perform better, whereas students who participated less actively may not have benefited as much from the activity.

Another possible factor influencing the findings was the students' prior knowledge and exposure to English vocabulary outside the classroom. Some students might have had more experience with English through social media, movies, music, or online games, which could have given them an advantage in recognizing words during the activity. On the other hand, students with limited exposure to English outside the classroom may have found it more challenging to keep up. Additionally, time constraints within the research could have played a role. Since the intervention was conducted within a set period, some students may have needed more time to fully grasp and retain the vocabulary introduced through the text twist game.

Overall, these findings provide strong empirical evidence that game-based learning, particularly the text twist game, is an effective strategy for improving students' vocabulary mastery. The significant increase in post-test scores supports the idea that engaging and interactive learning methods can enhance students' motivation and retention of new vocabulary. However, the presence of individual

differences in learning progress suggests that future research should explore additional supporting strategies to ensure all students benefit equally. One possible solution is to integrate different types of vocabulary games to accommodate various learning styles and preferences. Additionally, future research could investigate the long-term effects of this approach and explore its impact on other language skills, such as reading comprehension and writing. By addressing these factors, educators can further refine the use of game-based learning strategies to maximize student engagement and vocabulary acquisition.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. *Conclusion*

The research conducted by using the text twist game to enhance the vocabulary of students in class VIII at MTs Nahdlatul Khairaat Labuan has produced compelling results. The pre-test and post-test analysis revealed a significant enhancement in students' vocabulary skills, with the mean score increasing from 25.47 to 35.68. The data obtained from the scores of the students were analyzed statistically by using the 25th version of SPSS software. The data was calculated by using a paired sample t-test in SPSS. The result shows that the value of Sig. (2-tailed) is 0.001, which is lower than 0.05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the use of text twist game effectively improve the vocabulary mastery of the VIII (Eighth) Grade at MTs Nahdlatul Khairaat Labuan.

B. *Suggestions*

The following are the researcher's suggestions according to the conclusion of this research.

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 Students

Students must be more active, especially in learning vocabulary. They can use text twist games in the process of learning

3. For Researchers

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

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APPENDICES
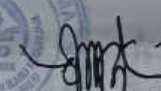
Appendix 1. SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1431 TAHUN 2024

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skri psi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Dzakiah, M.Pd.
2. Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
3. Pembimbing Ii : Hijrah Syam, S.Pd., M.Pd
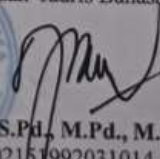untuk menguji Proposal Skripsi Mahasiswa
Nama : Alva Febriansyah
NIM : 171160075
Jurusan : Tadris Bahasa Inggris
Judul Proposal : IMPROVING STUDENT'S VOCABULARY THROUGHT TEXT TWIST GAME OF VIII9EIGHT0 GRADE AT MTS NAHDLATUL KHAIRAAT LABUAN

KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 15 Juli 2024
Dekan,

Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP 19731231 200501 1 070

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Appendix 2. Undangan Seminar Proposal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor   : 3270/Un.24/F.I/PP.00.9/07/2024   Palu, 15 Juli 2024
Sifat   : Penting
Lamp   : -
Hal   : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.   (Pembimbing I)
2. Hijrah Syam, S.Pd., M.Pd   (Pembimbing II)
3. Dzakiah, M.Pd.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama   : Alva Febriansyah
NIM   : 171160075
Jurusan   : Tadris Bahasa Inggris
Judul Skripsi : IMPROVING STUDENT'S VOCABULARY THROUGHT TEXT TWIST GAME OF VIII9EIGHT0 GRADE AT MTS NAHDLATUL KHAIRAAT LABUAN

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 17 Juli 2024
Waktu   : 13.00 - 14.30
Tempat   : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan Tadris Bahasa Inggris

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
   a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
   b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
   c. 1 rangkap untuk Ketua Jurusan
   d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
   e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
   f. 1 rangkap untuk ditempel pada papan pengumuman.
   g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)
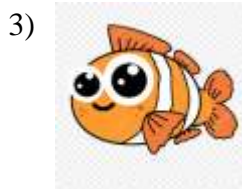
<u>**Pre- test**</u>

A. Match the picture to the correct meaning, then write the word use of singular

and plural noun based on the picture!

1)

a) fruit which has red or green skin

2)

b) the things which has square form

3)

c) one seeds of fruit

4)

d) a sweet snack that made by sugar

5)

e) there are some children

B. **Choose the correct verb to complete the sentences with the correct form of simple present and past tense, when write the meaning of the correct verb!**

1. This man always ….. the truth

   a. Tell   b. Are telling c. Tells   d. Telling

2. I ….. a candy for my sister yesterday

   a. Giving   b. Gave   c. Give   d. Gives

3. Last month, my father ….. me some chocolate.

   a. Bought   b. buying   c. buy   d. buys

4. I usually ….. a novel
   a. Read   b. reads   c. reading   d. is reading

5. She ….. her homework today
   a. Write   b. is writing   c. wrote   d. writes

6. He ….. volleyball last wek
   a. Playing   b. played   c. plays   d. playing

7. The student always ….. fifteen minutes before the class starts
   a. Come   b. came   c. coming   d. is coming

8. She ….. at my house now
   a. Coming   b. comes   c. come   d. came

9. I …... English at my teacher's house yesterday
   a. Spoke   b. speaks   c. speak   d. speaking

10. My sister ….. at her friend's office last month
    a. Worked   b. work   c. works   d. working

Post- test

A. Match the picture to the correct meaning, then write the word use of singular

and plural noun based on the picture!
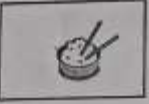
1)

a) a thing which has circle form

2)

b) the animals that have four foot

3)

c) the things which use to know time

4)

d) some things whice use to know time

5)

e) an animal that has gill

B. Choose the correct verb to complete the sentences with the correct form of simple present and past tense, when write the meaning of the correct verb!

1. Children always ….. their parents
   b. Loves   b. love   c. are loving   d. loving

2. The woman ….. the truth
   a. Tells   b. telling   c. tell   d. are telling

3. Last year, Afida, ….. to Surabaya
   a. Goes   b. going to   c. go   d. go   d. went

4. I ….. a movie yesterday
   a. See   b. watch   c. watched   d. watching

5. I ….. some fruits at the market
   a. Buy   b. buying   c. bought   d. buys

6. He ….. football yesterday
   a. Playing   b. played   c. plays   d. playing

7. The student usually ….. fifteen minutes before the class starts
   a. Come   b. came   c. coming   d. is coming

8. She ….. brownies cake
   a. Cooked   b. cooking   c. cooks   d. is cooked

9. The student ….. English last week
   a. Learning   b. is learning   c. learn   d. learned

10. My mother ….. with me last night
    a. Slept   b. is sleeping   c. sleep   d. sleeping

Appendix 4. Students' Answer Sheet

Post-test

Name : ARDIANSYAH AZWIN

Class : VIII

1. Match the picture to the correct meaning, then write the word use of singular and plural noun based on the picture!

1)

a) a thing which has circle form

I Love Ball

2)

b) the animals that have four foot

3)

c) the things which use to know time

4)

d) some things whice use to know time

5)

e) an animal that has gill

II. Match the picture to the correct meaning, then write the word use of countable and uncountable noun based on the picture!

1)

2)

3)

4)

5)

a) a plant which has orange color 1

I cat a Carrot 2

b) the water that fall from the sky

1

c) the men who talk each other

1

d) our daily food 1

I eat the rice 2

e) fruit which has red or green skin

1

I have an apple 2

8

III. Choose the correct verb to complete the sentences with the correct form of simple present and past tense, then write the meaning of the correct verb!

1. Children always .... their parents
   a. loves   c. are loving
   b. love   d. loving   1

   love is like Peopple   2

2. The woman .... the truth
   a. tells   c. tell
   b. telling   d. are telling   1

3. Last year, Afida .... to Surabaya
   a. goes   c. go
   b. going to   d. went   1

   went is the Past of "go"   2

4. I .... a movie yesterday
   a. see   c. watched   1
   b. watch   d. watching

5. I .... some fruits at the market
   a. buy   c. bought   1
   b. buying   d. buys   3

   buy is the activity to use money

6. He .... football yesterday
   a. playing   c. plays   1
   b. played   d. playing

7. The students usually .... fifteen minutes before the class starts
   a. come   c. coming   1
   b. came   d. is coming

8. She .... brownies cake

    a. cooked   c. cooks   \

    b. cooking   d. is cooked

    ShtCooks sho cook Food   2

9. The students .... English last week

    a. learning   c. learn

    b. is learning   d. learned \

10. My mother .... with me last night

    a. slept   c. sleep \

    b. is sleeping   d. sleeping

$$\frac{34}{60} \times 100 = 56,6$$

10

Pre- test

1.Match the picture to the correct meaning, then write the word use of singular

and plural noun based on the picture!

1)

a)fruit which has red or green skin \

I Love afila 1

2)

b) the things which has square form X

3)

c) one seeds of fruit X

4)

d) a sweet snack that made by sugar X

5)

e) there are some children X

11

II. Match the picture to the correct meaning, then write the word use of countable and uncountable noun based on the picture!

1)

a) an animal that has four foot

I Have goat

2)

b) a sweet yellow which produce by bees

3)

c) the flesh of animals

She buys some meat

4)

d) an oily that made by churning milk

5)

e) some women who take a picture

III. Choose the correct verb to complete the sentences with the correct form of simple present and past tense, then write the meaning of the correct verb!

1. This man always .... the truth
   a. tell   c. tells
   b. are telling   d. telling
   _____

2. I .... a candy for my sister yesterday
   a. giving   c. give
   b. gave   d. gives
   _____

3. Last month, my father .... me some chocolate
   a. bought   c. buy
   b. buying   d. buys
   _____

4. I usually .... a novel
   a. read   c. reading
   b. reads   d. is reading
   _____

5. She .... her homework today
   a. write   c. wrote
   b. is writing   d. writes   ✗
   _____

6. He .... volleyball last week
   a. playing   c. plays
   b. played   d. playing
   _____

7. The students always .... fifteen minutes before the class starts
   a. come   c. coming
   b. came   d. is coming ✗

Name : FAUzan . F. Ol-Omri

Class : VIII

1.Match the picture to the correct meaning, then write the word use of singular

and plural noun based on thepicture!

1)

a) a thing which has circle

form

she need Ball   2

2)

b) the animals that have four

foot   \

by has dogs   2

3)

c) the things which use to

know time   \

My uncle buys watchs   2

4)

d) some things whice use to know time   \

5)

e) an animal that has gill   \

II. Match the picture to the correct meaning, then write the word use of countable and uncountable noun based on the picture!

1)

2)

3)

4)

5)

a) a plant which has orange color \

b) the water that fall from the sky \

c) the men who talk each other \

There is three people 2

d) our daily food \

I cook the rice 2

e) fruit which has red or green skin \

15

III. Choose the correct verb to complete the sentences with the correct form of simple present and past tense, then write the meaning of the correct verb!

1. Children always .... their parents
   - a. loves
   - ~~b.~~ love (X)
   - c. are loving
   - d. loving

   1

2. The woman .... the truth
   - ~~a.~~ tells (X)
   - b. telling
   - c. tell
   - d. are telling

   1

3. Last year, Afida .... to Surabaya
   - a. goes
   - b. going to
   - c. go
   - ~~d.~~ went (X)

   1
   2

   Went is the past teuse verb of go

4. I .... a movie yesterday
   - a. see
   - b. watch
   - ~~c.~~ watched (X)
   - d. watching

   1

5. I .... some fruits at the market
   - ~~a.~~ buy (X)
   - b. buying
   - c. bought
   - d. buys

   1

6. He .... football yesterday
   - a. playing
   - ~~b.~~ played (X)
   - c. plays
   - d. playing

   1

7. The students usually .... fifteen minutes before the class starts
   - ~~a.~~ come (X)
   - b. came
   - c. coming
   - d. is coming

   1

8. She .... brownies cake

   a. cooked   ✗. cooks

   b. cooking   d. is cooked |

_____

9. The students .... English last week

   a. learning   ✓c. learn   (

   b. is learning   ✗ learned

_____

10. My mother .... with me last night

   ✗ slept   c. sleep   \

   b. is sleeping   d. sleeping

_____

$$\frac{32}{60} \times 100 = 53,3$$

17

1.Match the picture to the correct meaning, then write the word use of singular

and plural noun based on the picture!

1)

a) fruit which has red or green skin ｜

2)

b) the things which has square form ｜

I have Some boxes 2

3)

c) one seeds of fruit ｜

4)

d) a sweet snack that made by sugar ｜

5)

e) there are some children ｜

II. Match the picture to the correct meaning, then write the word use of countable and uncountable noun based on the picture!

1)

a) an animal that has four foot (

I have a elephant 2

2)

b) a sweet yellow which produce by bees (

3)

c) the flesh of animals (

4)

d) an oily that made by churning milk (

5)

e) some women who take a picture (

III. Choose the correct verb to complete the sentences with the correct form of simple present and past tense, then write the meaning of the correct verb!

1. This man always .... the truth
   a. tell   c. tells
   b. are telling   d. telling

   _____

2. I .... a candy for my sister yesterday
   a. giving   c. give
   b. gave   d. gives

   _____

3. Last month, my father .... me some chocolate
   a. bought   c. buy
   b. buying   d. buys

   _____

4. I usually .... a novel
   a. read   c. reading
   b. reads   d. is reading

   _____

5. She .... her homework today
   a. write   c. wrote
   b. is writing   d. writes

   _____

6. He .... volleyball last week
   a. playing   c. plays
   b. played   d. playing

   _____

7. The students always .... fifteen minutes before the class starts
   a. come   c. coming
   b. came   d. is coming

   _____

8. She .... at my house now

a. coming   c. come

b. comes   d. came |

_____

9. I .... English at my teacher's house yesterday

a. spoke   c. speak

b. speaks   d. speaking   X

_____

10. My sister .... at her friend's office last month

a. worked   c. works

b. work   d. woking |

_____

$$\frac{22 \times 100}{60} =$$

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	**: Sekolah Menengah Pertama**
Nama Sekolah	**: MTs Nahdlatul Khairaat Labuan**
Mata Pelajaran	**: Bahasa Inggris**
Materi Pokok	**: Noun (Countable and Uncountable)**
Kelas/Semester	**: VIII/2**
Tahun Pelajaran	**: 2023-2024**
Alokasi Waktu	**: 2 x 40 menit (Pertemuan 1 dan 2)**

A. Standar Kompetensi

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

22

B. Basic Competence

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dengan lingkungan terdekat terutama dalam wacana berbentuk naratif, recount atau deskriptif sederhana.

C. Indicators

Students are able to:

a. Finding some new words.

b. Decide countable and uncountable noun of the words.

D. Teaching Objective

1. Students are expected to be able to find some new words.

2. Students can decide countable and uncountable noun of the words.

3. Student can write the meaning and the word use of the nouns.

E. Teaching Media: Pieces of Carton, papers, and board marker.

F. Teaching Material: Frank, Marcella. (1972). *Modern English.*

G. Teaching Activities

1. Pre-Teaching Activities

a. The researcher greet the students

b. A student leads the class to pray together

c. The reseacher checks the attendant list

d. The reseacher share warming up question related to the topic

2. While-Teaching Activities

a. The reseacher explain how to write the definition of noun

b. The reseacher explains the definiton pf countable noun and uncountable noun

c. The reseacher explain how to write the meaning words use of the nouns

d. The reseacher explain how to write the words use the nouns

e. The reseacher asks the students to give some questions

f. The reseacher devides the students into groups, each group consist of four people

g. The resecher give each group some letters on the pieces carton and paper

h. Each group has twenty minutes to make some word of the letters and decide countable and uncountable noun.

i. The students write it on the blank papers

j. The researcher monitor while the students are doing the exercise

k. The reseacher collect the task

l. The reseacher and the students answer the together

m. The reseacher give a game for the students, and gives rewards for the students who can answer the question

3. Post-Teaching Activities

a. The researcher asks the students to give some questions

b. The reseacher and students conclude the materials

c. The reseacher motivates the students

d. The researcher and the student end the class

H. Assessment

1. **Attitude Assessment:** During the learning activities.

2. **Knowledge Assessment:** Through written and non-written tests conducted during the learning process.

3. **Skills Assessment:** Evaluation of performance (achievement).

Teacher,

<u>Alva Febriansyah</u>
NIM. 171160075

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**: Sekolah Menengah Pertama**
Nama Sekolah	**: MTs Nahdlatul Khairaat Labuan**
Mata Pelajaran	**: Bahasa Inggris**
Materi Pokok	**: Noun (Singular and Plural Noun)**
Kelas/Semester	**: VIII/2**
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Alokasi Waktu	**: 2 x 40 menit (Pertemuan 3 dan 4)**

A. Standar Kompetensi

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KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

26

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d. The reseacher checks the attendant list

e. The reseacher share warming up question related to the topic

2. While-Teaching Activities

a. The reseacher explain how to write the definition of noun

n. The reseacher explains the definiton pf countable noun and uncountable noun

o. The reseacher explain how to write the meaning words use of the nouns

p. The reseacher explain how to write the words use the nouns

q. The reseacher asks the students to give some questions

r. The reseacher devides the students into groups, each group consist of four people

s. The resecher give each group some letters on the pieces carton and paper

t. Each group has twenty minutes to make some word of the letters and decide countable and uncountable noun.

u. The students write it on the blank papers

v. The researcher monitor while the students are doing the exercise

w. The reseacher collect the task

x. The reseacher and the students answer the together

y. The reseacher give a game for the students, and gives rewards for the students who can answer the question

3. Post-Teaching Activities

a. The researcher asks the students to give some questions

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H. Assessment

1. **Attitude Assessment:** During the learning activities.

2. **Knowledge Assessment:** Through written and non-written tests conducted

   during the learning process.

3. **Skills Assessment:** Evaluation of performance (achievement).

Teacher,

Alva Febriansyah
NIM. 171160075

Appendix 6. Documentation

The Researcher did the Pre-test

The Researcher did the Treatment

The Researcher did the Post-Test

CURRICULUM VITAE

A. Researcher Identity

Personal

Name   : Alva Febriansyah

Place/Date of Birth   : Laiba, 4 Februari 1998

Gender   : Male

Religion   : Islam

Department   : English Study Program

Faculty   : Tarbiyah and Teacher Training Faculty

NIM   : 17.1.16.0075

Phone Number   : 085823715223

Email   : febriansyahalva@gmail.com

Address   : Desa Labuan Lelea

Father

Name   : Samsu

Place/Date of Birth   : Maleku, 6th June 1973

Education   : Senior High School

Address   : Labuan Lelea

Mother

Name   : Indrawati

Place/Date of Birth   : Laiba, 6th April 1979

Education   : Senior High School

Address   : Labuan Lelea

B. Education Details

SD/MI, Graduated year   : SDN 06 Labuan Lelea, 2010

SMP/MTs, Graduated year   : MTsN 01 Donggala, 2013

SMA/MA, Graduated year   : MA Nahdlatul Khairaat Labuan, 2016

College, Graduated year   : Bachelor of English Education Department,

State Islamic University (UIN) Datokarama

Palu, 2024

Palu, 13th August 2024
The Researcher,

Alva Febriansyah
NIM. 171160075