IMPROVING STUDENTS' VOCABULARY THROUGH TONGUE TWISTER GAME AT THE SECOND GRADE OF SMA NEGERI 4 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teachers Training
Faculty of State Institute for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd
Degree in English Education

SITI RAHMA

14.16.3.0131

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
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By,

SITI RAHMA
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2019

THESIS APPROVAL

This thesis, entitled "**Improving Students' Vocabulary Through Tongue Twister Game at the Second Grade of SMA Negeri 4 Palopo**" written by **Siti Rahma, Reg. Number 14.16.3.0131**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, February 04**[th] **2019 M**, coincided with **Jumadil Awwal 29**[th] **1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>February 04</u>[th]<u>, 2019 M</u>
Jumadil Awwal 29th 1440 H

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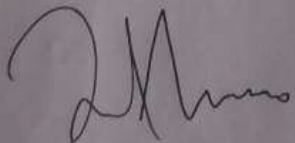
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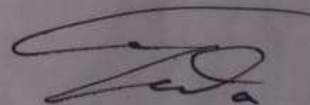Has been corrected and approved to be Munaqasyah examined.

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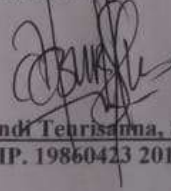Has been corrected and approved to be examined.

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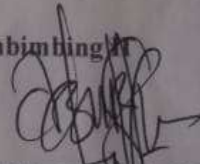Program Studi   : Bahasa Inggris

Judul Skripsi   : **"Improving Students' Vocabulary Through Tongue Twister Game at the Second Grade of SMA Negeri 4 Palopo".**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

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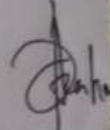
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اَلْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَبِهِ أَجْمَعِيْنَ. (أَمَّا بَعْدُ)

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The researcher admits that this thesis is far from being perfect. Hence, constructive critics and advices are really expected. The researcher hopes that this thesis would be helpful and beneficial to everyone. Amin.

Finally, the researcher dedicates this thesis may Allah SWT, bless us. Aamiin.

Palopo, 1th February 2019

The Researcher

Siti Rahma

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

SitiRahma, 2019, *Improving Students' Vocabulary through Tongue Twister Game at the Second Grade Students of SMAN 4 Palopo.*Thesis.,English Education Study Program. Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Advised by Wahibah S.Ag., M.Hum and Andi Tenrisanna Syam, S.Pd., M.Pd

Keywords: Tongue Twister Game, Vocabulary, Purposive Sampling

This research is concerned about improving students vocabulary through tongue twister game at the second grade of SMA Negeri 4 Palopo. The problem statement of the research was "Does tongue twister game effectively improve the students' vocabulary at the second grade of SMA Negeri 4 Palopo?. The objective of the research was to find out whether or not tongue twister game effectively improve the students' vocabulary at the second grade students of SMAN 4 Palopo.

The research applied pre-experimental method. The number of population was 207 students. The sample of the research was one class consisted of 22 students, the research used purposive sampling technique. The instrument of the research was vocabulary test. The researcher collected the data through pre-test, and posttest. The researcher analyzed the data using SPSS 22.0

The result shows that the mean score of posttest was higher than the mean score of pretest (84.64>67.27). The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 22, df = 21. The probability value was smaller than α (0.00<0.05). It indicates that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. By using tongue twister game the students were easy to memorized the vocabulary. Tongue twister also useful for the students to develop their motivation and interest in learning English vocabulary.

Based on the result of this research, it can be concluded that tongue twister game improved effectively the students' vocabulary at the second grade students of SMAN 4 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the basic language aspect that must be mastered before mastering English skill. Virginia stated that vocabulary is one of the most important elements in a language[1]. Many of the vocabulary in English text books have to be learned. Without it no one can speak or understand the language.

In addition,vocabulary is defined as the total number of words in a language. Large vocabularies help us to express our ideas precisely, vividly and without repeating ourselves in composition[2]. The teacher has to transfer the information to the students, because the students have to understand the vocabulary used to enable them to get the information transferred. The usefulness of words is words that are more frequently used and commonly found in communication.

Based on the result interview to the second grade students of SMAN 4 Palopo, according to the teacher: "thestudents still lack of vocabulary, because they were less practice and attention in the English lesson. They also difficult to understand or comprehend the meaning of words in the text that their learned, and get difficulty to communicate effectively in English.According to the students the trouble in learning English was still lack vocabulary,because they difficultto memorizing new word and

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[1] Virginia French Allen, *Technique in Teaching Vocabulary,* (Oxford University Press, 1983). P. 7

[2]Burton, S. H. 1985. *Mastering English Language.* Milan Press Ltd. Milan.

they were lazy to memorize the unfamiliar words that they heard or read in the text. They also not able to listen the English words from speakers,cannot compose their writing task successfully, and cannot recognize the meaning of each word because they difficult to classified and different the part of speech of noun, adjective, and verb. They also made many mistakes in spelling and pronouncing words, it needs to be improved more.So to overcome about the problem the researcher chose thetongue twister game as a learning method to solve problems at SMAN 4 Palopo.

Tongue twister is fun words games, used to challenge our vocabulary. Tongue twister is easier to be remember and can be an effective method in teaching vocabulary for students. Tongue twister is a sentence or phrase that is intended to be difficult to say, especially when repeated quickly and often[3]. Although in this modern era, we may not realize that the importance of this tongue twister, we can still make use of them today to teach children or young adults to improve their vocabulary. This tongue twister might seem to be ancient sentences which it might associate with the olden days, however these tongue twisters can serve to be useful in teaching of English vocabulary.

The researcher chooses this method because tongue twister games offer students a fun filled and relaxing learning. It also make students memorize the meaning of words easily because their paractice more and more. This method is also

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[3]Tri Iryani, *Improving Fifth Graders' Pronunciation of "TH" by using Tongue Twister A Classroom Action Research at Fifth Graders of SDN Mojoagung 01, Trangkil-Pati in the Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015), p. 13.

popular as it is fun and interesting not only for young but also adult learners. For the teacher, teaching English through tongue twister game can change class atmosphere and get more effective learning goals. If the teacher apply tongue twister in teaching vocabulary, not only vocabulary improvement. Tongue twister also improve and enrichment their pronunciation and listening.

Besides that tongue twister have some advantages, such as: helping students gain awareness of their pronunciation problems, helping students build a new muscle memory, improving their vocabulary, improving their listening, relieving the monotony of the lesson, and allowing students to practice the language without fear of making mistakes.

Based on explanation above the researcher would like to take a class experiment under the title of "Improving Students Vocabulary through Tongue Twister games at the Second Grade of SMA Negeri 4 Palopo".

B. Problem Statement

Based on the description above, the researcher formulates the problem statement as follow: Does tongue twister game effectively improve the students' vocabulary at the second grade students of SMA Negeri 4 Palopo?

C. Objectives of the Research

The objective of the research is to find out whether or not tongue twister game improve effecctively the students' vocabulary at the second grade of SMA Negeri 4 Palopo.

D. Significant of the Research

    1   Theoretically

    The result of this research is expected to developed theories about English vocabulary.

    2   Practically

      − For the teacher

      The result of this study is expected to be a good reference for teachers in teaching vocabulary problem.

      − For the students

      Theresult of this research is expectedto be useful for the students todevelop their motivation and interest in learning English vocabulary.

      − For the further research

      It will be used by the other researcher as the previous study in teaching vocabulary. On the other hand, it is expected that the next researcher can implement the method in teaching learning process by using better way.

E. Scope of the Research

    By discipline, this research is under language teaching. By content, this research is limited on the sounds of tongue twister classification (b, c, p, r, s, t, w, ch, sh, th) and words classification (noun, verb, and adjective). By activity, the researcher used tongue twister game to teach vocabulary. The students had mastered 210 vocabularies.

F. Definition of Term

The definition of term can be described as follows:

1. Tongue twister game is a game which is givinng sequence of words that is difficult to pronounce quickly and correctly.

2. Vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translate a lexicon or glossary.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There were some researches that used the Tongue Twister Game to improve the students' achievement.

1. Miftahur[4], with the title The use of Tongue Twister Technique to Improve EFL Students' Pronunciation (A Classroom Action Research at the Tenth Grade of SMA Unggulan Nurul Islam Semarang in Academic Year of 2015/2016). In her research, she intended to describe the implementation of tongue twister technique in improving EFL students' pronunciation. From her research, she obtained the data by interviewing teacher, observation, test, and documentation. She concluded that there was improvement of students' pronunciation after being taught by using tongue twister technique. The differences between Miftahur research and this research are first, Miftahur taught pronunciation, and meanwhile this research taught vocabulary. Second, Miftahur applied action research, while this research applied experimental research. Third, the subject of Miftahur research was the tenth grade of SMA Unggulan Islam Semarang, while this research was the second grade of SMA Negeri 4 Palopo.

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[4]Miftahur Rohman, *The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation A Classroom Action Research at The Tenth Grade of SMA UnggulanNurul Islam Semarang in The Academic Year of 2015/2016,* (Semarang: English Education Department of Education and Teacher Training Faculty Walisongo Islamic State University Semarang, 2016).

2. Iryani[5], with the title Improving Fifth Grades' Pronunciation of "TH" by using Tongue Twister (A Classroom Action Research at Fifth Graders of SDN Mojoagung 01, Trangkil-Pati in the Academic Year of 2014/2015). In her research, she intended to find out how effective tongue twister in helping students improving their pronunciation of $/\theta/$. From her research she concluded that the tongue twister was well accepted by students and significantly improved their pronunciation of $/\theta/$. The differences between Iryani research and this research are first, Iryani taught pronunciation, and meanwhile this research taught vocabulary. Second, Iryani applied action research, while this research applied experimental research. Third, Iryani research focused on sound "TH" while this research focused on sounds "B, C, P, R, S, T, W, CH., SH, TH). Fourth, the subject of Iryani research was fifth graders of SDN Mojoagung 01, Trangkil-Pati, while this research was the second grade of SMA Negeri 4 Palopo.

3. Tzakosta& Sfiraki[6], with the title Tongue Twister as a Teaching Technique Facilitating Morph Phonological Awareness and Vocabulary Development in the Preschool Child. In their research, they concluded that tongue twister help pupils comprehend word internal structures, acquire word formation mechanisms, and therefore contribute to vocabulary development. The similarity between both of

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[5] Tri Iryani, *Improving Fifth Graders' Pronunciation of "TH" by using Tongue Twister A Classroom Action Research at Fifth Graders of SDN Mojoagung 01, Trangkil-Pati in the Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015).

[6]Marina, Tzakosta& A. Sfiraki, *Tongue Twister as a Teaching Technique Facilitating Morphological Awareness and Vocabulary Development in The Preschool child,* (University of Crete, 2016), p. 13.

the research is both of the research applied experimental method. The difference is the subject of Tzakosta & Srifaki was the preschool child, while this research was the second grade of SMA Negeri 4 Palopo.

4. Jayanti[7], with the tittle Upaya Meningkatkan Penguasaan Vocabulary Bahasa Inggris Anak Melalui Metode Bermain Tongue Twister. In her research, she intended to know the improvement of English Vocabulary Skill through Tongue Twister Game. From her research, she concluded that tongue twister game can improve the children vocabulary mastery of TK A, TK Dharma Wanita Krendowahono, Gondangrejo, Karanganyar. The similarity between Jayanti research and this research is both of the research taught about vocabulary. The differences between Jayanti research and this research are first, Jayanti applied action research, while this research applied experimental research. Second, the subject of Jayanti research was the children of TK A, TK Dharma Wanita Krendowahono, Gondangrejo, Karanganyar, while this research was the second grade of SMA Negeri 4 Palopo.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is the one of English components, which has to be mastered and acquired by students in learning a new language". It can be argue that vocabulary is a

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[7]Wahyuni, Jayanti, *Upaya Meningkatkan Penguasaan Vocabulary Bahasa Inggris Anak Melalui Metode Bermain Tongue Twister* (Surakarta: Facultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2013).

tool of communication which needs to be taught in context and the people should always be given many opportunities to use the language. Vocabulary itself consists of several parts of speech, they are noun, verb, adjective, and adverb, from those kinds of vocabulary, the first that students need to know is noun.

Virginia states that vocabulary is one of the most important elements in a language[8]. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it. It line with Krida Laksana states that vocabulary is a component of language that maintains all of information about meaning and using word in language[9]. It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language.

Vocabulary is very important in studying English. If people have less vocabulary, they not only cannot understand other's saying, but also cannot make sentence to transfer their message to the other people. Thus, they will understand English expression if they have enough vocabularies.

William Morris stated that, vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translate; a lexicon or

[8]Miftahul Jannah, *Using Games in Improving Sudents' Vocabulary at the Seventh Grade of Yayasan Miftahul Jannah (YMJ)Ciputat,* (Jakarta:Department of English Education Syarif Hidayatullah State Islamic University, 2011), p. 6

[9]Neaty Muttahidah, *Improving Students' Vocabulary through Vocabulary Card.* (Jakarta: Department of English Education Syarif Hidayatullah State Islamic University, 2011), p. 8

glossary[10]. Vocabulary skills included: pronunciation, spelling, grammar, and meaning[11]. So, vocabulary is a list of words usually arranged alphabetically and the people use according to pronunciation, spelling, grammar, and meaning.

Vocabulary is needed to improve the four language skill, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. Vocabulary is a component of language that contains all of information about meaning and using word in a language[12].

From some definition, it can be argued that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because without vocabulary an idea cannot be given in communication.

2. Types of Vocabulary

There are severaltypes of vocabulary. Haycraft (in Hatch and Brown) classifies into two kinds. They are:

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[10]Miftahul Jannah, *Using Games in Improving Sudents' Vocabulary at the Seventh Grade of Yayasan Miftahul Jannah (YMJ)Ciputat,* (Jakarta:Department of English Education Syarif Hidayatullah State Islamic University, 2011), p. 6

[11]Lynne Cameron, *Teaching Language to Young Learners,* (UK: Cambridge University Press, 2001).

[12]FebrianaEkaSetyaningsih, *The Use of Word Clap Game to Improve Students' Vocabulary Mastery. A classroom Action Research at The Eighth Grade Students of SMPN 3 Ungaran in Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015), p 14.

a. Receptive vocabulary is words that learners recognize and understand when the words are used in the context, but which they cannot produce. The learners found the word in reading text but they do not use it in their speaking or writing.

b. Productive vocabulary is the words that the students recognizes and understand, can pronounce correctly and use in speaking and writing. In involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process. The learners produce the words to express their thoughts to others[13].

From explanation above, it can be concluded that there is vocabulary who readers know it but it do not use, and sometimes reader not only know it but also use it, and it is usually use in writing and speaking.

Vocabulary divides into two categories, namely: *active vocabulary* and *passive vocabulary*. Active vocabulary is the words someone can use, and *passive vocabulary* is the words someone can understand, but does not use.

From some definition above, it can be concluded that receptive vocabulary has same meaning with passive vocabulary who people only know it without use it when communicate or write something. Productive vocabulary has meaning with active vocabulary who people know and it is usually use to communicate or write something.

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[13]Insan Bara Rosada, *Improving Vocabulary by Using Anagram Game at The First Grade Students of MTSN Karanganyar in Academic Year 2015/2016,* (Surakarta: English Education Department Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta, 2016), p. 18

3. Part of Speech (Word Classes)

In learning English vocabulary,words is classified into eight categories: *nouns, verbs, adjectives, adverbs, pronoun, determiner, preposition, and conjunction.* The nouns, verbs, adjectives, and adverbs are known as content words, whereas the pronoun, determiner, preposition, and conjunction are known as function words.

a. Content Words

Content words are also known as lexical words. They are called content words because they carry their own meaning. In other words, they have their own independent meaning, and can occur in isolation. In addition, they have an open class system because they can accept new words with the expansion of the vocabulary of the language. They include noun, verbs, adjectives, and adverbs.

- Nouns

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's[14] book states that noun denotes things including people, animals, objects, abstract ideas, feeling, and so on. There are basically four types of noun: common nouns, proper nouns, abstract nouns, and collective nouns.

a) Common Nouns

Common nouns are words that name people, places, or things.

Examples:

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[14] Sukirman, *English Morphology,* (Makassar: Alauddin University Press, 2013), p. 107.

- People : Man, Girl, Boy, Mather, Father, Student, King, Child

- Place : School, city, shop, bank, jail, house, inn, cave

- Thing : Table, book, rice, phone, key, car, pen

b) Proper Nouns

Proper nouns are the specific names of people, places, or things. The first letter of a proper noun is always written using capital letter. Proper noun include names of people place, names of companies, and name of month and day.

Example:

- People : Rahma, John, Peter, Angel

- Place : Palopo, Makassar, Toraja, Surabaya, City Park

- Company : Garuda, Lion, Apple, Nike, Samsumg

- Month & Day : January, February, March, April, June, Sunday, Friday

c) Abstract Nouns

Abstract nouns are noun which cannot be sensed by our five senses. In this case, the nouns cannot be smelled, touched, heard, seen, as well as tasted.

Example: peace, age, beauty, crime, hope, love, ghost, ego, hate, opinion, etc.

d) Collective Nouns

Collective nouns are words that stand for either a group of people or things. In addition, they do not need plural marker as they are commonly in form of plural nouns.

Example: number, group, team, family, band, couple, pack, tribe, gang, et

Based on can or cannot account classified in two kinds, as follow:

a) Countable noun, is nouns that can be counted

- Singular: Child, men, foot, tooth, mouse, louse, person

- Plural:

  ▪ Regular (can be added "s") => markers, pens, books, tables, etc.

  ▪ Irregular (cannot be added "s") => children, mean, feet, teeth, mice, lice, people, etc.

b) Uncountable noun, is nouns that cannot be counted

Example: sugar, water, sand, rice, money, salt, milk, etc.

• Verb

Verb is a word or phrase that expresses an action, an event, or a state. Verb is important part of the speech, because without verb, word cannot be said as a sentence.

There are many kinds of verbs, these are:[15]

a) *Auxiliary verb* is a verb using to describe the time, the character or other *suggestion*. Example: can, must, may.

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[15]Herpinus Simanjuntak, *Bahasa Inggris Sistrem 52 M,* (11th Edition; Bekasi Timur; Percetakan KBI, 2003), p. 64

b) *Irregular verb* is a verb form imperfect tense and past participle is change or not change and we can add-d or – ed at the end word.

Example: pay – paid – paid.

c) *Regular verb* is a verb forming imperfect tense and past participle addingby – ed at the end of word.

Example: hate – hated, walk – walked

d) *Transitive verb* is a verb needs an object as complement.

e) *Intransitive verb* is a verb did not needs an object.

f) *Causative verb* is a verb showing a caused by the action in the words.

g) *Copulative verb* is a verb or linking verb. That is verb connect the subject with the other word in sentence follow by adjective or noun as a complement.

- Adjective

Adjective is words that describes a noun and give in information about a noun or pronoun that comes at beginning of sentence.Examples of adjectives are*smart, small, clear, fat, big, sad, happy,* and so on. Besides an Adjective often follow a form of be (am, is, are).

Example: - Balls are round   - I am hungry

          - Mary is intelligent   - They are happy

In English, adjective located before noun.

Example: - Beautiful girl   - New car

- Fat man   - Many books.

- Adverb

    Adverb is the word that explains noun or pronouns. The kinds of adverb are:

a) Adverb of Time, that explain the time when something to do.

Example: yesterday, tomorrow, ago, already, now, then, today, soon, etc.

b) Adverb of Manner is an adverb which used to explain the situation or to explain how the activities happen.

Example: past, hard, well, late, seriously, slowly, carefully, lastly, never, etc.

c) Adverb of Place is the adverb which shown the place of something happen.

Example: here, there, in, everywhere, out, upstairs, inside, away, nowhere etc.

d) Adverb of Frequency is explain seldom or not something to do.

Example: always, usually, and seldom, again, hardly, once, often, etc.

e) Adverb of Degree Quantity, explain about level a job to do.

Example: very, rather, enough, fully, little, much, partly, so, very, etc.

f) Adverb of Sentence, explain about all sentence and put begin of sentence.

Example: actually, the last, in fact, generally.

g) Adverb of numbers. Example: firstly, lastly, never, secondly, once, twice, etc.

h) Adverb of reason. Example: consequently, hence, therefore, thus, etc.

i) Adverb of affirmation of negation. Example: certainly, no, surely, yes, etc.

b. Function Word

Function word is also known as closed-class. It is called closed-class because it cannot be added by any component of language such as affixes. Booij in Sukirman's book[16] states that function words form closed sets of words that cannot be extended by regular word formation pattern. In addition, function word are limited classes that rarely admit new words. The word "more", for example, cannot be added by affixes such as the suffix –s (plural marker). It will be completely understood only when they take place with other words in a sentence. The word "the" for instance, is used for referring somebody or something that has already been mentioned or can be understood. The meaning of "the" will be understood completely when it occurs with other word such as car. Therefore, if "the" and "car" occur together, it means that "the" is used for referring to a "car" that has already been mentioned. In addition, function words include pronouns, prepositions, conjunctions, determiners, and auxiliary verbs.

- Pronouns, is a word used instead of noun. There are some types of pronoun as follow:

a) Personal pronouns:

  – Subjective: I, you, they, we, she, he, it

  – Objective: me, you, them, us, her, him

  – Adjective: my, your, their, our, her, his, its

  – Possessive: mine, yours, theirs, ours, hers, his, its

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[16]Sukirman, *English Morphology,* (Makassar: Alauddin University Press, 2013), p. 107.

b) Indefinite pronouns: somebody, someone, nobody, anything, anybody, everybody, many, few, all, etc.

c) Distributive pronoun: any, each, either, neither, none, etc.

d) Relative pronoun: who, whom, whose, which, that

e) Interrogative pronoun: who, whom, what, which

- Preposition

Is a word or a group of words used before a noun or pronoun to show place, position, or time.Example: in, at, on, above, below, out of, because of, due to, as well as, without, between, etc.

- Conjunction

Is a word or a group of words used to combine one or more sentences. There are two types of conjunction as follow:

a) Coordinating conjunctions: and, or, but, etc.

b) Subordinating conjunctions: after, before, till, where although, if, unless, while, as, since, until, because, that, when, thus, however, then, etc.

- Determiners, is used to introduce a noun phrase.

The types of determiner:

a) Article

  - Definitive article: The

- In definitive article: a, an

b) Demonstrative: this, that, these, those

c) Quantifiers: a few, a little, much, many, a lot of, most, some, any, enough, etc.

d) Numeral: one, two, ... ten

- Auxiliary Verbs

a) Primary auxiliary

Present Form	Past Form
Be (am, is, are)	*Was, were*
Do, does	*Did*
Have, has	*Had*

b) Modal auxiliary

Present Form	Past Form
Can	*Could*
May	*Might*

will	*Would*
Shall	*Should*
Must	*-*

4. The Importance of Vocabulary

Vocabulary as one of the language elements is integrated in communicative expression. Krasen in Nunan argues that vocabulary is important. This has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through stimulus of comprehension based methods such as the natural approaches[17]. So, vocabulary is important for the students to master language skills and also to understand what the speaker said.

Acquisition of an adequate vocabulary is essential for successful language use. It is because without an extensive vocabulary, we cannot structures and functions of which we may have learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language especially English.

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[17]Febriana Eka Setyaningsih, *The Use of Word Clap Game to Improve Students' Vocabulary Mastery. A classroom Action Research at The Eighth Grade Students of SMPN 3 Ungaran in Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015), p 14.

Vocabulary is also important to express idea or to ask for certain important. If someone has a lack of vocabulary, he or she will find some difficulties in expressing his or her ides in oral or written. In addition, if the learners have a less vocabulary, they cannot access information or knowledge. Moreover, without the words the learner cannot really understand facts or ideas that the learners have met. One should be able to master adequate vocabulary to convey their message.

5. Techniques in Presenting Vocabulary

According to Adrian Doff there are many ways in presenting vocabulary[18], those are:

a. Say the word clearly writes it on the board.

   The teacher give the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow and repeat it, after that write it on the board.

b. Get the class to repeat the word in chorus

   Teacher tries to repeat the word, so that students can practice more and they understand it.

c. Translate the word into the students' own language

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[18]Liza Fauziah, *The Effectiveness of Teaching Vocabulary Using Pictures An Experimental Study of The Fourth Grade of SDN Pondok Cabe Ilir. Pondok Cabe Tangerang Selatan,* (Jakarta: Department of English Education the Faculty of Tarbiyah and Teacher Training SyarifHidayatullah State Islamic University Jakarta, 2011), p.13.

Teacher gives the words on the text that has prepared, and also ask them translate it into the students' own language.

d. Ask students to translate the word

Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.

e. Draw a picture to show what the word means

One of techniques presenting new word is draw a picture to show and explain the word means.

f. Give an example how the word is used

The teacher gives an English example, follow, and repeat it, it hopes can show how the word is used.

g. Ask question using the new word

After the teacher gives English example, follow, and repeat it correctly, then the teacher asks questions using the new word to measure whether students can understand or not.

Here, it can be argued that is way is very good for all of teachers to use this way, because many things can be gotten, they are: students can know, pronounce, use, and understand new word means. Besides that, teacher has to choose one of ways based on the students' level, students' ability, and conditions of vocabulary.

6. Teaching Vocabulary

Teaching is a very personal activity, and it is not surprising that individual teacher being to teaching very different beliefs and assumption about what constitutes the effective teaching

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding the new words, the students will get the difficulties to studying English language.

Teaching vocabulary is very essential. Vocabulary as a symbol of ideas should be at the center of language teaching. A teacher should give the best facility learning and attention in teaching vocabulary.The most important aspect of vocabulary teaching for students is to learner's independence in order that they will be able to deal with new vocabularies. Teacher can help students with specific technique and practice in identifying the function of the word in the sentence. The use of dictionary should be main way in discovering meaning.

7. Assessing Vocabulary

The assessment is part our research study in finding the object of data. Assessment is collecting information about the quality or quantity of a change in a

student, group, teacher or administrator[19]. Assessment is a process of measuring, and one formal method of measuring is to test. It can be done by carrying out a series of test during teaching learning process, as a good teacher never ceases to assess students.[20] In other definition by Brown that "test are a subset of assessment, they are certainly not the only form of assessment that a teacher can make".[21] So, to get information about the quality or quantity of a change in student, the teacher can measuring it by test, but the test certainly not the only form of assessment that a teacher can make.

According Brown, there are two assessments, as follows:[22]

a. Informal assessment can take a number of forms, starting which incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students.

b. Formal assessment is exercises or procedures specific planned sampling technique constructed to give teacher and students an appraisal of students achievement. All of tests are formal assessment, but not all of formal assessment testing.

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[19] David W. Johnson and Roger T. Johnson, *Meaningful Assessment: A Manageable and Cooperative Process* (Boston: A Pearson Education Company, 2002), p.6

[20] Tony Dudley Evans, *A Multi-disciplinary Approach* (New York: Cambridge University Families, 2009), p. 210

[21] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education,2004), p. 4

[22]*Ibit,* p. 5

According to Brown, he states that whenever a student responds to a question, makes offers a comment, or tries out a new word or structure, the teacher subconsciously an assessment of the student's performance[23].

Functions of an assessment divided in two types, there are:[24]

a. Formative test is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process.

b. Summative test aims to measure or summarize what students have grasped, and typically occurs at the end of a course or unit instruction.

Assessing the vocabulary knowledge from the learners is very important. The purpose for assessing is to determine students' present level of knowledge and skills, monitor toward learning goals to help from the instructional program and provide assessment data at the final level of students' learning.

Some types of vocabulary tests proposed by Heaton include: word formation, synonyms, rearrangement, definition, and completion. These types of test are more productive instead of the common vocabulary test which is receptive where the test takes only choose the best answer from the given options.[25]Some similar types of vocabulary test also proposed by Hughes that including synonyms, definition, gap

[23] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education,2004), p. 4
[24]*Ibit*, p. 6
[25]Heaton, J. B, *Writing English Language Test* (Hongkong: Longman Group, 1988), p. 61-62

filling (multiple choice) as passive vocabulary tests and as active vocabulary tests[26].
From some definitions above, there are many types of vocabulary tests, which teachers can use to measure students' level knowledge.

Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:[27]

a. Multiple-choice (Choose the correct answer)

The principal was <u>irate</u> when she heard what the students had done.

   a) Surprised

   b) Interested

   c) Proud

   d) Angry

b. Completion (Write in the missing word)

At last the climbers reached the s_____ of the mountain.

c. Translation (Give the L1 equivalent of the underlined word)

They worked at the <u>mill</u>.

d. Matching (Match each word with its meaning)

   1. Accurate   _____   a. Not changing

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[26] Hughes, A, *Testing for Language teachers* (London: Cambridge University Press, 1989), p. 147-149

[27] John, Read, *Assessing Vocabulary* (London: Cambridge University Press, 2000), p. 2

2. Transparent _____   b. Not friendly

3. Constant   _____   c. Related to seeing things

4. Visual   _____   d. Greater in size

5. Hostile _____   e. Careful and exact

                                      f. Allowing light to go through

               g. In the city

8. Definition of Game

While Byrne, further stated may be defined as a form of play governed by certain rules of convention. In other words games are not meant to be enjoyed, wherever they are played.[28] A game is an activity or sport usually involving skill, knowledge, or chance in which you follow fixed rules and try to win against an opponent or to solve a puzzle.

Games in learning activity are learning media that is used by the teacher as a strategy or technique to catch students' attention in creating fun and challenge learning. It makes the teaching learning process can run well. According to Freeman as cited in Warmer and Brown, games are important because they have certain feature in common with real communication events – there is a purpose to exchange.[29]

By using game, learning becomes more fun, interesting and also helps for teacher creativity in using language and the meaning of it. The proposed of the games

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[28] While Byrne, *Teaching Oral English,* (New Edition; London Longman, 1986), p. 100

[29] H. Warner and Pascal Brown T, *Adult ESL Students' Perception of Scrabble as a Classroom Learning Too*l, Macquarie University Journal. Retrieved from http://is.muni.cz/th/153068/pedf_b/Game_like_activities_FINAL.pdf (17th January 2013).

is makes the students understand the subject easier and they can interpret the meaning easily when asked to communicate, speak up or write something.

When the use of education game in the wise way, it can have benefits such as:[30]

1. As the Stress Removal in teaching learning process

2. Can involve people to join full together

3. Can improve the quality in learning

4. Build up the self-creativity

5. Focused on students as the object of learning.

Carner in Tangguk, provides some reasons for you who use the games in language teaching as follow:[31]

a) Game can be used to change the phase of the lesson and so mountain the learners' motivation.

b) Game can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.

c) Game can give hidden practice of specific language point without students being aware of this.

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[30]Woro Esthi Hartiwi, S.Pd, Permainan Kartu pada Bahasa Jepang untuk Meningkatkan Keterampilan dalam Berbahasa Jepang, Article (Widyaiswara LPMP D.I. Yogyakarta)

[31] Tanggak, *The Use of Pyramid Game and Teaching Vocabulary,* Thesis S1 (Makassar: FBS UNM, 1999).

d) Game can change the rules of the teacher from the formal instructor to manager or organize of activities the students enjoying participates in this is consider useful reducing teacher students distance conflict.

e) Game can and increase students' communication and also produces the domination of the teacher.

f) Game can act as a testing mechanism, in sense that it can expose weakness and the needs for remedial works.

9. Types of Game

Based on the place and function, there are two play's tools in our environment. They are children's play tools and educative play tools.

a) Children's play tools

It is games that are usually found around the children such as seeds, rocks, banana's stem and flower, kinds of leaves, coconut's shell and fibers, straw, rice, ribs of palm, stars, and small numbers.

b) Educational games

Educational game is especially designed for educational purposes, and has characteristics:

- Can be used in various ways such as in a wide variety of purposes, benefits and various form types.

- It was intended for pre-school children and its function to develop various aspects of the intelligence and motor development of children

- Make the child to be more active

- Constructive nature. Each tool educational games have multi-function, although these tools have some specificity. It is usually known as manipulative games that can develop skills and imagination.

Based on those tools above, tongue twister game include as an educative game because it consists of letters and word game. Those tools are designed for educational purposes to learn about vocabulary.

10. Advantages of Games

There are many advantages of using games in the class room:

a) Games are a welcome break from the usual routine of the language class.

b) They are motivating and challenging

c) Learning a language requires and great deal of the effort. Games help students to make and sustain the effort learning.

d) Games provide language practice in the various skills – speaking, writing, listening and reading.

e) They encourage students to interact and communicate

f) They create a meaningful context for language use.

Based on the explanation before, it is obvious that games are very useful in teaching language.

11. Definition of Tongue Twister

Tongue twister is a sequence of words that is difficult to pronounce quickly and correctly. In line with the previous definition,writes that tongue twister is a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound. The activity in tongue twisting is done orally and repeated many times to train the tongue with particular sounds.

Tongue twister means twisting the tongue with some similar sounds that are repeated continuously and sometimes have to be repeated correctly in fast speed. Tongue twisters are usually used as a warmer activity in the class.

Tongue twister also is "a number of words that is intended to be difficult to say, especially when repeated continuously[32]. It usually consists of words that have close sounds. The words are listed altogether in a sentence and pronounced continuously".

Thus, I can summarize that tongue twister is group of words that puts similar sounds together, which is repeated quickly and correctly.

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[32]MiftahurRohman, *The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation A Classroom Action Research at The Tenth Grade of SMA UnggulanNurul Islam Semarang in The Academic Year of 2015/2016,* (Semarang: English Education Department of Education and Teacher Training Faculty Walisongo Islamic State University Semarang, 2016), p. 24.

12. Types of Tongue Twister

There are some types of tongue twisters which can be used in the classroom. Those are as follows[33]:

a. Sentence type

   − Can you can a can as a canner can a can

   − Six sleek swans swam swiftly southwards

   − A big black bug bit a big black dog on his big black nose!

b. Repetitive

1.	Sheena leads, Sheila needs
2.	World Wide Web
3.	Eleven benevolent elephants
4.	Babbling bumbling band of baboons
5.	Thirty six thick silk threads
6.	Crash Quiche Course

c. Story

1.	When you write copy you have the right to copyright the copy you write. You can write good and copyright

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[33]Miftahur Rohman, *The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation A Classroom Action Research at The Tenth Grade of SMA UnggulanNurul Islam Semarang in The Academic Year of 2015/2016,* (Semarang: English Education Department of Education and Teacher Training Faculty Walisongo Islamic State University Semarang, 2016), p. 26.

	but copyright doesn't mean copy good, it might not be right good copy, right?
2.	Now, writers of religious services write rite, and thus have the right to copyright the rite they write. Conservatives write right copy, and have the right to copyright the right copy they write. A right wing cleric might write right rite, and have the rightto copyright the right rite he has the right to write. His editor has the job of making the right rite copy right before the copyright would be right. Then it might be copy good copyright.
3.	Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong. Right?

Tongue twister has various level of difficulty. So that, a teacher should select an appropriate type of tongue twister based on the age and ability of his or her students. In this research, researcher chooses to use sentence type to teach in the class.

13. The Example of Tongue Twister Game

- Sounds B

    − A big black bug bit the big black bear

- Betty Botter bought a bit of butter

- Big Ben blew big blue bubbles

- Sounds C

  - Can you can a can as a canner can a can

  - How can a clam cram in a clean cream can?

- Sounds P

  - Open up a pack of pen and paper

  - Put the paper on the paper

  - Peter piper picked a peck of pickled peppers

- Sounds R

  - I scream, you scream, we all scream for ice cream

  - Reading and writing are richly rewarding

  - Rapid rabbits rarely race real railroads

  - You're right if you write what I wrote right away

- Sounds S

  - Moses supposes his tosses are roses

  - I saw Susie sitting in shoe shine shop

- Sounds T

  - Two tiny tigers take two taxis to town

  - A tutor who tooted a flute tried to tutor two tooter

  - Try to tell Tony to tootle Tom's trumpet

- Sounds W

  - Wayne went to wales to watch walruses

  - Wally was wise when watching Wanda's wombat

- Sounds Ch

  - Chicken in the car and the car can go, that is the way you spell Chicago

  - Chester cheetah chews a chunk of cheep cheddar cheese

  - Chinese chickens chosose cheap cherries

- Sounds Ch and W

  - How much wood would woodchuck chuck if a woodchuck could chuck wood?

- Sounds P and B

  - Perry's Berry's make peanut butter better

  - Buy pie pans before you buy butter plates

  - Ben's prefer pens to bought pots

- Sounds Sh and S

  - She sells seashells on the seashore

  - She should shake Shawn's shiny shoes

  - We surely shall see the sun shine soon

  - Six silly sheep still asleep

- Sounds Th

  - I am thinking of three thousand three hundred thirty-three thinks

– I though, I thought of thinking of thanking you

14. The Procedures of Tongue Twister Game

There are some procedures of tongue twister game:

1. Write tongue twister on the board

2. Start to read the tongue twister slowly, by pronouncing each word carefully, then try to speed up

3. Ask the students to repeat the tongue twister after you

4. To pronounce the phrase correctly, words and phrasal tongue twister can be repeated 3-5 times

5. Ask one of the students to pronounce the tongue twister as fast as he can 3 times in a row

6. Check how quickly and correctly they pronounce it. After that check pronunciation errors they did

7. Ask the students to translate the meaning of the sentence one by one[34]

15. The Advantages of Tongue Twister

There are some advantages of tongue twister as follow[35]:

a. Helping students gain awareness of their pronunciation problem,

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[34]Vithavenska, *BelajarVocabulary dan Pronunciation Dengan Tongue Twister,* Adapted from https.blogspot.com/2014/10/belajar-vocabulary-dan-pronounciation-dengan-tongue-twister.html?m=1 on 20th August 2018.

[35]Tri Iryani, *Improving Fifth Graders' Pronunciation of "TH" by using Tongue Twister A Classroom Action Research at Fifth Graders of SDN Mojoagung 01, Trangkil-Pati in the Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015). P. 13.

b. Helping students focus on and tackle the problems which lead to quick improvement,

c. Helping students build a new muscle memory,

d. Improving their listening,

e. Improving their vocabulary,

f. Tongue twisters can definitely relieve the monotony of the lesson, and

g. Allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers.

C. Conceptual Framework

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┌─────────────────────────┐
│ Input                   │
│ Teaching Noun, Verb, and│
│ Adjective               │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Process/Treatment       │
│ Teaching vocabulary     │
│ through Tongue Twister  │
│ game                    │
└─────────────────────────┘
       ╱          ╲
      ╱            ╲                    ┌──────────────────┐
┌──────────────┐  ┌──────────┐         │ Translate the    │
│ Sounds Target│  │   Task   │─────────┤                  │
│ (b, c, p, r, │  │          │         ├──────────────────┤
│ s, t, w, ch, │  │          │─────────┤ Classified the   │
│ sh, th)      │  └──────────┘         ├──────────────────┤
└──────────────┘                       │ Memorize the     │
       │            │                  └──────────────────┘
       ▼            ▼
┌─────────────────────────┐
│ Output                  │
│ Students' Vocabulary    │
│ Development             │
└─────────────────────────┘
```
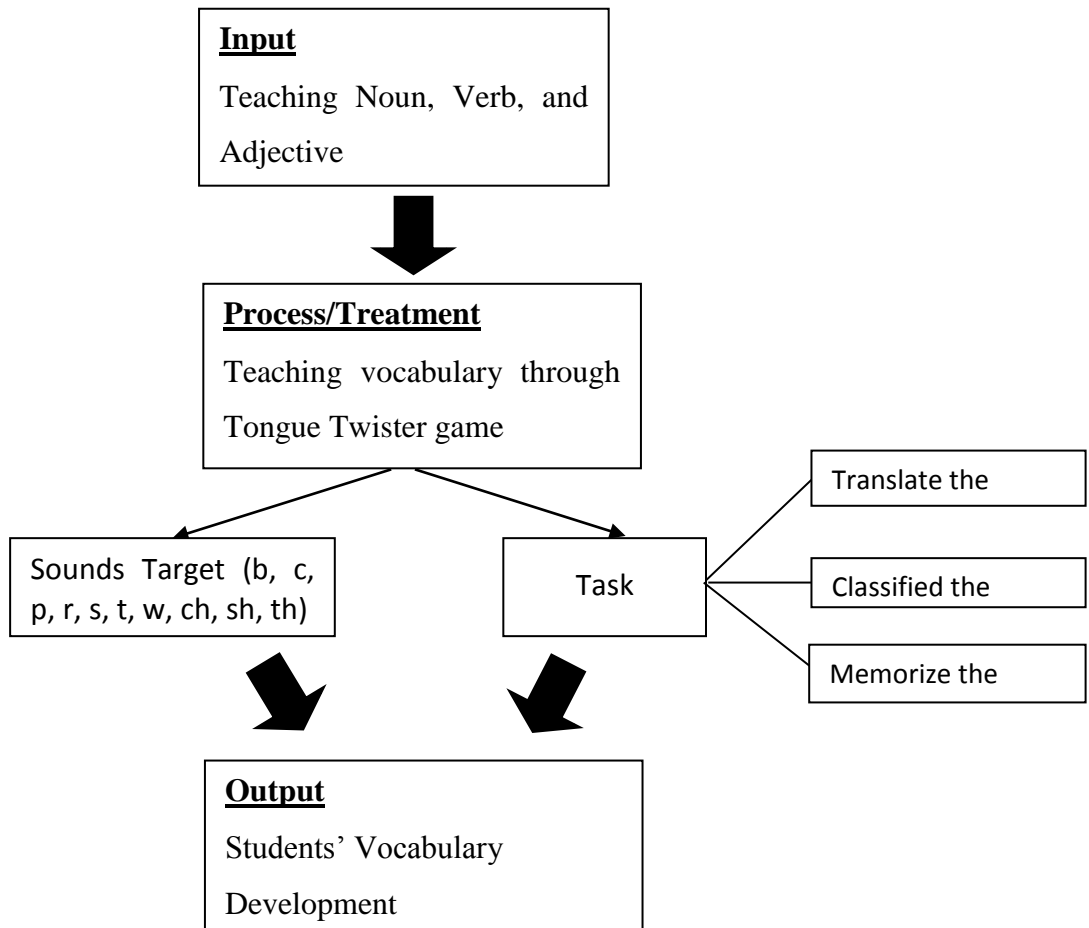
The conceptual framework shows the process of the research in improving students' vocabulary by using tongue twister game which teaching vocabulary through tongue twister game is input, and the activity learning through tongue twister game as process which this process consist of treatment. Students would be given the tongue twisters by the researcher as learning method for improving students' vocabulary. Output is students' vocabulary ability, it describe achievement of students in vocabulary after giving treatment.

D. Hypothesis

1. The hypothesis of the research is formulated as follow:

    a. H_0 (Null Hypothesis): Tongue Twister game not improves effectively students' vocabulary at the second grade of SMA Negeri 4 Palopo.

    b. H_1 (Alternative Hypothesis): Tongue Twister game improves effectively students' vocabulary at the second grade of SMA Negeri 4 Palopo.

2. Hypothesis acceptability criteria:

    a. If P-value $\leq \alpha$ 0.05 means reject H_0

    b. If P-value $\geq \alpha$ 0.05 means accept H_1

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applied a pre-experimental research method. This research used pre-test and post-test design. The researcher gave pre-test to know the students' ability before treatments. Furthermore, the students were given post-test to know their ability on mastering vocabularies aftertreatments.The research design conducted as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Notes: O_1 = Pre-test

     X = Treatment

     O_2 = Post-test

B. Population and Sample of the Research

1. Population

The population of the research was the second grade students of SMA Negeri 4 Palopo in academic year2018/2019. They divided into 7 classes with the total number of population were 207 students.

2. Sample

The sample of the research was class XI IPA 3 that consisted of 22students. This research applied purposive sampling technique. The researcher chose the sample because the students' were believed that they could be representative sample.

C. Variable of the Research

In experimental research, there were two variables that had correlation each other. Variable was an object of study that became important points in research. In this research there were two variables:

1. In this research tongue twister game was independent variable. Tongue twister game is a word, phrase, or sentence that is difficult to pronounce in a row which is packed with the repetition of the same sound and the repetition of consonant sound.

2. In this research the dependent variable was students' vocabulary achievement.Vocabulary achievement is a significant improvement of vocabulary that obtained after treatment.

D. Instrument of the Research

The instrument of this research wasvocabulary test, which consisted of pre-test and post-test. Pre-test was aimed to know the ability of the students' vocabulary achievement before giving treatment, while post-test was aimed to know the students' vocabulary achievementafter giving treatment.

There were some types questions that the researcher used here, the test consisted of 30 questions. In part A, there were ten-multiple choices items. In part B, there were five-matching words items. In part C, there were ten-translation items.

E. Procedure of Collecting Data

The datacollected by using some procedures, they described as follows:

1. Pre-test

Before doing treatment, the researcher gave pre-test to the students which aimed to know and to identify the students' prior knowledge of vocabulary.

2. Post-test

Afterdoing treatment the researcher gave post-test as pre-test that has been given before. The researcher gave post-test which aimed to know and identify the students' vocabulary achievement.

F. Treatment

After giving pre-test, the researcher gave treatment. The treatment was done in six meetings. The steps were as follows:

1) First Meeting:

   a. Pre Activity

   In the first session, the researcher started with saying greeting and praying. Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the

researcher introduced the topic of the material that would give. In the first meeting the researcher gave materials about part of speech and introduced about tongue twister game sound P.

b. Whiles Activity

This session, the researcher started with given explanation about the material of vocabulary (definition of vocabulary, kinds of vocabulary, part of speech, etc). After that the researcher explained about tongue twister game, and introduced the target sound P to the students. The researcher gave the example firstly how to read the tongue twister words sound p clearly, by pronouncing each word correctly, said it slowly, then tried to speed up. After that the researcher asked students to repeat the tongue twister words after her. The next, the researcher asked to translate the words into the students' own language and translate the meaning of words one by one. After that, the researcher asked students to classify the words of noun, adjective, and verb, then the researcher and the students discussed it together. The last he researcher asked students to make a list of vocabulary that had been studied.

c. Post Activity

Before closing the class, the researcher asked the students about the materials that have not understood yet. Then,the researcher and the students made conclusion about the materials together.After that, closed the class

2) Second Meeting:

a. Pre Activity

In the first session, the researcher started with saying greeting and praying. Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the researcher introduced the topic of the material that would give. In the second meeting the researcher gave materials about tongue twister game with the target sound B.

b. Whiles Activity

This session, started by asked one of the students about list of vocabulary that had been studied at the previous meeting. After that the researcher explained about tongue twister game sound B to the students. The researcher gave the example firstly how to read the tongue twister words sound b clearly, by pronouncing each word correctly, said it slowly, then tried to speed up. After that the researcher asked students to repeat the tongue twister words after her. The next, the researcher asked to translate the words into the students' own language and translate the meaning of words one by one. After that, the researcher asked students to classify the words of noun, adjective, and verb, then the researcher and the students discussed it together. The last he researcher asked students to make a list of vocabulary that had been studied.

c. Post Activity

Before closing the class, the researcher asked the students about the materials that have not understood yet. Then, the researcher and the students made conclusion about the materials together. After that, closed the class.

3) Third Meeting:

   a. Pre Activity

In the first session, the researcher started with saying greeting and praying. Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the researcher introduced the topic of the material that would give. In the second meeting the researcher gave materials about tongue twister game with the target sound C, Ch, and W.

   b. Whiles Activity

This session, started by asked one of the students about list of vocabulary that had been studied at the previous meeting. After that the researcher explained about tongue twister game sound C, Ch, and W to the students. The researcher gave the example firstly how to read the tongue twister words sound c, ch, and w clearly, by pronouncing each word correctly, said it slowly, then tried to speed up. After that the researcher asked students to repeat the tongue twister words after her. The next, the researcher asked to translate the words into the students' own language and translate the meaning of words one by one. After that, the researcher asked students to classify the

words of noun, adjective, and verb, then the researcher and the students discussed it together. The last he researcher asked students to make a list of vocabulary that had been studied.

c. Post Activity

Before closing the class, the researcher asked the students about the materials that have not understood yet. Then, the researcher and the students made conclusion about the materials together. After that, closed the class

4) Four Meeting:

a. Pre Activity

In the first session, the researcher started with saying greeting and praying. Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the researcher introduced the topic of the material that would give. In the second meeting the researcher gave materials about tongue twister game with the target sound R.

b. Whiles Activity

This session, started by asked one of the students about list of vocabulary that had been studied at the previous meeting. After that the researcher explained about tongue twister game sound R to the students. The researcher gave the example firstly how to read the tongue twister words sound r clearly, by pronouncing each word correctly, said it slowly, then tried

to speed up. After that the researcher asked students to repeat the tongue twister words after her. The next, the researcher asked to translate the words into the students' own language and translate the meaning of words one by one. After that, the researcher asked students to classify the words of noun, adjective, and verb, then the researcher and the students discussed it together. The last he researcher asked students to make a list of vocabulary that had been studied.

c. Post Activity

Before closing the class, the researcher asked the students about the materials that have not understood yet. Then, the researcher and the students made conclusion about the materials together. After that, closed the class

5) Fifth Meeting:

a. Pre Activity

In the first session, the researcher started with saying greeting and praying. Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the researcher introduced the topic of the material that would give. In the second meeting the researcher gave materials about tongue twister game with the target sound S, and Sh.

b. Whiles Activity

This session, started by asked one of the students about list of vocabulary that had been studied at the previous meeting. After that the researcher explained about tongue twister game sound S, and Sh to the students. The researcher gave the example firstly how to read the tongue twister words sound s, and sh clearly, by pronouncing each word correctly, said it slowly, then tried to speed up. After that the researcher asked students to repeat the tongue twister words after her. The next, the researcher asked to translate the words into the students' own language and translate the meaning of words one by one. After that, the researcher asked students to classify the words of noun, adjective, and verb, then the researcher and the students discussed it together. The last he researcher asked students to make a list of vocabulary that had been studied.

c. Post Activity

Before closing the class, the researcher asked the students about the materials that have not understood yet. Then, the researcher and the students made conclusion about the materials together. After that, closed the class

6) Sixth Meeting:

a. Pre Activity

In the first session, the researcher started with saying greeting and praying. Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the

researcher introduced the topic of the material that would give. In the second meeting the researcher gave materials about tongue twister game with the target sound T, and Th.

b. Whiles Activity

This session, started by asked one of the students about list of vocabulary that had been studied at the previous meeting. After that the researcher explained about tongue twister game sound T, and Th to the students. The researcher gave the example firstly how to read the tongue twister words sound t, and th clearly, by pronouncing each word correctly, said it slowly, then tried to speed up. After that the researcher asked students to repeat the tongue twister words after her. The next, the researcher asked to translate the words into the students' own language and translate the meaning of words one by one. After that, the researcher asked students to classify the words of noun, adjective, and verb, then the researcher and the students discussed it together. The last he researcher asked students to make a list of vocabulary that had been studied.

c. Post Activity

Before closing the class, the researcher asked the students about the materials that have not understood yet. Then, the researcher and the students made conclusion about the materials together. After that, closed the class

G. Technique of Analyzing Data

Before analyzed the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Giving the score toward the students' pretest and posttest. Each of the students' correct answer got 1 and the wrong answer got 0:

$$Score = \frac{The\ total\ of\ the\ students'\ correct\ answer}{The\ total\ of\ items}\ X\ 100$$

2. Classifying the score of the students into the following score classification:

Table 3.1 Score and Classification for Vocabulary

No.	Score	Classification
1.	90 – 100	Excellent
2.	80 – 89	Good
3.	70 – 79	Adequate
4.	60 – 69	Inadequate/Unsatisfactory
5.	Below 60	Failing/Unacceptable

(Brown, 2004)[36]

3. Calculating the mean score, standard deviation, and t-test by using SPSS 22.0.

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[36]H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2004), p. 287.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, the first is the findings and the second part is discussions. The findings deal with the result of data analysis and the discussion deals with explanation of the findings.

A. Findings

The findings of the research showed the result of the data that had been analyzed statistically and tabulated the data. It compares classification percentage of the students score in pretest and posttest, the mean score and standard deviation of the students' pretest and posttest.

1. Pre-test.

In this section, the researcher shows the complete of the students' pretest. The researcher calculated the data by using SPSS 22.0. program. For more clearly, at first the researcher shows rate percentage of students' scoring in pre-test. It is tabulated by table 4.1

Table 4.1 Rate Percentage of Students' Scoring in Pre-Test

No	Classification	Score	Pre-Test	
			Frequency	Percentages
1	Excellent	90-100	-	0%
2	Good	80-89	2	9.1%
3	Adequate	70-79	8	36.35%

4	Inadequate/Unsatisfactory	60-69	8	36.35%
5	Failing/Unacceptable	Below 60	4	18.2%
Total			22	100%

Based on the table 4.1, the researcher found that there were 4 respondents (18.2%) classified as failing/unacceptable, 8 respondents (36.35%) classified as inadequate/unsatisfactory, 8 respondents (36.35%) classified as adequate, 2 respondents (9.1%) classified as good and no respondent (0%) classified as excellent. It means that all students' skill still adequate.

Furthermore, for looking the mean score of the students' skill in pre-test, the researcher had calculated it by using SPSS 22.0. The result can be presented in the table of descriptive statistic as follows:

Table 4.2 The Mean Score of The Students in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	22	47	87	67.27	9.991
Valid N (list wise)	22				

From the table 4.2, it shows that the highest score of student is 87 and the lowest score is 47. Besides, it also indicates that the mean score of the students' accuracy in pre-test is 67.27 and the standard deviation error is 9.991

2. Post-test

In this section, the researcher shows the rate percentage of students' vocabulary score in post-test, then mean score and standard deviation of students. The researcher had presented them in the table and calculated the scores by using SPSS 22.0. For more clearly, at first the researcher shows the rate percentage of students' vocabulary score in post-test. It is tabulated by following table:

Table 4.3 Rate Percentages of Students' Scoring in Post-Test

No	Classification	Score	Pre-Test	
			Frequency	Percentages
1	Excellent	90-100	6	27.3%
2	Good	80-89	12	54.5%
3	Adequate	70-79	4	18.2%
4	Inadequate/Unsatisfactory	60-69	0	0%
5	Failing/Unacceptable	Below 60	0	0%
Total			22	100%

Based on the table, the researcher found that there were 4 respondents (18.2%) classified as adequate, 12 respondents (54.5%) classified as good, and 6 respondents (27.3%) classified as excellent. It means that students' vocabulary achievement improved.

Furthermore, for looking the mean score of the students' achievement in pre-test, the researcher calculated it by using SPSS 22.0. The result could be presented in the table of descriptive statistic as follows:

Table 4.4 The Mean Score of Students' Correct Answer in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	22	70	97	84.64	6.807
Valid N (List wise)	22				

From the table 4.4, it shows that the highest score of student was 97 and the lowest score is 70. Besides, it also indicates that the mean score of the students' accuracy in post-test was 84.64 and the standard deviation error was 6.807.

Besides, the researcher also would present the total mean score and standard deviations of in pre-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.5 The Paired Sample Statistic of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair-1	Pretest	67.27	22	9.991	2.130
	Posttest	84.64	22	6.807	1.451

The researcher also presented it in the graphic, as follow:

Graphic 4.1 Students Mean Score in Pretest and Posttest
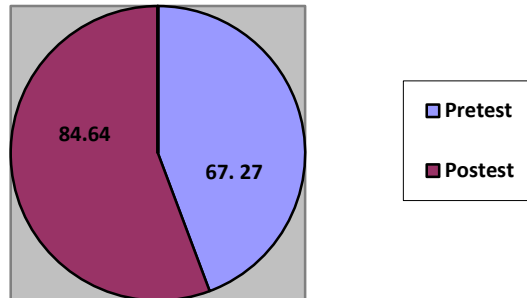
The table 4.5 indicates that the standard deviations in pre-test were 9.991 and in post-test were 6.807. It also shows that the mean score of the student in pre-test were 67.27 and the mean score of the students in post-test were 84.64. The result of the table above shows that the mean score of students in post-test was higher than the mean score of the students in pre-test. It concludes that tongue twister game improve students' vocabulary.

Table 4.6 The Paired Sample of Pre-Test and Post-Test Paired Sample Test

Paired Samples Test

	Paired Differences							Sig. (2-Tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
	Mean			Lower	Upper			
Pretest - Posttest	-17.364	6.856	1.462	-20.403	-14.324	-11.879	21	.000

Assuming that the level of significance (α) = 0.05, the only thing which is needed. The degree of freedom (df) = N-1, Where df = 21, than the t-test is presented in the following table:

Table 4.7 The Probability Value of T-Test of The Students Achievement

Variable	P-Value	(α)
X2-X1	0,00	0,05

Hypothesis Testing

From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students' vocabulary ability by using tongue twister game.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 22, df = 21. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that using tongue twister game improve students' vocabulary.

B. Discussion

Based on the result of the previous data analysis show that tongue twister game improves students' vocabulary. It can be seen on the table before and after giving treatment.

In pre-test, the researcher asked the students to answer vocabulary test that consist of 30 questions with 3 different types of question. In this section most of the students' correct answer in matching words meaning. Meanwhile, the students mostly wrong in multiple choice, translate and classify the words. This is all because students' vocabulary still low. The highest score is 87 and the lowest is 47.

After giving pre-test, the researcher gave treatment during 6 meetings. The treatment was given about teaching vocabulary through tongue twister game. In first meeting, there are some problems in teaching and learning process, students were still shy to ask the researcher about their problem. They cannot differentiate between noun, adjective, and verb. They also found difficulty in memorizing some vocabularies especially in memorizing the difficult word. To solve this problem, the researcher explained first about the vocabulary lesson, and gave deep explanation about the different between noun, verb, and adjective through tongue twister game. At the end the researcher asked students to make a vocabulary list that had been studied.

During the lesson, the class becomes more active and fun. The students were more interested, motivated, and confident in learning. They paid more attention to the

lesson. The students looked enjoy in learning, they motivated to improve their vocabulary and they felt challenged to be better. From explanation above, the researcher concluded that the teacher should apply tongue twister game when they teaching vocabulary to the students.

In post-test, the researchers gave different questions but same of question types of vocabulary test at the pre-test. In this section shows that tongue twister game has effect in improving vocabulary. It means that after giving treatment by using tongue twister game, the students' ability in mastering vocabulary is better than before treatment where after the treatment, the highest score that students got was 97 and the lowest score was 70.

Based on the classification and percentage range of the students in pretest and posttest, the researcher found that it was effective to improve students' vocabulary. It can be seen from the result of pretest showed that there were none students classified as excellent, and just 2 respondents (9.1%) classified as good. It means that all the students' vocabulary was still low. After giving treatment by using tongue twister game, the result of posttest was improved. It showed that there were none of them (0%) classified as inadequate/unsatisfactory and failing/unacceptable. More than that, There were 6 respondents (27.3%) classified as excellent, 12 respondents (54.5%) classified as good, 4 respondents (18.2%) respondents classified as adequate.

Graphic 4.2 Students Rate Persentage in Pretest and Posttest
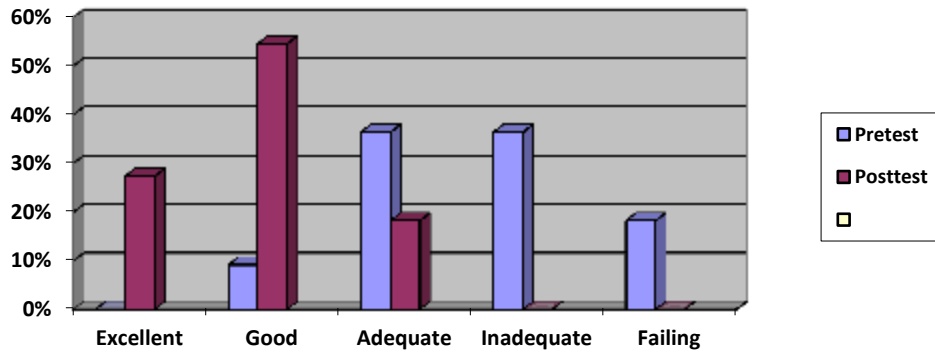
Based on data analysis the mean score of the student in pre-test were 67.27 and the mean score of the students in post-test were 84.64. It shows that the mean score of students in post-test was higher than the mean score of the students in pre-test.

From the analysis above, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students' vocabulary ability by using tongue twister game.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 22, df = 21. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that using tongue twister game is effective in increasing vocabulary.

These findings are in line with Lestari and Miftahul Rohman (2016)[37] and Tri Iryani (2015)[38] who found that tongue twister game can improve students' English achievement. In addition, Marina Tzakosta & Aikaterini Sfiraki (2016)[39] wrote that tongue twister help pupils comprehend word internal structures, acquire word formation mechanisms, and therefore contribute to vocabulary development. Wahyuni Jayanti (2013)[40] wrote that there was students vocabulary increasing through tongue twister game.

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[37] Miftahur Rohman, *The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation A Classroom Action Research at The Tenth Grade of SMA Unggulan Nurul Islam Semarang in The Academic Year of 2015/2016,* (Semarang: English Education Department of Education and Teacher Training Faculty Walisongo Islamic State University Semarang, 2016).

[38] Tri Iryani, *Improving Fifth Graders' Pronunciation of "TH" by using Tongue Twister A Classroom Action Research at Fifth Graders of SDN Mojoagung 01, Trangkil-Pati in the Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015).

[39] Marina, Tzakosta & A. Sfiraki, *Tongue Twister as a Teaching Technique Facilitating Morphological Awareness and Vocabulary Development in The Preschool child,* (University of Crete, 2016), p. 13.

[40] Wahyuni, Jayanti, *Upaya Meningkatkan Penguasaan Vocabulary Bahasa Inggris Anak Melalui Metode Bermain Tongue Twister* (Surakarta: Facultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2013).

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that the use of tongue twister game effectively improved the students' vocabulary at the second grade of SMAN 4 Palopo in the academic year 2018/2019. It is proved by mean score of the students' post-test (84.64), which is greater than mean score of the students' pre-test (67.27). The result can be seen from sig. (2-tailed) is 0.00. It is lower than $\alpha = 0.05$ and it means that H0 is rejected and H1 is accepted.

Based on the result of data analysis, researcher concluded that there was significant influence of Tongue Twister Game towards students' vocabulary achievement in the second grade of SMA Negeri 4 Palopo.

B. Suggestions

Based on the result of data analysis and conclusion, the researcher proposes some suggestion as follow:

1. For the teacher

    The researcher suggest to English teacher to implement the tongue twister game. Because by using this method the students are easy to memorize the vocabulary and the meaning of words because their practice more and more.

2. For the students

    Improving vocabulary by using tongue twister game makes students easy and fast to catch the lesson. Also, students should keep in mind that learning English is interesting.

3. For the researchers

    The researcher hopes that the next researcher can prepare everything as good as possible in conducting the research and can do the follow up of this research. On the other hand, it is hoped that the next researcher can implement the method in teaching learning process by using better way.

    Finally, the researcher realizes that this thesis is far from being perfect. Constructive critics and advice are really expected for the perfection of the future research. Hopefully, this thesis will be useful for the teachers and learners especially in improving vocabulary of English.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP I)

Nama Sekolah	**: SMAN 4 PALOPO**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI/Ganjil**
Pertemuan	**: I (Satu)**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris melalui pengayaan kosakata.

B. Kompetensi Dasar

Mengidentifikasi dan mengetahui tentang kosakata.

C. Indikator

Mengidentifikasi kosakata bahasa Inggris yakni noun, adjective dan verb melalui tongue twister sounds P.

D. Tujuan Pembelajaran

Siswa dapat mengidentifikasi kosakata bahasa Inggris yakni noun, adjective dan verb melalui tongue twister game sounds P.

E. Materi Pembelajaran

Part of Speech

- Noun (kata benda)   : Book, chair, etc.
- Adjective (kata sifat)   : Diligent, smart, beautiful, etc.
- Verb (kata kerja)   : Write, read, study, etc.

- Adverb (keterangan)   : in school, etc.

- Pronoun (kata ganti benda): She, he, it, etc.

- Preposition (kata depan)   : on, in, at, etc.

- Conjunction (kata sambung): and, because, but, therefore, etc.

- Exclamation/Interjection (kata seru): wow!! ohh!!

Tongue Twister sounds P

− Open up a pack of pen and paper

− Put the paper on the paper

− Peter piper picked a peck of pickled peppers

Langkah-langkah Pembelajaran

1. **Pendahuluan / Kegiatan Awal**

- Salam pembuka

- Guru membuka pelajaran dengan doa.

- Guru mengecek kehadiran siswa.

2. **Kegiatan Inti**

- Menyampaikan dan mejelaskan materi tentang part of speech yang berhubungan dengan kosakata.

- Menyampaikan dan memberi penjelasan tentang Tongue Twister game.

- Menyampaikan dan memberi penjelasan tentang Tongue Twister game sound P.

- Memerintahkan siswa untuk mengartikan kosakata tongue twister sound p satu per satu.

- Memerintahkan siswa untuk mengartikan makna dari kosakata tongue twister sound p

- Memerintahkan siswa untuk mengelompokkan kosakata tongue twister ke dalam noun, adjective dan verb

- Memerintahkan siswa untuk membuat daftar kosakata dari materi yang sudah dipelajari.

3. **Penutup/Kegiatan Akhir**

- Menanyakan kesulitan siswa selama PBM.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. Aspek Pembelajaran   **:** Vocabulary

G. Metode Pembelajaran   **:** Tongue Twister Game

H. Media Pembelajaran   **:** Buku dasar-dasar penguasaan bahasa Inggris

I. Penilaian

- Test tertulis
- Aktivitas siswa

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP II)

</div>

Nama Sekolah	**: SMAN 4 PALOPO**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI/Ganjil**
Pertemuan	**: II (Dua)**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris melalui pengayaan kosakata.

B. Kompetensi Dasar

Mengidentifikasi dan mengetahui tentang kosakata.

C. Indikator

Mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds B.

D. Tujuan Pembelajaran

Siswa dapat mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds B.

E. Materi Pembelajaran

Tongue Twister Sounds B
- A big black bug bit the big black bear
- Betty Botter bought a bit of butter
- Big Ben blew big blue bubbles

Langkah-langkah Pembelajaran

4. Pendahuluan / Kegiatan Awal

- Salam pembuka

- Guru membuka pelajaran dengan doa.

- Guru mengecek kehadiran siswa.

5. Kegiatan Inti

- Menanyakan kembali tentang daftar kosakata yang sudah dipelajari pada pertemuan sebelumnya.

- Menyampaikan dan memberi penjelasan tentang Tongue Twister game sound b.

- Memerintahkan siswa untuk mengartikan kosakata tongue twister sound b satu per satu.

- Memerintahkan siswa untuk mengartikan makna dari kosakata tongue twister sound b

- Memerintahkan siswa untuk mengelompokkan kosakata tongue twister ke dalam noun, adjective dan verb

- Memerintahkan siswa untuk membuat daftar kosakata dari materi yang sudah dipelajari.

6. Penutup/Kegiatan Akhir

- Menanyakan kesulitan siswa selama PBM.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. Aspek Pembelajaran : Vocabulary

G. Metode Pembelajaran : Tongue Twister Game

H. Media Pembelajaran : Buku dasar-dasar penguasaan bahasa Inggris

I. Penilaian
- Teks tertulis
- Aktivitas siswa

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP III)

Nama Sekolah : **SMAN 4 PALOPO**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/Ganjil**

Pertemuan : **III (Tiga)**

Alokasi Waktu : **2 x 45 menit**

A. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris melalui pengayaan kosakata.

B. Kompetensi Dasar

Mengidentifikasi dan mengetahui tentang kosakata.

C. Indikator

Mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds C, CH, and W.

D. Tujuan Pembelajaran

Siswa dapat mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds C, CH, and W.

E. Materi Pembelajaran

- Sounds C
  - Can you can a can as a canner can a can
  - How can a clam cram in a clean cream can?
- Sounds Ch
  - Chicken in the car and the car can go, that is the way you spell Chicago
  - Chester cheetah chews a chunk of cheep cheddar cheese
- Sounds Ch and W

  How much wood would woodchuck chuck if a woodchuck could chuck wood?

Langkah-langkah Pembelajaran

7. Pendahuluan / Kegiatan Awal

- Salam pembuka
- Guru membuka pelajaran dengan doa.
- Guru mengecek kehadiran siswa.

8. Kegiatan Inti

- Menanyakan kembali tentang daftar kosakata yang sudah dipelajari pada pertemuan sebelumnya.

- Menyampaikan dan memberi penjelasan tentang Tongue Twister game sound c, ch, and w.
- Memerintahkan siswa untuk mengartikan kosakata tongue twister sound c, ch, and w satu per satu.
- Memerintahkan siswa untuk mengartikan makna dari kosakata tongue twister sound c, ch, and w.
- Memerintahkan siswa untuk mengelompokkan kosakata tongue twister ke dalam noun, adjective dan verb
- Memerintahkan siswa untuk membuat daftar kosakata dari materi yang sudah dipelajari.

9. **Penutup/Kegiatan Akhir**
   - Menanyakan kesulitan siswa selama PBM.
   - Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
   - Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. Aspek Pembelajaran : Vocabulary

G. Metode Pembelajaran : Tongue Twister Game

H. Media Pembelajaran : Buku dasar-dasar penguasaan bahasa Inggris

I. Penilaian
- Teks tertulis
- Aktivitas siswa

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP IV)

Nama Sekolah : **SMAN 4 PALOPO**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **XI/Ganjil**
Pertemuan : **IV (Empat)**

Alokasi Waktu : 2 x 45 menit

A. **Standar Kompetensi**

Berkomunikasi dengan bahasa Inggris melalui pengayaan kosakata.

B. **Kompetensi Dasar**

Mengidentifikasi dan mengetahui tentang kosakata.

C. **Indikator**

Mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds R.

D. **Tujuan Pembelajaran**

Siswa dapat mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds R.

E. **Materi Pembelajaran**

Tongue Twister Sounds R

− I scream, you scream, we all scream for ice cream

− Reading and writing are richly rewarding

− Rapid rabbits rarely race real railroads

− You're right if you write what I wrote right away

Langkah-langkah Pembelajaran

10. **Pendahuluan / Kegiatan Awal**

- Salam pembuka

- Guru membuka pelajaran dengan doa.

- Guru mengecek kehadiran siswa.

11. **Kegiatan Inti**

- Menanyakan kembali tentang daftar kosakata yang sudah dipelajari pada pertemuan sebelumnya.

- Menyampaikan dan memberi penjelasan tentang Tongue Twister game sound r.
- Memerintahkan siswa untuk mengartikan kosakata tongue twister sound r satu per satu.
- Memerintahkan siswa untuk mengartikan makna dari kosakata tongue twister sound r.
- Memerintahkan siswa untuk mengelompokkan kosakata tongue twister ke dalam noun, adjective dan verb
- Memerintahkan siswa untuk membuat daftar kosakata dari materi yang sudah dipelajari.

12. **Penutup/Kegiatan Akhir**
- Menanyakan kesulitan siswa selama PBM.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. **Aspek Pembelajaran**   **:** Vocabulary

G. **Metode Pembelajaran**   **:** Tongue Twister Game

H. **Media Pembelajaran**   **:** Buku dasar-dasar penguasaan bahasa Inggris

I. **Penilaian**
- Teks tertulis
- Aktivitas siswa

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP V)

Nama Sekolah	**: SMAN 4 PALOPO**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI/Ganjil**
Pertemuan	**: V (Lima)**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris melalui pengayaan kosakata.

B. Kompetensi Dasar

Mengidentifikasi dan mengetahui tentang kosakata.

C. Indikator

Mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds S and SH.

D. Tujuan Pembelajaran

Siswa dapat mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds S and SH.

E. Materi Pembelajaran

- Sounds S
  - Moses supposes his toeses are roses
  - I saw Susie sitting in shoe shine shop
- Sounds Sh and S
  - She sells seashells on the seashore
  - She should shake Shawn's shiny shoes
  - We surely shall see the sun shine soon

- Six silly sheep still asleep

Langkah-langkah Pembelajaran

13. **Pendahuluan / Kegiatan Awal**

    - Salam pembuka

    - Guru membuka pelajaran dengan doa.

    - Guru mengecek kehadiran siswa.

14. **Kegiatan Inti**

    - Menanyakan kembali tentang daftar kosakata yang sudah dipelajari pada pertemuan sebelumnya.

    - Menyampaikan dan memberi penjelasan tentang Tongue Twister game sound s and sh.

    - Memerintahkan siswa untuk mengartikan kosakata tongue twister sound s and sh satu per satu.

    - Memerintahkan siswa untuk mengartikan makna dari kosakata tongue twister sound s and sh.

    - Memerintahkan siswa untuk mengelompokkan kosakata tongue twister ke dalam noun, adjective dan verb

    - Memerintahkan siswa untuk membuat daftar kosakata dari materi yang sudah dipelajari.

15. **Penutup/Kegiatan Akhir**

    - Menanyakan kesulitan siswa selama PBM.

    - Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,

    - Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. **Aspek Pembelajaran**   **:** Vocabulary

G. Metode Pembelajaran **:** Tongue Twister Game

H. Media Pembelajaran **:** Buku dasar-dasar penguasaan bahasa Inggris

I. Penilaian

- Teks tertulis
- Aktivitas siswa

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP VI)

Nama Sekolah **: SMAN 4 PALOPO**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: XI/Ganjil**

Pertemuan **: VI (Enam)**

Alokasi Waktu **: 2 x 45 menit**

A. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris melalui pengayaan kosakata.

B. Kompetensi Dasar

Mengidentifikasi dan mengetahui tentang kosakata.

C. Indikator

Mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds T and TH.

D. Tujuan Pembelajaran

Siswa dapat mengidentifikasi kosakata bahasa Inggris noun, adjective dan verb melalui tongue twister game sounds T and TH.

E. Materi Pembelajaran

- Sounds T
  - Two tiny tigers take two taxis to town

- A tutor who tooted a flute tried to tutor two tooter
- Try to tell Tony to tootle Tom's trumpet

- Sounds Th
  - I am thinking of three thousand three hundred thirty three thinks
  - I though, I thought of thinking of thanking you

Langkah-langkah Pembelajaran

16. **Pendahuluan / Kegiatan Awal**

- Salam pembuka
- Guru membuka pelajaran dengan doa.
- Guru mengecek kehadiran siswa.

17. **Kegiatan Inti**

- Menanyakan kembali tentang daftar kosakata yang sudah dipelajari pada pertemuan sebelumnya.
- Menyampaikan dan memberi penjelasan tentang Tongue Twister game sound t, and th.
- Memerintahkan siswa untuk mengartikan kosakata tongue twister sound t, and th satu per satu.
- Memerintahkan siswa untuk mengartikan makna dari kosakata tongue twister sound t, and th.
- Memerintahkan siswa untuk mengelompokkan kosakata tongue twister ke dalam noun, adjective dan verb
- Memerintahkan siswa untuk membuat daftar kosakata dari materi yang sudah dipelajari.

18. **Penutup/Kegiatan Akhir**

- Menanyakan kesulitan siswa selama PBM.
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,

- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. Aspek Pembelajaran   **:** Vocabulary

G. Metode Pembelajaran   **:** Tongue Twister Game

H. Media Pembelajaran   **:** Buku dasar-dasar penguasaan bahasa Inggris

I. Penilaian

- Teks tertulis
- Aktivitas siswa

Name :

Class :

(Pre Test)

A. Read the questions and choose the best answer!

1. Billy, Bob and Betty bought big blue and black balloons from the booming bazaar.

    Where did Billy, Bob and Betty go?

    a. A very strange house   c. A firework stand

    b. A street market   d. A party store

2. If you sniped Mr. Stipe's wife and then swiped Mr. Stipe's wife's knife, what crime

    would you have committed?

    a. Just murder   c. Just theft

    b. No crimes would be committed d. Murder and theft

(www.funtrivia.com/submitquiz.cfm)

Questions number 3-5. What the classification of the underlined words?

3. How can a clam cram in a <u>clean</u> cream can?

    a. Noun   c. Adjective

    b. Verb   d. Adverb

4. <u>Chicken</u> in the car and the car can go

   a. Noun
   c. Adjective

   b. Verb
   d. Adverb

5. Perry's Berry's <u>make</u> peanut butter better

   a. Noun
   c. Adjective

   b. Verb
   d. Adverb

6. Big Ben _____ big blue bubbles

   a. Blew
   c. Eat

   b. Make
   d. Bought

7. Susan _____ a song at seaside

   a. Sink
   c. Sit

   b. Sat
   d. Sing

Questions number 8-10. What is the meaning of the underlined words?

8. Six <u>silly</u> sheep still asleep

   a. Besar
   c. Rakus

   b. Lucu
   d. Pemalu

9. A big black <u>bug</u> bit the big black bear

   a. Tikus
   c. Beruang

   b. Kucing
   d. Kutu

10. Betty <u>bought</u> some butter

    a. Membeli
    c. Memakan

    b. Membawa
    d. Melihat

B. Match the underlined words with the suitable translation in the box!

A big black <u>bug</u> bit the <u>big</u> black bear

          11   12

But the big black <u>bear</u>

a. Hitam
b. Memukul
c. Beruang
d. Kutu
e. Besar

13

<u>Bit</u> the big <u>black</u> bug back

14   15

C. **Translate and classify the words below!**

No	Words	Words classification (Noun/Verb/Adjective)	Meaning
1.	Butter		
2.	Flute		
3.	Wood		
4.	Scream		
5.	Shake		
6.	Sat		
7.	Big		
8.	Tiny		
9.	Silly		
10.	Spell		
11.	Bubbles		

12.	Sheep		
13.	Black		
14.	Thin		
15.	Buy		

Name :

Class :

(Post Test)

A. Read the questions and choose the best answer!

11. She sells what on the seashore?

    c. Knees   c. Knees and Bees

    d. Bees and snails   d. Seashells

12. If pleasant place to place a plaice is a place where placing a plaice is pleasing, where is a pleasing place to place the plaice?

    c. Dark drawer   c. Your pocket

    d. In your closet   d. Plate

(www.funtrivia.com/submitquiz.cfm)

Questions number 3-5. What the classification of the underlined words?

13. Ben's <u>prefer</u> pens to bought pots

    c. Noun   c. Adjective

    d. Verb   d. Adverb

14. Six <u>silly</u> sheep still asleep

c. Noun   c. Adjective

d. Verb   d. Adverb

15. Billy blows big blue <u>bubbles</u>

   c. Noun   c. Adjective

   d. Verb   d. Adverb

16. I _____ , you scream, we all scream for ice cream

   c. Scream   c. Cram

   d. Cream   d. Clam

17. Piter Piper picked a peck of _____.

   c. Pepered pickles   c. Pickled prunes

   d. Pickled peppers   d. Pickled pet

Questions number 8-10. What is the meaning of the underlined words?

18. She <u>sells</u> seashells on the seashore

   c. Membuat   c. Menjual

   d. Memberi   d. Membawa

19. Can you can a can as a <u>canner</u> can a can

   c. Tukang kebun   c. Tukang kaleng

   d. Bisa   d. Kaleng

20. Two <u>tiny</u> tigers take two taxis to town

   c. Kecil   c. Lincah

   d. Buas   d. Besar

B. Match the underlined words with the suitable translation in the box!

Betty <u>bought</u> some butter but the <u>butter</u> was bitter

     11   12

So Betty bought some <u>better</u> butter

f. Pahit
g. Membeli
h. Membuat
i. Lebih baik
j. Mentega

13

To <u>make</u> the <u>bitter</u> butter better

14   15

C. Translate and classify the words below!

No	Words	Words classification (Noun/Verb/Adjective)	Meaning
1.	Pepper		
2.	Bug		
3.	Bike		
4.	Choose		
5.	Scream		
6.	Pick		
7.	Wise		
8.	Perfect		
9.	Broke		
10.	Saw		

11.	Paper		
12.	Tongue		
13.	Simply		
14.	Bitter		
15.	Blew		

Answer Key

- **Pre-test**

A. Multiple Choice

1. D	6. A
2. D	7. D
3. C	8. B
4. A	9. D
5. B	10. A

B. Matching Word

11. D

12. E

13. C

14. B

15. A

C. Translation

No	Words	Words classification (Noun/Verb/Adjective)	Meaning
1.	Butter	Noun	Mentega
2.	Flute	Noun	Seruling
3.	Wood	Noun	Kayu
4.	Scream	Verb	Teriak
5.	Shake	Verb	Menggoncang
6.	Sat	Verb	Duduk
7.	Big	Adjective	Besar
8.	Tiny	Adjective	Kecil
9.	Silly	Adjective	Lucu
10.	Spell	Verb	Mengeja
11.	Bubbles	Noun	Balon
12.	Sheep	Noun	Domba

13.	Black	Adjective	Hitam
14.	Thin	Adjective	Kurus/Tipis
15.	Buy	Verb	Membeli

- **Post-test**

A. Multiple Choice

1. D	6. A
2. D	7. B
3. B	8. C
4. C	9. C
5. A	10. A

B. Matching Word

11. B

12. E

13. D

14. C

15. A

C. Translation

No	Words	Words classification (Noun/Verb/Adjective)	Meaning
1.	Pepper	Noun	Lada/Merica
2.	Bug	Noun	Kutu/Hama
3.	Bike	Noun	Sepeda
4.	Choose	Verb	Memilih
5.	Scream	Verb	Berteriak
6.	Pick	Verb	Memilih
7.	Wise	Adjective	Bijaksana
8.	Perfect	Adjective	Sempurna
9.	Broke	Adjective	Rusak
10.	Saw	Verb	Melihat
11.	Paper	Noun	Kertas
12.	Tongue	Noun	Lidah

13.	Simply	Adjective	Sederhana
14.	Bitter	Adjective	Pahit
15.	Blew	Verb	Meniup

Lembar Kerja Siswa

Name : FITRIANI

Class : XI MIPA 3

(Pre Test)

A. Read the questions and choose the best answer!

1. Billy, Bob and Betty bought big blue and black balloons from the booming bazaar. Where did Billy, Bob and Betty go?

    a. A very strange house

    b. A street market

    c. A firework stand

    d. A party store

2. If you sniped Mr. Stipe's wife and then swiped Mr. Stipe's wife's knife, what crime would you have committed?

    a. Just murder

    b. No crimes would be committed

    c. Just theft

    d. Murder and theft

Questions number 3-5. What the classification of the underlined words?

3. How can a clam cram in a <u>clean</u> cream can?

    a. Noun

    b. Verb

    c. Adjective

    d. Adverb

4. <u>Chicken</u> in the car and the car can go

    a. Noun

    b. Verb

    c. Adjective

    d. Adverb

5. Perry's Berry's <u>make</u> peanut butter better

    a. Noun

    b. Verb

    c. Adjective

    d. Adverb

6. Big Ben _____ big blue bubbles

    a. Blew

    b. Make

    c. Eat

    d. Bought

7. Susan _____ a song at seaside

    a. Sink

    b. Sat

    c. Sit

    d. Sing

Questions number 8-10. What is the meaning of the underlined words?

X 8. Six silly sheep still asleep

    a. Besar   c. Rakus

    b. ~~Penakut~~ *lucu*   (d) Pemalu

X 9. A big black bug bit the big black bear

    a. Tikus   (c) Beruang

    b. Kucing   d. Kutu

X 10. Betty bought some butter

    a. Membeli   c. Memakan

    (b) Membawa   d. Melihat

B. Match the underlined words with the suitable translation in the box!

A big black bug bit the big black bear
      11   12

But the big black bear
             13

Bit the big black bug back
14   15

a.	Hitam 15	✓
b.	Memukul 11	X
c.	Beruang 13	✓
d.	Kutu 14	X
e.	Besar 12	✓

C. Translate and classify the words below!

	No	Words	Words classification (Noun/Verb/Adjective)	Meaning
✓	1.	Butter	Noun	Mentega
X	2.	Flute	Noun	Soda
X	3.	Wood	Verb	Kayu
✓	4.	Scream	Verb	Berteriak
✓	5.	Shake	Verb	Menggarang
X	6.	Sat	Verb	sedih
X	7.	Big	Verb	Besar
X	8.	Tiny	Adjective	Mudah
X	9.	Silly	Adjective	Pemalu
X	10.	Spell	Verb	menggantikan
✓	11.	Bubbles	Noun	Pompa Gelembung
X	12.	Sheep	Noun	Kambing
✓	13.	Black	Adjective	Hitam
X	14.	Thin	Noun	turus
✓	15.	Buy	Verb	membeli

Name : Fifit Hidayanti

Class : XI. mipa 3

87

(Pre Test)

A. Read the questions and choose the best answer!

1. Billy, Bob and Betty bought big blue and black balloons from the booming bazaar. Where did Billy, Bob and Betty go?

    a. A very strange house   c. A firework stand

    b. A street market   (d.) A party store

2. If you sniped Mr. Stipe's wife and then swiped Mr. Stipe's wife's knife, what crime would you have committed?

    (a.) Just murder   c. Just theft

    b. No crimes would be committed   d. Murder and theft

Questions number 3-5. What the classification of the underlined words?

3. How can a clam cram in a <u>clean</u> cream can?

    a. Noun   c. Adjective

    b. Verb   (d.) Adverb

4. <u>Chicken</u> in the car and the car can go

    (a.) Noun   c. Adjective

    b. Verb   d. Adverb

5. Perry's Berry's <u>make</u> peanut butter better

    a. Noun   c. Adjective

    (b.) Verb   d. Adverb

6. Big Ben _____ big blue bubbles

    a. Blew   c. Eat

    (b.) Make   d. Bought

7. Susan _____ a song at seaside

    a. Sink   c. Sit

    b. Sat   (d.) Sing

Questions number 8-10. What is the meaning of the underlined words?

8. Six silly sheep still asleep

   a. Besar
   c. Rakus
   (b) ~~Peraan~~ Lucu
   d. Pemalu

9. A big black bug bit the big black bear

   a. Tikus
   c. Beruang
   b. Kucing
   (d) Kutu

10. Betty bought some butter

   (a) Membeli
   c. Memakan
   b. Membawa
   d. Melihat

B. Match the underlined words with the suitable translation in the box!

A big black bug bit the big black bear
       11   12

But the big black bear
              13

Bit the big black bug back
14   15

a.	Hitam-	(15) ✓
b.	Memukul	(14) ✓
c.	Beruang	(13) ✓
d.	Kutu	(11) ✓
e.	Besar	(12) ✓

C. Translate and classify the words below!

No	Words	Words classification (Noun/Verb/Adjective)	Meaning	
1.	Butter	Noun	Mentega	✓
2.	Flute	Noun	Seluring	✓
3.	Wood	Noun	kayu	✓
4.	Scream	Verb	Berteriak	✓
5.	Shake	Verb	Menggoyang	✓
6.	Sat	~~Adjective~~ Verb	~~Sabar~~ Duduk	✓
7.	Big	Adjective	Besar	✓
8.	Tiny	Adjective	Mungil	✓
9.	Silly	Adjective	penaluk	✗
10.	Spell	Verb	Mengeja	✓
11.	Bubbles	Noun	Gelembung	✓
12.	Sheep	Noun	Domba	✓
13.	Black	Noun	Hitam	✓
14.	Thin	Adjective	tipis	✓
15.	Buy	Verb	Membeli	✓

Name : ENJEL

Class : XlolPA03

(Post Test)

A. **Read the questions and choose the best answer!**

1. She sells what on the seashore?
   - a. Knees
   - b. Bees and snails
   - c. Knees and Bees
   - d. Seashells

2. If pleasant place to place a plaice is a place where placing a plaice is pleasing, where is a pleasing place to place the plaice?
   - a. Dark drawer
   - b. In your closet
   - c. Your pocket
   - d. Plate

Questions number 3-5. What the classification of the underlined words?

3. Ben's prefer pens to bought pots
   - a. Noun
   - b. Verb
   - c. Adjective
   - d. Adverb

4. Six silly sheep still asleep
   - a. Noun
   - b. Verb
   - c. Adjective
   - d. Adverb

5. Billy blows big blue bubbles
   - a. Noun
   - b. Verb
   - c. Adjective
   - d. Adverb

6. I _____, you scream, we all scream for ice cream
   - a. Scream
   - b. Cream
   - c. Cram
   - d. Clam

7. Piter Piper picked a peck of _____.
   - a. Pepered pickles
   - b. Pickled peppers
   - c. Pickled prunes
   - d. Pickled pet

Questions number 8-10. What is the meaning of the underlined words?

8. She <u>sells</u> seashells on the seashore
   - a. Membuat
   - (c.) Menjual
   - b. Memberi
   - d. Membawa

9. Can you can a can as a <u>canner</u> can a can
   - a. Tukang kebun
   - (c.) Tukang kaleng
   - b. Bisa
   - d. Kaleng

10. Two <u>tiny</u> tigers take two taxis to town
    - (a.) Kecil
    - c. Lincah
    - b. Buas
    - d. Besar

B. Match the underlined words with the suitable translation in the box!

Betty <u>bought</u> some butter but the <u>butter</u> was bitter
    11   12

So Betty bought some <u>better</u> butter
              13

To <u>make</u> the <u>bitter</u> butter better
   14   15

a.	Pahit 15	✓
b.	Membeli 11	✓
c.	Membuat 14	✓
d.	Lebih baik 13	✓
e.	Mentega 12	✓

C. Translate and classify the words below!

No	Words	Words classification (Noun/Verb/Adjective)	Meaning	
1.	Pepper	Noun	lada	✓
2.	Bug	Noun	serangga	✓
3.	Bike	Noun	sepeda	✓
4.	Choose	Verb	memilih	✓
5.	Scream	Verb	berteriak	✓
6.	Pick	Verb	memilih	✓
7.	Wise	adjective	Bijaksana	✓
8.	Perfect	adjective	Sempurna	✓
9.	Broke	adjective	Pecah	✓
10.	Saw	Noun	telah terjadi gergaji	✓
11.	Paper	Noun	kertas	✓
12.	Tongue	Noun	lidah	✓
13.	Simply	adjective	Sederhana	✓
14.	Bitter	adjective	Pahit	✓
15.	Blew	Verb	meledak	✗

Name : Rhika Raski

Class : XI . IPA 3

(Post Test)

A. Read the questions and choose the best answer!

1. She sells what on the seashore?
   a. Knees
   b. Bees and snails
   c. Knees and Bees
   d. Seashells

X 2. If pleasant place to place a plaice is a place where placing a plaice is pleasing, where is a pleasing place to place the plaice?
   a. Dark drawer
   b. In your closet
   c. Your pocket
   d. Plate

Questions number 3-5. What the classification of the underlined words?

3. Ben's <u>prefer</u> pens to bought pots
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb

4. Six <u>silly</u> sheep still asleep
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb

5. Billy blows big blue <u>bubbles</u>
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb

6. I _____ , you scream, we all scream for ice cream
   a. Scream
   b. Cream
   c. Cram
   d. Clam

7. Piter Piper picked a peck of _____.
   a. Pepered pickles
   b. Pickled peppers
   c. Pickled prunes
   d. Pickled pet

Questions number 8-10. What is the meaning of the underlined words?

8. She <u>sells</u> seashells on the seashore

   a. Membuat   ✗ Menjual

   b. Memberi   d. Membawa

9. Can you can a can as a <u>canner</u> can a can

   a. Tukang kebun   ✗ Tukang kaleng

   b. Bisa   d. Kaleng

10. Two <u>tiny</u> tigers take two taxis to town

   ✗ Kecil   c. Lincah

   b. Buas   d. Besar

B. Match the underlined words with the suitable translation in the box!

Betty <u>bought</u> some butter but the <u>butter</u> was bitter

    11   12

So Betty bought some <u>better</u> butter

                    13

To <u>make</u> the <u>bitter</u> butter better

    14   15

a.	Pahit	15 ✓
b.	Membeli	11 ✓
c.	Membuat	14 ✓
d.	Lebih baik	13 ✓
e.	Mentega	12 ✓

C. Translate and classify the words below!

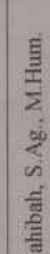| No	Words	Words classification (Noun/Verb/Adjective)	Meaning	
1.	Pepper	Noun	lada	✓
2.	Bug	Noun	kutu	✓
3.	Bike	Noun	sepeda	✓
4.	Choose	Noun	memilih	✗
5.	Scream	Noun	berteriak	✗
6.	Pick	Noun	mengetik	✗
7.	Wise	Adjective	Bijaksana	✓
8.	Perfect	Adjective	sempurna	✓
9.	Broke	Adjective	Tidak memiliki	✗
10.	Saw	Adjective	gergaji	✗
11.	Paper	Noun	kertas	✓
12.	Tongue	Noun	lidah	✓
13.	Simply	Noun	sederhana	✗
14.	Bitter	Noun	pahit	✗
15.	Blew	Noun	meniupkan	✗

THE RESULT OF REVISION OF RESULT SEMINAR

Monday, January 28th 2019

ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN) PALOPO

Title of Thesis : Improving Students' Vocabulary Through Tongue Twister Game at the Second Grade of SMA Negeri 4 Palopo

Name : Siti Rahma

Reg. Number : 14.16.3.01.31

Chairman of Session : Dr. Taqwa, S.Ag., M.Pd.I.

	Name	Signs
Consultant I	Wahibah, S.Ag., M.Hum.	
Consultant II	A. Tenrisanna Syam, S.Pd., M.Pd.	
Examiner I	Dr. Masruddin, S.S., M.Hum.	
Examiner II	Syamsudarni, S.Pd.I., M.Ed	

Number	Examiners / Consultant	Suggestions	Page Before Revision	Result of Revision	Page After Revision	Done /Not Done
1	Dr. Masruddin, S.S., M.Hum.	• Fix ungrammatical errors in abstract	xiii	• The Abstract has fixed	xiii	Done
		• Background have to revised	1	• Background has revised	1	Done
		• Add the word of *effectively* in problem statement	3	• The word of *effectively* have been added	3	Done
		• Fix mispelling words in significant of the research	4	• The mispelling words has fixed	4	Done

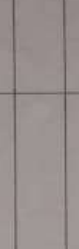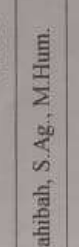| No	Validator	Suggestions	Page	Revision	Page	Status
		• Definition of term have to revised.	5	• The definition of term has revised	5	Done
		• Add explanation about the similarity and differences in previous study.	6-8	• The explanation have been added	6-8	Done
		• Treatment have to make in paragraph (pre activity, while activity and post activity)	38-42	• The treatment has revised	38-45	Done
2	Syamsudarmi, S.Pd.I., M.Ed	• Add some theories in background	1	• The some theories have been added	1'	Done
		• Fix some misspelling words and functuation (the use dot or comma)	35, 44, 45, 46, 48	• Some mispelling words and functuation have been fixed	36, 48, 49, 50, 52	Done
		• Add bar diagram in discussion	49	• Bar diagram have been added	53	Done
		• Conclussion have to based on problem statement	52	• The conclussion has corrected	57	Done
3	Wahibah, S.Ag., M.Hum.	-	-	-	-	-
4	A. Tenrisanna Syam, S.Pd., M.Pd.	-	-	-	-	-

THE RESULT OF REVISION OF SESSION EXAMINATION

(Monday, February 04th 2019)

ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN) PALOPO

Title of Thesis : Improving Students' Vocabulary Through Tongue Twister Game at the Second Grade of SMA Negeri 4 Palopo

Name : Siti Rahma

Reg. Number : 14.16.3.01.31

Chairman of Session : Dr. Taqwa, S.Ag., M.Pd.I.

	Name	Signs
Consultant I	Wahibah, S.Ag., M.Hum.	
Consultant II	A. Tenrisanna Syam, S.Pd., M.Pd.	
Examiner I	Dr. Masruddin, S.S., M.Hum.	
Examiner II	Syamsudarni, S.Pd.I., M.Ed	

Number	Examiners / Consultant	Suggestions	Page Before Revision	Result of Revision	Page After Revision	Done /Not Done
1	Dr. Masruddin, S.S., M.Hum.	• Fix ungrammatical errors in discussion	55	• Ungrammatical errors has fixed	56	Done
		• Suggestion in chapter v have to revised	57	• Suggestion has revised	57	Done
2	Syamsudarni, S.Pd.I., M.Ed	• Theoretical framework have to revised	35	• Theoretical framework has fixed	35	Done
3	Wahibah, S.Ag., M.Hum.	• Add bar diagram in discussion	49	• Bar diagram have been added	55	Done
4	A. Tenrisanna Syam, S.Pd., M.Pd.	-	-	-	-	-

SURAT KETERANGAN
Nomor: In.19/PP.00.9/   /2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama   : SITI RAHMA

NIM   : 14.16.3.0131

Jurusan   : FTIK / BIG D

Tahun Akademik : 2014

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik 2014 / 2015

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo,   2018
Pengelola Program Matrikulasi

Mawardi, S.Ag., M.Pd.I.
NIP. 19680802 199703 1 001

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Siti Rahma
Nim	:	14.16.3.0131
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Jl S. Pareman II / 082 397 163 708

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 19 September 2018
Ketua Prodi
Tadris Bahasa Inggris

Dr. Muhaemin, M.A
NIP. 19790203 200501 1 006

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 23692

IZIN PENELITIAN
NOMOR : 1277/IP/DPMPTSP/X/2018

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	SITI RAHMA
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Sungai Pareman 2 Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	14. 16. 3. 0131

Maksud dan Tujuan mengadakan penelitain dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' VOCABULARY THROUGH TONGUE TWISTER GAME AT THE SECOND GRADE OF SMA NEGERI 4 PALOPO

Lokasi Penelitian	:	SMA NEGERI 4 PALOPO
Lamanya Penelitian	:	01 Oktober 2018 s.d. 30 November 2018

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 01 Oktober 2018
Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM JS. SH. M.Si
Pangkat : Pembina Tk. I
NIP : 19830309 200312 1 004

Tembusan :
1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo;
3. Dandim 1403 SWG.

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/184-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala UPT Satuan Pendidikan SMA Negeri 4 Palopo,** menerangkan bahwa :

N a m a	:	**SITI RAHMA**
N I M	:	14.16.3.0131
Tempat / tgl. lahir	:	Palopo, 06 Januari 1997
Jenis kelamin	:	Perempuan
Alamat	:	Jl. Sungai Pareman II Kota Palopo
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswi IAIN Kota Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo,** terhitung mulai tanggal 05 Oktober s/d 19 Oktober 2018, guna melengkapi Skripsi yang berjudul :" **IMPROVING STUDENT'S VOCABULARY THROUGH TONGUE TWISTER GAME AT THE SECOND GRADE OF SMA NEGERI 4 PALOPO".**

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 19 Oktober 2018
a.n. Kepala

SEHE, S.Pd., M.Pd
Pangkat. Pembina Tk I,
NIP. 19700825 199601 1 001

DOCUMENTATION

- **Giving Pre-test**

- **Giving Treatment**

(The researcher explained about Tongue Twister Game) the word)

(The Students translated and classified

- **Giving Post-test**

AUTOBIOGRAPHY

The Researcher, Siti Rahma was born on 06th January 1997 in Palopo city, Central Sulawesi. She is the fourth child of Drs. Sudirman Andi Sonde and Dra. St. Jaurah. She has three brother and three sisters.

She started her education at SDN 252 Batupasi in 2007. In same year, she continued her study at SMPN 7 Palopo and graduated in 2010. Then she continued her study at SMAN 1 Palopo and graduated in 2013. After graduated from senior high school, next year in 2014 she continued her study at IAIN Palopo, she took English Education Department and she finished her study in 2019.