THE EFFECTIVENESS OF USING WALL BINGO GAME TO IMPROVE TENTH GRADE STUDENTS' VOCABULARY MASTERY OF MADRASAH ALIYAH WAHID HASYIM BALUNG

THESIS

By:

SITI AL-MAR'ATUS SHOLEHAH
SRN: 212101060002

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY 2025**

THE EFFECTIVENESS OF USING WALL BINGO GAME TO IMPROVE TENTH GRADE STUDENTS' VOCABULARY MASTERY OF MADRASAH ALIYAH WAHID HASYIM BALUNG

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfilment of the requirements for the Bachelor's degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

SITI AL-MAR'ATUS SHOLEHAH
SRN: 212101060002

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY 2025**

THE EFFECTIVENESS OF USING WALL BINGO GAME TO IMPROVE TENTH GRADE STUDENTS' VOCABULARY MASTERY OF MADRASAH ALIYAH WAHID HASYIM BALUNG

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfilment of the requirements for the Bachelor's degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

Siti Al-Mar'atus Sholehah
SRN: 212101060002

Approval by Advisor:

Taufik Hidayah S.Pd, M.TESOL
NIP : 198501262020121003

ii

THE EFFECTIVENESS OF USING WALL BINGO GAME TO IMPROVE TENTH GRADE STUDENTS' VOCABULARY MASTERY OF MADRASAH ALIYAH WAHID HASYIM BALUNG

THESIS

Has been examined and approved as the requirements to obtain a teachers'
Degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and English Education Program

Day : Thursday
Date : 19th June 2025
The Board of Examiners

Chairman   Secretary

Dr.Mohammad Zaini, S.Pd.I, M.Pd.I   Zahratul Maujudatul Mufidah, M.Pd.
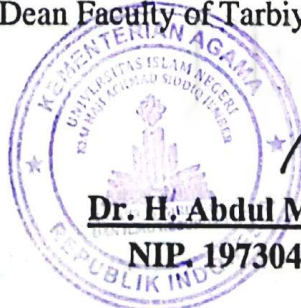NIP. 198005072023211018   NIP. 199201222019032009

Members:

1. Prof. H. Moch Imam Machfudi, S.S., M.Pd., Ph.D.   (   )

2. Taufik Hidayah S.Pd, M.TESOL   (   )

Approved by,
Dean Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag. M.Si.
NIP. 197304242000031005

iii

MOTTO

اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

"3. Read, and your Lord is the Most Glorious. 4.Who teaches (humans) with a pen. 5.He taught man what he did not know". (Al-Alaq: 3-5).[1]

---

[1] Ma'had Tahfidh Yanbu'ul Qur'an, *Al-Qur'an Al-Quddus* (Kudus: CV. Mubarokatan Thoyibah, n.d.), 596.

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Mr. Slamet Riyadi and Mrs. Umi Khasanah, who have worked tirelessly to realize their dream of seeing their children earn their bachelor's degrees. You are the source of strength in every step I take, the light in my darkness, and the silent prayers that never cease. Thank you for your unconditional love, sacrifices made without expecting anything in return, and patience that knows no bounds. May this small work serve as proof that every struggle you have endured has never been in vain.

2. My beloved siblings, Siti Muhimmatul Habibi, S.H., Moch. Fathul Mujib, and Siti Nabila, who grew up together through laughter and tears, who silently witnessed my ups and downs, and who never tired of reminding me to stay true to myself. Thank you for every support that may not always be spoken, but always felt, enabling the author to complete this thesis on time.

3. Equally special is Willy Setiawan, someone who has shared in my joys and sorrows, provided material and emotional support, and been a part of my struggles. This work is a small testament to the significant role you have played in my life.

ACKNOWLEDMENT

First of all, the researcher would like to thank Allah SWT for giving him grace, blessings, and health so that he could complete this thesis . In addition, the researcher realizes that this thesis would not have been possible without the help and guidance of various parties. Therefore, the researcher would like to express their deepest gratitude to the following people who have contributed to the research:

1. Prof. Dr. H. Hepni, S.Ag, MM, Rector of the Kiai Haji Achmad Siddiq State Islamic University in Jember, who gave me the opportunity to study at this university.

2. Dr. Abdul Mu'is, S.Ag, M.S i., Dean of the Faculty of Tarbiyah and Teacher Education at the State Islamic University Kiai Haji Achmad Siddiq Jember, who has facilitated my studies at this faculty.

3. Nuruddin, M.Pd.I, Head of the Department of Islamic Education and Language, who has supported and facilitated me in every way.

4. Dewi Nurul Qomariyah, S.S, M.Pd., Head of the English Language Education Department who approved the title of this thesis.

5. Moh. Rofid Fikroni, M.Pd., academic advisor who granted permission to conduct this research

6. Taufik Hidayah S.Pd, M.TESOL, my advisor who has provided advice, guidance, and support during the writing of this thesis.

7. All lecturers at the State Islamic University Kiai Haji Achmad Siddiq Jember who have shared their knowledge.

8. Suhik, S.Pd., the principal of MA Wahid Hasyim Balung, and all the teachers who have given permission for the author to conduct this research.

9. Ita Faizatul Khusna, the English language teacher who has provided guidance and support throughout the research process.

10. The research participants who were willing to engage in a series of learning activities and in-depth interview sessions.

11. My fellow strugglers whom I cannot mention one by one, especially 'pretty girl' and the entire TBI1 class who have given so much meaning and enthusiasm.

I am fully aware that this thesis is far from perfect.Therefore, I welcome criticism and suggestions openly. I hope this thesis can be beneficial to readers and other researcher who need it.

ABSTRACT

Siti Al-mar'atus Sholehah, 2025: *The effectiveness of using wall bingo game to improve tenth grade students' vocabulary mastery at MA Wahid Hasyim Balung.*
Keywords: Wall Bingo, Vocabulary Mastery, Learning Media.

This research was conducted due to the importance of vocabulary mastery in supporting students' English language skills. Many students still face difficulties in acquiring and remembering English vocabulary due to monotonous teaching methods. To overcome this issue, the researcher implemented an interactive learning medium in the form of a Wall Bingo game, which aims to create a more engaging and effective learning experience.

The research problem formulated in this study is: "Is there any significant effect of using Wall Bingo Game on tenth grade students' vocabulary mastery at MA Wahid Hasyim Balung?" Accordingly, the objective of this research is to determine whether the Wall Bingo Game is effective in improving students' vocabulary mastery.

This study used a quantitative approach with a quasi-experimental design and non-equivalent control groups. The sample consisted of 48 tenth-grade students at MA Wahid Hasyim Balung, selected through purposive sampling. Class X-1 served as the experimental group and X-4 as the control group, chosen based on similar initial abilities and learning conditions. Data were collected using pre-tests and post-tests to measure vocabulary mastery before and after the treatment. The experimental class was taught using the Wall Bingo Game over four sessions, while the control class received conventional instruction. The results were analyzed using statistical tests, including normality, homogeneity, and independent sample t-tests to examine the significance of differences between the two groups.

The findings showed a significant improvement in the vocabulary mastery of students who were taught using the Wall Bingo Game compared to those who received conventional instruction. The mean post-test score of the experimental class was 72.29, while the control class achieved a lower mean score of 55.21. The results of the independent samples t-test showed a significance value (Sig. 2-tailed) of 0.000, which is lower than the significance threshold of 0.05. The mean difference between the two groups was 17.083, indicating a statistically significant difference. Therefore, it can be concluded that the Wall Bingo Game had a positive and effective impact on students' vocabulary acquisition. In addition to improving vocabulary mastery, this method also increased students' motivation, participation, and ability to recall and apply new vocabulary in learning activities

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

A. Research Context

Language is a communication tool through which people can exchange ideas, information, and feelings with each other. Language serves as a communication system, utilizing words and their combinations to form sentences[2]. Besides that, Language is a communication tool that includes speaking, writing, reading, and listening skills, where speaking skills become an important component that allows a person to express thoughts, ideas, and feelings through spoken words or sounds to be able to interact effectively with the surrounding environment[3].

Education plays a vital role in personal growth, success and development. Language is an essential element that makes things possible and has been an integral part of the educational system since its inception[4]. In this modern era ofincreasing globalonnectivity, the need for a universal language to bridge the communication gap has become even more pressing[5]. Therefore, English has

---

[2] Kurniati, E. The Correlation of Students' Listening Habit In English Conversation With Vocabulary Mastery of The Second Semester Students' English Education at Teacher Training and Education Faculty at Batanghari University Academic Year 2015/2016, *Jurnal Ilmiah Universitas Batanghari Jambi* 17, no 1, (2017), 227. https://media.neliti.com/media/publications/225622-the-correlation-of-students-listening-ha-f66e493e.pdf

[3] Yohana Nono BS & PGSD. *Pengaruh Kemampuan Komunikasi Lisan Terhadap Interaksi Sosial Siswa Sekolah Dasar. Jurnal Literasi: Pendidikan Dan Humaniora*, 40.

[4] Sharma, P., & Dwivedi, A. K. The Significance Of English In Education For The Effective Development In Today's Generation. *Educational Administration: Theory and Practice*, (2024), 7126, https://doi.org/10.53555/kuey.v30i5.4089

[5] Sharma and Dwivedi, *"The Significance Of English,"* 7126

become the dominant global language, with many educational sectors utilizing this language to facilitate understanding and comfort for future generations[6].

English is often considered a universal language because it is used by many countries around the world as a primary means of communication. Its status as an international language makes it important to learn and master. Many countries, especially those that were once part of the British Empire, make English a mandatory second language, alongside their native tongue. This widespread use emphasizes the importance of English in global interactions and its role in connecting different cultures and communities[7].

English has a very important relevance in education in Indonesia, especially in the current era of globalization. With more information and technology using English, the ability to speak English is a must for students to be able to access knowledge and compete in the world of work. Research shows that mastery of English not only improves students' academic abilities, but also opens up wider employment opportunities, considering that many companies in Indonesia prioritize employees who are able to communicate in English[8]. In today's globalized era, English has become a major force in international communication. Around 1.5 billion people, almost 20% of the world's population, learn this language. Apart from being the mother tongue in some countries, English serves as a link for people with different language backgrounds,

---

[6] Sharma and Dwivedi, "*The Significance Of English,*", 7126
[7] Silaban et al., "International Journal of Multicultural and Multireligious Understanding History of English Become an International Language.", 359
[8] Deviyanti and Nurazizah, "Penerapan Bahasa Inggris Dalam Dunia Pendidikan.", 4385

influencing business, diplomacy, and cultural relations[9].

In the era of globalization that we are currently experiencing, technological advances continue to develop rapidly, bringing significant impacts in various aspects of life. In this context, mastery of English is becoming increasingly important to face the various challenges that arise in the modern world. English not only serves as an international communication tool, but also as a key to accessing global information and opportunities. Therefore, one of the main objectives of learning English is to help students develop their communication skills, both orally and in writing, so that they can interact more effectively in an increasingly connected environment[10].

The global community's need for proficiency in the English language is rapidly increasing, as it serves as a vital means of communication across diverse cultures. In many countries, English is adopted as a second language following the national tongue, while in nations like England, Canada, Australia, New Zealand, and the United States, it is the primary language for many individuals. The significance of English extends into various domains such as education, government, literature, and popular culture, reinforcing its status as an international language. Its widespread teaching across numerous countries facilitates communication at international events and gatherings, highlighting its

---

[9] Admin. *The Impact of English on Global Communication*. 5 Minute English. (2024). https://5minuteenglish.com/the-impact-of-english-on-global-communication/

[10] Apriliani, Noor, and Azmy, "Improving Young Learners ' Vocabulary by Using Quizizz Games.", 2

role as a crucial tool for global interaction and understanding [11].

The aim of English language teaching is to enable students to communicate in oral and written form. Language proficiency includes two important aspects, namely accuracy and fluency. Accuracy relates to the mastery of language components such as pronunciation, vocabulary and grammar, while fluency covers the mastery of language skills, including listening, speaking, reading and writing. In addition, mastery of language skills is the main focus of English language teaching in accordance with the current School-Based Curriculum[12].

English as a foreign language involves four important skills: reading, speaking, writing and listening. To be proficient in all four skills, it is necessary to have a large vocabulary. Having a diverse vocabulary help us to understand texts when reading. It also improve our ability to speak and write more effectively. Understanding words is also important when listening, as it helps to understand the content of speech or audio material. So, it is important to improve your vocabulary in order to become proficient in English[13].

Vocabulary is one of the main challenges faced by English language learners, which often hinders their ability to communicate effectively. This limited vocabulary makes it difficult for learners to express their ideas and feelings clearly, so communication is hampered and the intended message is often not well

---

[11] Silaban et all., 359

[12] Izzati, N., The Effectiveness of Using Simon Says Game towards Students' Vocabulary Mastery at MTs Al-Ikhlas Sait Buttu Pamatang Sidamanik. *(Skripsi, Universitas Islam Negeri Sumatera Utara, 2018).*

understood by the interlocutor[14]. Learning vocabulary in English for students in Indonesia is often a complex challenge, especially due to the diversity of traditional languages that exist as mother tongues[15].

Vocabulary mastery is a crucial element in language learning, including foreign languages, as a strong lexicon enables learners to build understanding and effective communication. However, many students face difficulties in remembering and internalizing new vocabulary, which can hinder their progress in language. This problem is often caused by less engaging and interactive teaching methods, which are unable to cater to students' diverse learning styles and cognitive preferences. Therefore, it is important to adopt more innovative and engaging learning approaches, such as the use of educational technology, gamification and contextual mnemonic techniques. Thus, revitalizing vocabulary teaching strategies not only improve students' lexicon mastery, but also support the all-round development of linguistic skills[16].

---

[13] Wahyuning Priastuti, *"Pentingnya Penguasaan Kosa Kata dalam Bahasa Inggris,"* SMA Negeri 1 Prembun, Acessed on 5 December, https://www.sman1prembun.sch.id/berita/detail/428996/pentingnya-penguasaan-kosa-kata-dalam-bahasa-inggris.

[14] Kottacheruvu, N., "English Vocabulary Enhancement Strategies for ESL Learners: A Study". *International Journal of Language and Literary Studies* 5, no 2, (2023), 37. https://doi.org/10.36892/ijlls.v5i2.1257

[15] Anak Agung Jagadhita, A. G. & Universitas Pendidikan Ganesha. (2022). "Challenges Faced Students in Speaking English in Indonesia: A Literature Study". *Jurnal Penelitian Mahasiswa Indonesia* 2, no 2, 123.

[16] Kharisma Sari, *"Efektivitas Penggunaan Media Bingo dalam Meningkatkan Keterampilan Menyimak Bahasa Prancis pada Siswa Kelas XI SMA Negeri 6 Yogyakarta"*, (Thesis, Yogyakarta: Universitas Negeri Yogyakarta, 2014). Accesed from https://eprints.uny.ac.id/20055/1/Kharisma%20Sari%2007204244036.pdf on 14 November 2024.

With a more interesting approach, it is expected that students can more easily master vocabulary and improve their overall language skills, many interesting methods can be used, one of which is the wall bingo game media. Wall bingo game is an effective and fun learning technique to improve students' vocabulary comprehension. In this game, the teacher prepares Bingo cards containing words according to the learning theme, and students mark the randomly announced word. This method not only increases learning activities and makes it easier for students to memorize vocabulary, but also encourages collaboration between students and trains their cognitive abilities. With this interactive approach, students can learn while playing, thus improving overall motivation and learning outcomes.

Based on the statements above, the writer has motivation to make a research by using quantitative method about **"The Effectiveness of using wall bingo game to improve tenth grade students' vocabulary mastery of Madrasah Aliyah Wahid Hasyim Balung".**

B. Research Focus

Based on the research background, the researcher formulated the research question is " Is there any significant effect of using Wall Bingo game on tenth grade students' vocabulary at Ma Wahid Hasyim Balung?"

C. Research Objective

Related on the Research Question above, there is one main objective that is "To find out whether Wall Bingo Game is effective in improving students' vocabulary mastery.

D. Research Significance

1. Theoritical Significance

The results of this study can be utilized to deepen the understanding of communicative games, especially bingo games, in the context of vocabulary teaching. By applying this method, it is expected that the learning process more interactive and fun, thus increasing the effectiveness of vocabulary teaching to students.

2. Practical Significance
   a. For Teachers

   The purpose of this study is to advise teachers on the good method to improve students' vocabulary acquisition. The researcher hopes that the findings of this study can be a useful reference for future educators to improve their English language learning.

   b. For Students

This study examined that the use of Wall Bingo game can significantly improve students' vocabulary skills. With its interactive and fun approach, the game not only makes the learning process more interesting, but also helps students remember and understand new words. This can increase students' motivation to learn English, so that they can actively participate in learning and ultimately achieve better results in vocabulary acquisition.

c. For Researchers

The results of this study can provide valuable information as well as a model that can be used to understand the phenomenon under study. In addition, the results can also be an important reference for future research, especially in researching the effectiveness of Wall bingo for student vocabulary.

E. Research Scope

variable is a characteristic that stems from different or unequal values. Therefore, it can be concluded that the variation within an entity qualifies as a variable. This variation allows for the measurement and analysis of differences within the entity, making it possible to draw meaningful

conclusions[17]. Independent variables and dependent variables are two basic types of variables in statistical modeling and experimental design[18].

1. Independent Variable

   Independent variables are attributes or characteristics that play a role in influencing or determining the outcome of the dependent variable[19]. The independent variable of this study is the use of Wall bingo game.

2. Dependent Variable

   Dependent variables are attributes or characteristics that depend on or are affected by independent variables[20]. The dependent variable of this study is students' vocabulary mastery.

F. Definition of Key Terms

1. Effectiveness

   Effectiveness refers to the ability to achieve a particular result or produce a desired output. When something is considered effective, it indicates that it fulfils its intended purpose or leaves a strong and lasting impression.

2. Wall Bingo Games

---

[17] Ud, A. (2021b, January 19). Kupas Tuntas Variabel Dependen dan Independen Lengkap.*Mbizmarket.co.id*. https://www.mbizmarket.co.id/news/variabel-dependen-dan-independen/

[18] Jim Frost, "Independent and Dependent Variables," *Statistics by Jim*, accessed December 4, 2024, https://statisticsbyjim.com/regression/independent-dependent-variables/.

[19]Creswell, john. w.*Educational Research,Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (2012) Fourth edition. ISBN 978-0-13-136739-5 p.116

[20]Creswell, john. W (2012) p.115

Bingo is a game that helps students remember in a fun and competitive way. To play Wall Bingo, prepare the materials, customize the cards to the age and interests of the players, and then explain the rules. When the game begins, the reader reads out words at random, and the players mark the words on their cards. The player who completes the winning pattern shouts "Bingo!" and their card is checked.

3. Vocabulary Mastery

Vocabulary is a collection of words used by a person, group, or in a particular field. The term comes from the Latin word vocabulum, which means name or designation. Mastery means deep understanding that makes a person an expert in a particular field. A person's level of vocabulary mastery is influenced by themselves, including their motivation, desire, and need to use words.

G. Research Assumptions

In the context of scientific inquiry, research assumptions are also referred to as basic assumptions or postulates. A postulate is a proposition that serves as the foundation for a line of inquiry and is accepted by the researcher. The researcher accepts the veracity of the truth in question[21].

This study is predicated on the assumption that the Wall Bingo game is an efficacious learning medium for enhancing English vocabulary

---

[21] Tim penyusun,*Pedoman Penulisan Karya Tulis Ilmiah Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember,*82.

proficiency. This is because it incorporates elements of competition and enjoyment into the learning process.

H. Hypothesis

The term "hypothesis" is derived from a combination of two words: "hypo," which means "before" or "below," and "thesis," which means "statement" or "opinion." The combination of these two words denotes an initial statement that is yet to be validated through empirical evidence[22].

In accordance with the review of the formulation of this research problem, a hypothesis is formed hypothesis which is interpreted as a conjecture or answer that has a temporary nature of the problem formulation. temporary nature of the problem formulation. The nature of the hypothesis is temporary by therefore the truth needs to be proven through empirical data collected. empirical data collected. Previously described, the following hypothesis which has been compiled:

a. H0 (Hypotgesis null)

"The use of Bingo game does not have a significant effect on improving students' vocabulary skills at MA Wahid Hasyim Balung."

b. Ha (Hypothesis alternative)

"The use of Bingo game significantly improves students' vocabulary skills at MA Wahid Hasyim Balung."

---

[22] W. Nurastuti, *Metodologi penelitin*, (Yogyakarta: Penerbit ardana media. 2007) 57.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this section, the researcher present an overview of the existing literature on the topic under investigation, highlighting the key findings and conclusions from previous research studies.

1. A research conducted by Novi Ik Friliyah with NIM 120210401044 is entitled "Implementing bingo game to create joyful learning atmosphere and improve vocabulary mastery"[23] Located at SMPN 2 Yosowilangon and conducted by researchers from the Faculty of Teacher Training and Education, University of Jember, this study used the CAR (Classroom Action Research) method, the results showed that the implementation of Bingo games succeeded in creating a joyful learning atmosphere in the vocabulary learning process and there was an increase in student achievement in vocabulary mastery, with the percentage of success increasing from 32.14% in the initial study to 57.14% in cycle 1 (an increase of 25%). One of the limitations is time, where the research was only conducted in 1 cycle, only 2 meetings, which caused limited achievement where only an increase of 25% occurred, because of these limitations, there are still some students who still have difficulty in

---

[23] Novi Ik Friliyah, *Implementing Bingo Game to Create Joyful Learning Atmosphere and Improve Vocabulary Mastery* (Jember: Jember University, 2019), 19

understanding vocabulary. This study has similarities in the focus of research, namely the use of Wall bingo games to improve vocabulary mastery, The author presents recommendations for additional research utilizing quantitative experimental techniques. It is anticipated that the resulting data more objective due to its foundation in numerical and statistical analysis.

2. A Research conducted by Milka Levlin Dasmasela NIM: 148820321017 with the title "The Effect of Bingo Game on The Students Pronunciation and Interest in Learning English" from Muhammadiyah University of Education Sorong,[24] The research was conducted at SMPN 26 Sorong Regency. The results of this study indicate that the use of Bingo Game has a positive impact on the pronunciation ability and interest in learning English of students in Class VIII SMP Negeri 26 Sorong Regency. This is evident from the results of the T-sample test analysis which shows that the alternative hypothesis is accepted where the P-value (.000) is smaller than the P-value (0.01), which means that there is a significant difference between students' comprehension scores in the pre-test and post-test. Thus, it can be concluded that Bingo game is effective in improving students' pronunciation skills and interest in learning at SMP Negeri 26 Sorong Regency. This study has similarities with future research, namely using quantitative pre-experimental methods. The limitation in this study is that it only uses 1 class as an experimental class, so that

---

[24] Milka Levlin Dasmasela, Nursalim, dan Rizqi Claudia Wardani. H, "*The Effect of Bingo Game on the Students' Pronunciation and Interest in Learning English,*" INTERACTION: Jurnal Pendidikan Bahasa 11, no. 1 (Mei 2024): 742.

researchers find it difficult to achieve external validity because of the limited sample, from seeing the limitations of researchers in this study so that further research use 2 classes, where 1 class is used for experiments and 1 class again as a comparison class or control class.

3. This research was conducted by Ikrima Gina Mikala, jointly with Nirna Nirmala and Imam Sudarmaji [25] They are from Sheikh Yusuf Islamic University, Indonesia. The title of the study was "Improving Students' Vocabulary Mastery Through Bingo Games at the Fifth Grade" with the type of research being a quasi-experiment. The results showed that the use of Bingo games significantly improved the vocabulary mastery of fifth grade students at SDN Perumnas 1 Cibodas. In the study, students who were taught using Bingo games showed higher scores in the vocabulary test after learning compared to students who used conventional methods. In addition, students felt more motivated and enjoyed the learning process with the Bingo method, which made them more active and engaged in learning. This study recommends the use of Bingo game as an effective tool in vocabulary teaching in elementary school.

4. The research, conducted by Hendrik, Elwin P., Hidayati, Afore Tahir, and titled "Improving Students' Vocabulary by Using Bingo Games at the Eighth

---

[25] Ikrima Gina Mikala, Nirna Nirmala, dan Imam Sudarmaji, *Improving Students' Vocabulary Mastery Through Bingo Games at the Fifth Grade*, Jurnal Basicedu 8, no. 5 (2024): 4092-4095, https://doi.org/10.31004/basicedu.v8i5.8743.

Grade of SMP Swasta Idanoi" [26] employs the CAR (Classroom Action Research) method. The results of this action research demonstrate that the implementation of the Bingo game effectively enhanced the students' proficiency in English vocabulary in the eighth grade of SMP Swasta Idanoi 2022/2023. This is demonstrated by the considerable increase from the first cycle to the second, where in the first cycle the average score of students was only 63.57, with 64% of students not reaching the KKM, while in the second cycle the average score increased to 93.33, with all students successfully exceeding the KKM (65). The final achievement demonstrated that six students (28%) had attained the "Excellent" category, 13 students (62%) had reached the "Very Good" category, and two students (10%) had reached the "Good" category. These findings substantiate the efficacy of the Bingo game in facilitating students' acquisition of new vocabulary, comprehension of word translations, and resilience in learning English vocabulary.

5. The study was conducted by Rahmaniah et al. entitled "The Use of Bingo Game in Teaching Vocabulary to the Seventh Grade Students." This study used a pre-experimental method involving 22 seventh-grade students at MTs Al-Jihad Pontianak. Data collection techniques were carried out through multiple-choice tests administered in the pretest and posttest. The results of the study indicate that the use of the Bingo game has a significant effect on

---

[26] Hendrik Gea, Elwin P. Zebua, Hidayati Daeli, dan Afore Tahir Harefa, "Improving Students' Vocabulary by Using Bingo Game at the Eighth Grade of SMP Swasta Idanoi in 2022/2023," *JETAL: Journal of English Teaching & Applied Linguistics* 5, no. 1 (2024):33-37

improving students' vocabulary mastery, with a t-value (22.20) greater than the t-table (2.051) and an effect size of 1.77, which falls into the category of strong effect. This study concludes that the Bingo game is an effective and enjoyable technique for improving vocabulary mastery, particularly in the category of common nouns. These results align with previous studies that also demonstrated the effectiveness of Bingo in vocabulary learning.

Table 2.1
The Similarities and Differences Between Previous Research and this Research

No.	(Tittle, Type, Year, Researcher)	Similarities	Differences
1	2	3	4
1.	Implementing Bingo Game to Create Joyful Learning Atmosphere and Improve Vocabulary Mastery, Thesis, 2019, Novi Ik Friliyah.	- Both studies used Word Bingo as a medium for learning English vocabulary. - The aim of both studies was to improve students' vocabulary mastery through fun and interactive methods. - Both studies used vocabulary tests as one of the data collection tools.	-The method used in previous research was Classroom Action Research (CAR), while this study used quantitative methods. -The subjects of previous research were from junior high school, while this study was conducted in senior high school. -The data analysis techniques used included descriptive analysis, while this study used statistical analysis.

No.	(Tittle, Type, Year, Researcher)	Similarities	Differences
1	2	3	4
2.	The Effect of Bingo Game on The Students Pronunciation and Interest in Learning English, Thesis, 2024, Milka Levlin Dasmasela.	- Both studies used Bingo as a medium for learning English. The objective was the same, namely to improve students' language skills and create a pleasant learning atmosphere. - Both studies also used a quantitative approach, with data collection techniques involving pre-tests and post-tests, as well as data analysis to determine the effectiveness of Bingo in the learning process.	- Previous studies used pre-experimental methods, while this study used quasi-experimental methods. - The subjects of previous studies were eighth-grade junior high school students, while this study focused on high school students. - Previous studies focused not only on improving language skills, but also on the affective aspects of students' interest in participating in English lessons, while this study focused on improving vocabulary skills.
3.	Improving Students' Vocabulary Mastery Through Bingo Games at the Fifth Grade, Journal, 2024, Ikrima Gina M,Nirna N, Imam S.	-The similarity is that both use the game of Bingo as a learning medium to improve students' vocabulary mastery. - Both also use a quantitative approach and quasi-experimental design with two groups (experimental and control) that use data collection instruments including pre-tests and post-tests.	- Previous research was conducted on fifth-grade elementary school students, while this study was conducted on high school students. - Previous research used Bingo games, such as Picture Bingo, Translation Bingo, and Antonym Bingo, while this study used only one game, namely Wall Bingo.
4.	Improving Students'	-Both studies used Bingo as a learning	-Previous research used the Classroom Action Research

No.	(Tittle, Type, Year, Researcher)	Similarities	Differences
1	2	3	4
	Vocabulary by Using Bingo Game at the Eighth Grade of SMP Swasta Idanoi in 2022/2023, Journal, 2022, Hendrik G, Elwin P, Hidayati D, Afore T.	medium to improve students' vocabulary mastery. - The focus was on making the learning process more interesting and effective. - Both studies also used pre-test and post-test instruments to measure the improvement in students' vocabulary mastery after using Bingo as a learning medium.	(CAR) method, while this - Previous research used the Classroom Action Research (CAR) method, while this research used a quantitative method. -The subjects of the previous research were eighth-grade junior high school students, while this research focused on tenth-grade high school students. -The main focus of the previous research was on improving vocabulary to support writing skills, while this research focused on improving students' vocabulary.
5.	Rahmaniah et al. (2022) entitled "The Use of Bingo Game in Teaching Vocabulary to the Seventh Grade Students."	-Both used the game of Bingo as a learning medium to improve students' vocabulary mastery. -Both applied pre-tests and post-tests to measure learning outcomes. -Both also used a quantitative approach and showed that the use of Bingo had a significant positive effect on students' vocabulary acquisition. In addition, -both emphasized the	-Previous research used a pre-experimental method without a control group, whereas this study used a quasi-experimental method with an experimental class and a control class. -The subjects of the previous study were seventh-grade MTs students, whereas this study involved tenth-grade SMA students. -The previous study focused on mastery of noun vocabulary through Picture Bingo, whereas this study focused on vocabulary mastery using Wall Bingo.

No.	(Tittle, Type, Year, Researcher)	Similarities	Differences
1	2	3	4
		importance of fun and engaging learning for students.	

B. Theoretical Framework

1. Wall Bingo game

a. Definition of Wall Bingo game

The Word Bingo game is a teaching method with a simple game that provides opportunities for players to listen, find simple information, and mark it on their respective game boards without changing the information or using cognitive abilities such as problem solving and critical thinking[27].

The Wall Bingo game can be applied to improve learning activities in vocabulary learning, especially in English. Through this game, students are expected to feel happy and interested, which in turn can increase their engagement during the learning process. This research aims to explore the implementation of the Wall Bingo method in teaching vocabulary skills[28].

By using the Wall Bingo method, students not only learn new vocabulary but also experience a fun learning atmosphere. This is

---

[27] Nur Fitriani Dewi, Devidescu Cristiana Victoria, dan Ike Anita, "Penerapan Metode Permainan Bingo untuk Meningkatkan Aktivitas Belajar dalam Pembelajaran Kosa Kata Benda Bahasa Inggris Kelas 4 Sekolah Dasar," *EDUCARE* 17, no. 1 (2019): 28-33.

[28] Dewi et al.

important as high learning activity contributes to a better understanding of the material being taught. Previous research shows that the use of Bingo method can increase students' learning activity, so they are more active and engaged in the learning process of English vocabulary[29].

b. Kinds of word bingo game

1. Letter Bingo

   Letter Bingo or known as Alphabet bingo is an educational game designed to help students improve new vocabulary skills. In this game, children are given a bingo board containing words or pictures representing specific vocabulary, and they match the word mentioned with the one on the board, either individually or in groups, thus encouraging social interaction.[30] The benefits of Letter Bingo include a significant increase in vocabulary recognition skills, the game can help children remember and understand new words better. In addition, the game makes learning more fun and interactive, which is important for children's cognitive development. Variations of the game also exist, such as Early Vocabulary Bingo which uses pictures and symbols to help children understand the meaning of words, as

---

[29] Dewi et al.

[30] Siti Qomariyah and Ida Utama, "Bingo Games in Students' Vocabulary and Reading Comprehension," *EnJourMe (English Journal Of Merdeka): Culture, Language, And Teaching of English* 5, no. 2, (2020), 170–177, https://doi.org/10.26905/enjourme.v5i2.5056.

well as a digital version that can be played online. [31] Thus, Letter Bingo is an effective and fun tool in the early learning process for children, helping them build a strong foundation in recognizing and using new vocabulary.

2. Math Bingo

Math Bingo is a learning method that combines bingo games with math concepts, aiming to improve students' counting skills and understanding of math materials in an interactive and fun way. Through this game, students can learn basic operations such as addition, subtraction, multiplication and division, while actively participating and increasing their enthusiasm in learning. In its implementation, the teacher explains the rules of the game and students match the answers given with a game board containing numbers or math terms.[32]

3. Wall Bingo

Wall Bingo is an educational game used to improve students' skills in various aspects, such as vocabulary and time comprehension. In this game, students use bingo cards that contain pictures or words relevant to the subject matter. The educator mentions the word or

---

[31] "*Alphabet Bingo*," accessed December 15, (2024), https://www.ixl.com/games/alphabet-bingo.

[32] Hafidz Yahya Ayyasy and Asrul, "The Effect of Game-Based Learning with Math Bingo in Reducing Math Anxiety to Improve Students' Mathematics Learning Outcomes in Data Presentation Materials," *Desimal: Jurnal Matematika* 7, no. 2, (2024), 383–394.

time, and students have to match it with the one on their card. If students manage to mark three items horizontally, vertically, or diagonally, they can shout "Bingo!" as a sign of victory.[33] This method makes learning more interesting and interactive.[34]

In this study, The researcher only used Wall Bingo because this method is in line with the learning concept applied, namely active and enjoyable learning. In addition, Wall Bingo is also very suitable for vocabulary application because it involves visual and physical activities that help students more easily recognize, understand, and remember new words.

c. The Procedure of teaching Vocabulary through Wall Bingo Game.

Bingo game has been proven to be an effective method in teaching English vocabulary[35]. Here are the steps to teaching English Vocabulary using the Bingo Game:

---

[33] *"Word Wall Bingo,"* accessed December 15, (2024), https://lessonpix.com/materials/16377222/Word_Wall_BINGO.

[34] Samsul Arifin and Sulistyaningsih, "Enhancing Students' Vocabulary through Interactive Word Wall Learning at SMP Yanbu'ul Hikmah," *Didaktika: Jurnal Kependidikan* 13, no. 2, (2024).

[35] Evi Muflihah, *The Use of Bingo Game to Improve Students' Vocabulary* (Serang: IAIN Sultan Maulana Hasanuddin Banten, 2017).

1) Preparation of Bingo Cards

The teacher prepares Bingo cards with 25 squares, each filled with vocabulary words related to the lesson. The center square usually contains "BINGO!" and acts as a free space.

2) Explaining the Rules

The teacher explains the rules to the students. When the teacher mentions the definition or an example of a vocabulary word, students must mark the corresponding box on their cards.

3) Distributing the Bingo Cardss

Each student is given a Bingo card to use during the game.

4) Starting the Game

The teacher begins the game by randomly mentioning vocabulary definitions or providing examples of their usage.

5) Marking the Bingo Cards

Students listen carefully and mark the box that corresponds to the word on their cards.

6) Winning the Game

The goal is to mark four squares in a row horizontally, vertically, or diagonally. When a student achieves this, they call out "BINGO!" to indicate they have won.

7) Post-Game Discussion

After the game ends, the teacher leads a discussion about the vocabulary learned, allowing students to ask questions or clarify any difficult words.

8) Evaluation of Learning

The teacher may conduct quizzes or small tests to evaluate students' understanding of the vocabulary taught during the game.

The results of the study show that this method not only improves vocabulary acquisition but also makes the learning process more interesting for students.

Overall, the use of Bingo games in vocabulary teaching offers an innovative approach that makes learning more interactive and fun. By actively involving students in the game, they can easily remember and understand new words. This makes Bingo one of the recommended strategies for teachers in teaching English vocabulary effectively.

d. The Advantage of using Wall Bingo Game

The use of Wall Bingo Game in English learning provides a number of advantages that support the improvement of students' vocabulary mastery. Rahmasari[36], revealed that this game is able to create

---

[36] Brigitta Septarini Rahmasari, *"Improving Students' Vocabulary Mastery Through Bingo Games,"* Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran 7, no. 1 (2021): 29, https://doi.org/10.33394/jk.v7i1.2696.

a fun learning atmosphere and encourage active involvement of students during the learning process. In its application, Wall Bingo Game combines visual and auditive elements that help students recognize and pronounce vocabulary correctly through interesting activities. In addition, the game also makes it easier for students to remember the meaning of words due to the direct association between pictures and words in a meaningful context. The activities carried out in the game are repetitive but not monotonous, thus strengthening students' memory retention of the vocabulary learned. Rahmasari also emphasized that Bingo Game contributes to creating more interactive and participatory learning, as well as providing more varied learning alternatives compared to conventional methods that tend to be boring. Therefore, Wall Bingo Game is considered effective to be applied in vocabulary learning as a means of strengthening students' understanding and pronunciation thoroughly in a conducive and fun learning atmosphere[37].

2. **Vocabulary Mastery**

   a. **Definition of Vocabulary Mastery**

   Before discussing what vocabulary is, we need to understand how important it is for everyone. Without knowing many words, one cannot

---

[37] Rahmasari, *"Improving Students' Vocabulary Mastery,"* 29

speak, understand, read or write in a foreign language. Therefore, learning vocabulary is the key to mastering a foreign language.

Vocabulary is an important part to learn when one is learning a language. The ability of students to master vocabulary is very important for everyone who wants to learn a language, whether for listening, speaking, reading, or writing. Students who have a lot of vocabulary find it easier to speak fluently and precisely.

Vocabulary, or lexicon, is the collection of words in a language known and used by an individual, derived from the Latin word *vocabulum* meaning "word" or "name." Vocabulary is essential in language and communication as it allows individuals to express thoughts, ideas, emotions and information clearly and effectively[38].

Vocabulary can be generally understood as the words we teach in a foreign language. However, vocabulary does not always consist of a single word; examples include phrases like 'post office' and mother-in-law,' which combine two or three words to convey a single idea. Therefore, a useful convention is to use the term 'vocabulary items' to cover all such forms, not just 'words'[39].

---

[38] Wikipedia contributors. (n.d.). Vocabulary. In *Wikipedia, The Free Encyclopedia*. Retrieved November 14, (2024), from https://en.wikipedia.org/wiki/Vocabulary

[39] Alqahtani, M. The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education* 3, no. 3, (2015), 25. https://doi.org/10.20472/te.2015.3.3.002

b. **The kinds of Vocabulary**

A sentence is composed of words, and these collections of words are part of what we refer to as vocabulary. Vocabulary is essentially a list or collection of words, typically arranged in alphabetical order and accompanied by explanations of their meanings[40]. There are various types of vocabulary, as described by Harmer, including the following:

a. **Synonym**

synonym is a word that shares a similar meaning with another (Thornbury, 2003: 2). In other words, synonyms have the same or nearly the same meanings but differ in their spelling and form[41].

b. **Antonym**

An antonym is a word that has the opposite meaning of another word[42].

c. **Polysemy**

Polysemy refers to words that have two or more related meanings. These meanings are often connected in context or usage[43].

d. **Homonym**

---

[40] Aswal, S., Marbun, R., Novita, D., & Program Studi Pendidikan Bahasa Inggris FKIP Untan. (n.d.). An Analysis on The Students' Vocabulary Mastery A Descriptive Study on The Mts. 4

[41] Aswal et al. (n.d.), 4

[42] Aswal et al. (n.d.), 4

[43] Aswal et al. (n.d.), 4

A homonym is a word that has the same form as another but holds an unrelated meaning. This term suggests that there are two or more words with identical pronunciation or spelling but entirely different definitions[44].

e. **Definition**

A definition is a statement that explains or clarifies the meaning of a word[45]. In summary, vocabulary encompasses a diverse range of word categories that contribute to the richness and complexity of language. These categories help to clarify meanings and usage in communication. In contrast to other classifications of vocabulary, Finocchiaro categorizes vocabulary into two main types[46]:

1) **Active Vocabulary**

Active vocabulary refers to words that learners can not only understand but also pronounce accurately and use effectively in both spoken and written communication. These words are actively incorporated into their expressions during interaction[47].

2) **Passive Vocabulary**

---

[44] Aswal et al. (n.d.), 4
[45] Aswal et al. (n.d.), 4
[46] Aswal et al. (n.d.), 4
[47] Aswal et al. (n.d.), 4

Passive vocabulary, on the other hand, consists of words that learners recognize and comprehend only when encountered in context. However, these words are not used in their communication. While students may understand them when reading or listening, they typically do not incorporate these words into their speaking or writing.

This distinction highlights the difference between the vocabulary that learners actively utilize and the words they only recognize passively in specific situations[48].

f. **Aspect** of **Vocabulary**

Vocabulary is a crucial element in language learning, as it facilitates the integration of the four primary language skills: listening, speaking, reading, and writing. Linguists categorize vocabulary into two principal categories: receptive vocabulary, which encompasses words understood in general when reading or listening but not fully grasped in terms of their nuances, and productive vocabulary, which represents the words actively utilized in speaking and writing in everyday contexts.

A word is a written representation of one or more pronounceable sounds, serving to convey ideas, objects and actions. As the smallest unit in language that has meaning and can stand

---

[48] Aswal et al. (n.d.), .4

alone, words function as symbols that are spoken or written to describe a concept. In English, words are grouped into categories based on their function and role in the sentence, known as Parts of Speech. The followingg are aspect of Word Classes:

1. Noun

    A noun is a term used to refer to a person, place, or object. In addition, nouns can also describe properties, ideas, or actions. In general, nouns function as names for individuals, animals, things, or locations[49]. Here are the kinds of nouns:

    a) Proper Noun

        Proper noun are terms used to refer to names of people, names of places, names of countries, as well as names of religions. In addition, special nouns also include the names of holidays, days, months, and anything that is considered to be an individual. It's important to remember that special nouns are always written with a capital letter at the beginning[50].

    b) Common Noun

        A common noun is a word used to refer to groups, places, people, and things in general. It doesn't refer to one specific thing, but rather includes many things in the same category.

---

[49] Achmad Fanani, The handbook of basic english grammar,first edition (yogyakarta, 2011)

[50] Azar, *Understanding and Using English Grammar*, 101.

So, a common noun is a term that can be used to describe different types without mentioning specific names[51].

c) Concrete Noun

Concrete noun, is a term used to refer to objects that we can perceive with our five senses. This includes objects that can be seen, touched, or smelled. In other words, concrete nouns refer to physical objects that are around us.

d) Abstract Noun

Abstract noun is a term that refers to objects that cannot be perceived with the five senses. This includes things that cannot be seen or touched, but can only be thought or felt. Abstract nouns include names for feelings, traits (which indicate whether someone or something is good or bad), conditions, or actions[52].

e) Collective Noun

Collective noun is a term used to refer to a group of people, animals, or things that are considered as one unit. This word has a compound meaning, meaning that although it refers to many individuals, it is seen as one unit. Examples of

---

[51] Achmad Fanani, The handbook of basic english grammar, 26
[52] Achmad Fanani, The handbook of basic english grammar, 33

collective nouns include , team, herd, and group[53].

f) Uncountable Noun

An uncountable noun , also known as non-count noun or mass noun is a term that refers to things that cannot be counted individually. These nouns describe things that are considered as a whole. Examples of uncountable nouns include water, sugar, and information, which cannot be counted individually.

g) Countable Noun

Countable noun, is a term used to refer to things or objects that can be counted individually. These nouns can be clear units, so we can use numbers to count them. Examples include apple, book, and chair, which can all be counted individually.

h) Material Noun

Material noun, is a term used to name the substance or material from which an object is made. Examples of these nouns include wood, metal, and plastic. Material nouns are usually not used in the plural as they refer to a substance that is considered as a single entity.

---

[53] Achmad Fanani, The handbook of basic english grammar, 34

2. Pronoun

A pronoun is a term used to replace a noun in a sentence. pronouns are used so that there is no need to repeat the same noun over and over again in a sentence or longer text. Pronouns can refer to people or things without having to say their name directly. Pronouns are divided into several groups[54], namely:

a. Personal Pronouns (Kata Ganti Orang)

Example: I, We, You, He, She, It, They.

b. Possessive Pronouns (Kata Ganti Kepunyaan)

Example: Mine, Yours, Ours, His, Hers, Its, Theirs.

c. Reflexive and Emphasizing Pronouns (Kata Ganti Refleksif dan Penegasan)

Example: Myself, Ourselves, Yourself, Himself, Theirself.

d. Demonstrative Pronouns (Kata Ganti Penunjuk)

Example: This, That, These, Those, Same, etc.

e. Interrogative Pronouns (Kata Ganti Penanya)

Examples: Who?, Which?, What?, Whose, Whom?, etc.

f. Conjunctive Pronouns (Kata Ganti Penghubung)

Examples: Who, Which, That, What, Whom, As, Whoever, etc.

---

[54] Burhanuddin Yasir, *Basic English Grammar*, firts edition (Banda Aceh,2017) 19

g. Indefinite Pronoun (Kata Ganti Tak Tentu)

Examples: One, Any, Each, Some, All, None, etc.

h. Distributive Pronouns (Kata Ganti Distributif)

Examples: Each, Either, Neither, etc.

3. Verb

Verbs are an essential element in a sentence, and one cannot speak or write without using them. Verbs serve to tell or state something about a person or thing, as well as describe the action performed. Examples of verbs include eat, work, run, read and think, all of which indicate an action performed by the subject[55].

Verbs are divided into two types, main verbs and auxiliary verbs. Main verbs have their own meaning, while auxiliary verbs help main verbs to establish time, atmosphere and tense. Unlike main verbs, auxiliary verbs have no meaning on their own.

---

[55] Burhanuddin Yasir, *Basic English Grammar*, firts edition (Banda Aceh,2017)36

4. Adverb

Adverb are words or groups of words that explain and limit the meaning of verbs, adjectives, other adverbs, or even prepositions. In other words, adverbs provide additional information about how, when, where, or how often an action is performed. The following are the types of adverb:

a) Simple Adverb

Simple Adverb are divided into 8 types, namely, Adverb of manner and state, Adverbs of place, Adverb of time, Adverb of frequency, Adverb of duration, Adverb of degree, quantity, and extent, Adverb of affirmation and neation, and Adverb of Reason.

b) Interrogative Adverb

Interrogative adverbs are adverbs used to ask questions, such as 'when', 'where', and 'how', Answers to these questions usually use simple adverbs, such as 'on foot' or 'in the car park in front of the school'.

c) Relative Adverb

Relative adverbs have the same form as interrogative adverbs, but function differently. While interrogative adverbs are used to ask questions, relative adverbs connect the clause to the parent sentence and can function as both an adverb and a

conjunction. They are called relative because they refer to the antecedent, the word or part of speech that precedes the adverb, which can be clearly stated or only understood from the context.

5. The Conjunctions

Conjunctions are words that connect words, phrases, and sentences to create a relationship between the elements in a sentence. Examples of conjunctions include 'and', 'or', and 'but' which help make sentences more complex and clear[56]. Here are the types of conjunctions:

a. Coordinating Conjunction

Coordinating Conjunctions are conjunctions that connect two equivalent words, phrases or clauses. In other words, it connects two main sentences that are equivalent. Coordinative conjunctions are divided into 5 types, namely, Cumulative or Copulative Conjunction, Alternative or Disjunctive Conjunction, Adversative Conjunction, Illative Conjunction, Explanatory Conjunction[57].

b. Subordinate Conjunction

Subordinate Conjunctions are conjunctions that connect

---

[56] Burhanuddin Yasir, *Basic English Grammar*, 48

[57] Burhanuddin Yasir, *Basic English Grammar*, 49

two unequal clauses, namely a parent clause and a child clause[58]. The child clause cannot stand alone and depends on the parent clause for complete meaning. For example, in the sentence 'I will go to the party when I finish work,' the clause 'when I finish work' depends on the parent clause 'I will go to the party.'

This research chose five aspects, namely vocabulary, verbs, adverbs, nouns, pronouns, and conjunctions, due to the consideration of limited research time which did not allow to use all aspects of vocabulary in the test. In addition, these aspects are the basic components of sentence structure that are often used in daily communication, so they are very important for building effective language understanding. By focusing on these aspects, this study can provide a solid foundation for students in language learning and make it easier to objectively assess their understanding. The researcher also considered the aspects used with vocabulary in line with the existing education curriculum, so that the test used is not too difficult an not too easier.

---

[58] Burhanuddin Yasir, *Basic English Grammar*, 49

CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is a research plan used as an outline for the research process. The purpose of a research design is to provide researcher with a clear and organised basis for conducting their research[59]. There are two types of research methods, namely quantitative and qualitative. In this study, the researcher uses Quantitative method is known as the discovery method because it enables the discovery and development of new information technology. In addition, this method is categorised as quantitative because the research data consists of numbers and are analyses using statistics[60].

This research uses a quantitative method with a quasi-experimental design. Quasi-experimental research is used because it is not possible to fully randomize subjects, but it still allows researcher to give treatment to certain groups and compare them with a control group. The model design used was Nonequivalent Control Group Design, in which there were two groups: one experimental group that was treated using Wall Bingo Game media, and one control group that learned with conventional methods. Each group was given

---

[59] Ibnu Sina, *Metodologi Penelitian* (Bandung: Widina Bhakti Persada, 2022), 2.

[60] Sugiyono. *Metode penelitian kuantitatif kualitatif dan R&D*. (ALFABETA,CV. 2013). 7

a pre-test and post-test to determine changes in vocabulary mastery after the treatment was given. The research design scheme is as follows:

Table 3. 1
Pre-Test Post-Test Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experiment	O1	X	O2
Control	O3		O4

(John Creswell W: 2018)

Notes:

O1 : pre-test of experimental group before applying treatment

O2 : post-test of experimental group after applying treatment

O3 : pre-test of control group before applying treatment

O4 : post-test of control group before applying treatment

X : Wall Bingo Game treatment[61]

B. **Research Setting**

This research was conducted at MA Wahid Hasyim Balung, which is located at Jalan Puger No. 20, Kebonsari, Balung Lor, Kec. Balung, Jember Regency, East Java.

---

[61] Creswell, john. w. Research Design Qualitative, Quantitative, and Mixed Methods Approaches (2018) Fifth. LCCN 2017044644 | ISBN 978-1-5063-8670-6 (pbk. : alk. paper), 235

C. Research Participant

a. Population

The research subjects are informants who understand the information related to the focus on the object of research and are key informants[62]. The population in this study is all grade X (ten) students of MA Wahid Hasyim Balung in the academic year 2024/2025 consisting of 4 parallel classes, namely classes X-1, X-2, X-3, and X-4 with a total of 96 students, where each class consists of 24 students who have relatively similar characteristics and English language skills based on the placement test results at the beginning of the school year, as well as having diverse socio-economic backgrounds and age ranges between 15-16 years.

b. Sample

The sample is part of the number and characteristics possessed by population. According to Creswell, sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population[63].

Samples were taken using purposive sampling technique, which is the selection of samples based on certain considerations relevant to the research objectives. Class X-1 consisting of 24 students was designated as

---

[62] Abd. Muhith, et al. *Metodologi Penelitian, cetakan pertama* (Yogyakarta: BILDUNG, 2020), 26.

[63] John W creswell. *Educational research : planning, conducting, and evaluating quantitative and qualitative research.* .(2012). 142. — 4th ed.ISBN-13: 978-0-13-136739-5 (alk. paper).

the experimental class, while class X-4 consisting of 24 students became the control class. The selection of these two classes was based on the equality of initial abilities, taught by the same teacher, balanced number of students, and equivalent learning facilities.

a. Test

1) Pre-Test

The pre-test data collection technique carried out at the initial stage before the treatment is given to both research sample groups. The pre-test is in the form of a written vocabulary test consisting of questions in the form of multiple choice, covering vocabulary material in accordance with the syllabus of English learning class X even semester. This test was given to both groups, namely class X-1 as the experimental class and class X-4 as the control class, with a duration of 30 minutes under the same conditions and situations.

The pre-test materials covered several important aspects of vocabulary acquisition such as verbs, adverbs, nouns, pronouns, and adjectives. The pre-test consisted of 20 multiple choice questions and was directly supervised by the researcher and the English subject teacher to ensure the validity of the test results. The results of this pre-test are used as initial data to measure students' basic vocabulary skills before different treatments are given to the two groups, as well as to

ensure that both groups have relatively similar initial abilities in English vocabulary acquisition.

2) Treatment

The treatment data collection technique in this study was carried out for 4 meetings with a duration of 2 x 45 minutes for each meeting. In the experimental class (X-1), vocabulary learning was conducted using Wall Bingo Games media, where students are given bingo cards containing target vocabulary according to the learning material. The learning process began with the explanation of the material by the teacher, then continued with the Wall Bingo Games activity which involved all students in small groups of 4-5 people. During the treatment, the researcher observed and recorded students' progress using the prepared observation sheet.

Meanwhile, in the control class (X-4), vocabulary learning was carried out using conventional methods such as lectures, notes, and practice questions without using Wall Bingo Games media. The material given in both classes was the same, the only difference was the delivery method. During the treatment process, the researcher collected data through structured observation to record learning activities, students' participation level, and vocabulary mastery progress. At the end of each meeting, students were given a mini quiz to measure their understanding of the vocabulary that had been

learned, and the results of this quiz were also part of the research data to be analyzed.

3) Post-Test

After all treatments were given to the experimental class (X-1) and the control class (X-4) in 4 meetings, the researchers conducted a post-test to determine the level of students' vocabulary mastery after receiving different treatments. This post-test serves as a measuring tool to assess the extent of improvement in vocabulary mastery after participating in learning with different approaches and media.

The post-test instrument was prepared by the researcher by referring to the vocabulary learning indicators that had been previously determined. The form of the questions consisted of 20 multiple choice, matching, and short fill-in, which were designed to measure various aspects of vocabulary mastery namely noun, pronoun, verb, adverb, and conjunction.

The post-test was conducted at the last meeting with a processing time of 30 minutes. Students worked on the questions independently and were directly supervised by the researcher. The results of this post-test were used as quantitative data which was then analyzed to determine the difference in learning outcomes between the experimental group and the control group. The analysis of the post-test

results is the main basis in evaluating the effectiveness of the use of Wall Bingo Game media on students' vocabulary mastery.

D. Data Instrument Technique

Research instruments are tools used to measure phenomena both in nature and in social contexts. All these observed phenomena are known as research variables. Thus, this instrument plays an important role in collecting relevant data for analysis[64]. Based on the data collection techniques above, the data collection instruments used in this study are as shown in the following:

a. Pre-test and Post-test

Before the instrument is given to the research sample, the instrument is tested first to determine its validity and reliability. If the instrument has met the predetermined requirements, then the instrument can be said to be good and suitable for use.

The measurement of students' vocabulary in this study was carried out by giving a pre-test to students before being given treatment and a post-test if they had been given treatment.

Table 3. 2
Blue print of pre-test question

No.	Indicator vocabulary mastery	Pre-test	
		Question Number	Instruction
1	2	3	4

---

[64] Sugiyono(2013), 102

No.	Indicator vocabulary mastery	Pre-test	
		Question Number	Instruction
1	**2**	**3**	**4**
1.	Noun	1,17	Presented with a short recount sentence, students can identify the noun contained in the sentence.
		9	Given an underlined sentence, students can identify the noun contained in the sentence.
		8	Presented with a picture and a short sentence, students are asked to fill in the empty words
2.	Pronoun	2,	Presented with a short recount sentence, students can identify the pronoun contained in the sentence.
		11,16,19	Given an underlined sentence, students can identify the pronoun contained in the sentence.
3.	Verb	3,12	Presented with a short recount sentence, students can identify the verb contained in the sentence.
		18	Given an underlined sentence, students can identify the verb contained in the sentence.
4.	Adverb	4,6	Presented with a short recount sentence, students can identify the Adverb contained in the sentence.
		14	Given an underlined sentence, students can identify the Adverb contained in the sentence.
		10	Presented with a picture and a short sentence, students are asked to fill in the empty words
5.	Conjunction	5	Presented with a short recount sentence, students can identify the conjunction contained in the

No.	Indicator vocabulary mastery	Pre-test	
		Question Number	**Instruction**
1	2	3	4
			sentence.
		7,13	Given an underlined sentence, students can identify the conjunction contained in the sentence.
		20	Presented with a picture and a short sentence, students are asked to fill in the empty words

Table 3. 3
Blue print of post-test question

No	Indicator vocabulary maastery	Post-test	
		Question Number	**Instruction**
1	2	3	4
1.	Noun	1,17	Presented with a short recount sentence, students can identify the noun contained in the sentence.
		20	Given an underlined sentence, students can identify the noun contained in the sentence.
		19	Presented with a picture and a short sentence, students are asked to fill in the empty words
2.	Pronoun	2,6,12	Presented with a short recount sentence, students can identify the pronoun contained in the sentence.
		15	Given an underlined sentence, students can identify the pronoun contained in the sentence.
3.	Verb	3,7,11,13	Presented with a short recount

No	Indicator vocabulary maastery	Post-test	
		Question Number	**Instruction**
1	2	3	4
			sentence, students can identify the verb contained in the sentence.
4.	Adverb	4,18	Presented with a short recount sentence, students can identify the adverb contained in the sentence.
		8,9	Given an underlined sentence, students can identify the pronoun contained in the sentence.
5.	Conjunction	5,1	Presented with a short recount sentence, students can identify the conjunction contained in the sentence.
		10,14,16	Given an underlined sentence, students can identify the conjunction contained in the sentence.

E. **Item Analysis of the Test**

   a. Validity Test

The validity test aims to determine the extent to which the test instrument used in this study is able to measure what should be measured, namely students' vocabulary mastery. The validity used in this study is construct validity, because the form of the test is multiple choice which is arranged based on certain indicators of vocabulary aspects, such as noun, verb, adverb, pronoun, and conjunction. Construct validity

Construct validity describes the extent to which a measuring instrument reflects results in accordance with the underlying theory, The

process of testing construct validity involves comparing the measuring instrument with other measuring instruments that have similar or theoretically relevant concepts[65]. this study uses the '*product moment person*' The product moment person formula is as follows:

$$r_{xy=} \frac{n\,(XY)-X\,Y}{\sqrt{[n\,(X^2)-(X^2)]\,[n\,(Y^2)-(Y)^2}}$$

n = number of data pairs

(XY) = sum of the products of X and Y

X   = sum of the values of variable X

Y   = sum of the values of variable Y

X^2 = sum of the squares of X values

Y^2 = sum of the squares of Y values

Interpretation of r-value:

0   : No correlation.

0.01 - 0.20   : Very weak correlation.

0.21 - 0.40   : Weak correlation.

0.41 - 0.60   : Medium correlation.

0.61 - 0.80   : Strong correlation.

0,81 - 0,99   : Very strong correlation.

1   : Perfect correlation.

---

[65] Ihsan, Helli. *"Validitas Isi Alat Ukur Penelitian Konsep dan Panduannya*." PEDAGOGIA: Jurnal Ilmu Pendidikan 1 (2021), 266

In this study, the construct validity test was conducted using Pearson's Product Moment formula, which is one of the statistical techniques commonly used to test the validity of items on an interval scale. This test was carried out on the results of student answers on the instrument try out with a sample of 30 students. In this study, researcher used the help of software applications, namely IBM SPSS version 25, SPSS calculations are attaced in the appendix. These results of this show a value of r count, which is then compared with r table at a significance level of 5% with n = 30 (so that r table = 0.361).

Table 3. 4
Construct Validity Pre-test

No. Soal	r-count	R table (30 students' using a significance level of 5%)	Information
1	0.363	0.361	Valid
2	0.494	0.361	Valid
3	0.634	0.361	Valid
4	0.558	0.361	Valid
5	0.399	0.361	Valid
6	0.385	0.361	Valid
7	0.411	0.361	Valid
8	0.149	0.361	Invalid
9	0.433	0.361	Valid
10	0.433	0.361	Valid
11	0.570	0.361	Valid
12	-0.365	0.361	Invalid
13	0.494	0.361	Valid
14	0.483	0.361	Valid
15	0.514	0.361	Valid
16	0.538	0.361	Valid
17	-0.054	0.361	Invalid

No. Soal	r-count	R table (30 students' using a significance level of 5%)	Information
18	0.560	0.361	Valid
19	0.508	0.361	Valid
20	0.533	0.361	Valid
21	0.492	0.361	Valid
22	0.433	0.361	Valid
23	0.389	0.361	Valid
24	0.298	0.361	Invalid
25	-0.063	0.361	Invalid

Table 3. 5
Construct Validity Post-test

Number of test	r-count	R table (30 students' using a significance level of 5%)	Information
1	0.462	0.361	Valid
2	0.515	0.361	Valid
3	0.614	0.361	Valid
4	0.617	0.361	Valid
5	0.495	0.361	Valid
6	0.430	0.361	Valid
7	0.496	0.361	Valid
8	0.618	0.361	Valid
9	0.454	0.361	Valid
10	0.505	0.361	Valid
11	0.525	0.361	Valid
12	0.436	0.361	Valid
13	0.504	0.361	Valid
14	0.470	0.361	Valid
15	0.605	0.361	Valid
16	0.519	0.361	Valid
17	0.418	0.361	Valid
18	0.430	0.361	Valid
19	0.495	0.361	Valid
20	0.436	0.361	Valid
21	0.436	0.361	Valid

22	0.454	0.361	Valid
23	0.378	0.361	Valid
24	0.431	0.361	Valid
25	0.112	0.361	Invalid

The test results showed that of the 25 pre-test items analyzed, 20 questions were declared valid because the r-count value was greater than the r-table (0.361 at the 5% significance level with n = 30), while the other 5 questions, namely questions number 8, 12, 17, 24, and 25 were declared invalid because the r-count value was smaller than the r-table. Therefore, only 20 questions were used in the pre-test. Meanwhile, the results of the construct validity test on the post-test showed that out of 25 questions tested, 24 questions were declared valid, and only 1 question was declared invalid, namely question number 25. Thus, the post-test instrument consisted of 24 valid questions and was used to measure the improvement of students' vocabulary mastery after being given the treatment. The results of this construct validity test prove that most of the items in the pre-test and post-test have met the criteria of construct validity and are suitable for use in research. This shows that the instruments used are in accordance with the indicators of vocabulary aspects, such as noun, pronoun, verb, adverb, and conjunction, so that they can provide accurate measurement results.

b. Reliability Test

Reliability refers to the consistency of scores obtained by a person

when retested with the same test in different situations, indicating how stable the measurement results are. In other words, reliability reflects the degree of constancy of the results of two measurements of the same thing, where it is expected that the results be similar if the measurement is repeated[66]. The reliability test aims to determine the level of consistency of the instrument in measuring students' vocabulary mastery. This study uses the Cronbach's Alpha test because the instrument used is in the form of multiple choice questions that measure one construct internally. instrument is declared reliable if the Cronbach's Alpha value ≥ 0.70. for use in research.

$$\propto = \frac{K}{K-1} \left[1 - \frac{\sum_{i=1}^{k} \sigma_i^2}{\sigma^2 \, total} \right]$$

Explanation:

$\propto$: Cronbach's Alpha

K: Number of items in the measurement instrument

σ_i^2: Variance of each item

$\sigma^2 \, total$: Total variance of the overall scores

Interpretation:

0.00 - 0.59: Low

---

[66] Gito Supriadi, *"Reliabilitas Tes Hasil Belajar dan Aplikasinya Dalam Evaluasi Pembelajaran,"* HIMMAH 7, no. 18 (2006), 51-52

0.60 - 0.69: Acceptable

0.70 - 0.89: Good

0.90 and above: Excellent (potential redundancy)

In this study, researcher used the help of software applications, namely IBM SPSS version 25. the calculation results are as follows:

Table 3. 6
Reability Pre-test (Cronbach Alpha)

Reliability Statistics

Cronbach's Alpha	N of Items
.862	25

Table 3. 7
Reability Post-test (Cronbach Alpha)

Reliability Statistics

Cronbach's Alpha	N of Items
.894	25

In this study, the reliability test was carried out on the pre-test and post-test questions with the help of the SPSS version 25 application. The calculation results show that the Cronbach's Alpha value for the pre-test instrument is 0.862, while for the post-test instrument it is 0.894. Both

values are above the required threshold, which means that the test instrument has a good to excellent level of reliability.

Thus, it can be concluded that the items used in this study are consistent and reliable to measure students' vocabulary acquisition ability. This instrument is suitable to be used in data collection because it has been proven to be able to provide stable results when used in similar conditions.

c. The Difficulty Level of Test

A good question is one that has a balanced level of difficulty, neither too easy nor too difficult. Problems that are too easy tend not to motivate students to try harder to solve them. On the other hand, questions that are too difficult can make students feel discouraged and lose the spirit to try again, because it is considered beyond their ability. The difficulty level of a question is measured by a difficulty index, which ranges from 0.00 to 1.0. This index gives an idea of how difficult a question is. A question with a difficulty index of 0.0 is considered very difficult, while an index of 1.0 indicates that the question is very easy. As such, the ideal question is one that has a difficulty index in the middle of this range so that it can challenge students without frustrating them[67]. The

---

[67] Lenny Hartaty Lumbanraja dan Dr. Syahnan Daulay, "Analisis Tingkat Kesukaran dan Daya Pembeda pada Butir Tes Soal Ujian Tengah Semester Bahasa Indonesia Kelas XII SMA Negeri 7 Medan Tahun Pembelajaran 2016/2017", 20.

difficulty level (P) can be calculated using the following formula in SPSS:

$$p = \frac{B}{n}$$

Where:

B : Number of participants who answered correctly

N : Total number of participants who took the test

After calculating the value of *P*, you can categorize it as follows:

P = 0.00 - 0.30: Difficult questions

P = 0.31 - 0.70: Moderate questions

P = 0.71 - 1.00: Easy questions

In this study, researcher used the help of software applications, namely IBM SPSS version 25. the calculation results are as follows:

Table 3. 8
The Difficulty Level of Pre-test

Number of test	Corrected total correlation	Interpretasi
1	2	3
1	0.63	Moderate question
2	0.47	Moderate question
3	0.57	Moderate question
4	0.57	Moderate question
5	0.60	Moderate question
6	0.63	Moderate question
7	0.60	Moderate question
8	0.63	Moderate question
9	0.70	Moderate question
10	0.70	Moderate question

Number of test	Corrected total correlation	Interpretasi
1	2	3
11	0.67	Moderate question
12	0.47	Moderate question
13	0.47	Moderate question
14	0.47	Moderate question
15	0.57	Moderate question
16	0.47	Moderate question
17	0.77	Easy question
18	0.57	Moderate question
19	0.53	Moderate question
20	0.60	Easy question
21	0.57	Moderate question
22	0.70	Moderate question
23	0.73	Easy question
24	0.93	Easy question
25	0.90	Easy question

Table 3. 9
The Difficulty Level of Post-test

Number of test	Corrected total correlation	Interpretasi
1	2	3
1	0.67	Moderate question
2	0.44	Moderate question
3	0.57	Moderate question
4	0.47	Moderate question
5	0.60	Moderate question
6	0.67	Moderate question
7	0.50	Moderate question
8	0.67	Moderate question
9	0.63	Moderate question
10	0.70	Moderate question
11	0.43	Moderate question
12	0.57	Moderate question
13	0.53	Moderate question
14	0.47	Moderate question
15	0.57	Moderate question

Number of test	Corrected total correlation	Interpretasi
1	2	3
16	0.47	Moderate question
17	0.87	Easy question
18	0.47	Moderate question
19	0.63	Moderate question
20	0.57	Easy question
21	0.53	Moderate question
22	0.63	Moderate question
23	0.67	Moderate question
24	0.73	Easy question
25	0.77	Easy question

Based on the results of the analysis, it is known that the pre-test questions consisted of 17 questions in the moderate category and 5 questions in the easy category. Meanwhile, the post-test questions consisted of 19 questions in the moderate category and 6 questions in the easy category. No questions were found in the very difficult category in both tests, which indicates that in general the questions have a balanced level of difficulty and are in accordance with students' abilities.

d. The Discriminating Power of Test

Discriminating power is the ability of an item to distinguish between high-ability and low-ability students. The number that indicates how much discriminating power is known as the discrimination index, or D for short. This index ranges from 0.00 to 1.00, where higher values

indicate that the item is more effective in distinguishing between clever and less clever students[68].

Differentiating power testing aims to assess whether a test can differentiate between students who have high abilities (upper class) and those who have low abilities (lower class). The basic assumption of this test is that questions that can be done by students in the upper grades should not be done by students in the lower grades[69]. as for the difficulty formula is as follows:

$$D = \frac{(Ba - Bb)}{N}$$

D = Discriminating

Ba = Number of correct answers from the upper group (high achievers)

Bb = Number of correct answers from the lower group (low achievers)

N = Total number of participants in the lower group

The following is the classification of Discriminating power:

$p : 0,00 - 0,20$ = Poor

$p: 0,20 - 0,40$ = Fair

$p: 0,40 - 0,70$ = Good

---

[68] Lenny Hartaty et al, 21.

[69] Eliza Pradita, Priarti Megawanti, dan Yulianingsih, "Analisis Tingkat Kesukaran, Daya Pembeda, dan Fungsi Distraktor PTS Matematika SMPN Jakarta," *Himpunan: Jurnal Ilmiah Mahasiswa Pendidikan Matematika 3, (2023), 111.*

$$p: 0,70 - 1,00 \qquad = \text{Very good}$$

On The Discriminating Power of Test researcher use the help of software applications, namely IBM SPSS version 25.

Table 3. 10
The Discriminating Power of Pre-test

Number of test	Corrected total correlation	Interpretasi
1	0.156	Poor
2	0.607	Very Good
3	0.754	Very Good
4	0.659	Good
5	0.462	Good
6	0.181	Poor
7	0.475	Good
8	0.168	Poor
9	0.485	Good
10	0.485	Good
11	0.700	Very Good
12	-0.384	not included
13	0.607	Very Good
14	0.594	Good
15	0.605	Good
16	0.660	Good
17	-0.068	not included
18	0.672	Good
19	0.349	Fair
20	0.621	Good
21	0.579	Fair
22	0.212	Good
23	0.430	Good
24	0.315	Fair
25	-0.082	not included

Table 3.11

The Discriminating Power of Post-test

Number of test	Corrected total correlation	Interpretasi
1	2	3
1	0.502	Good
2	0.603	Good
3	0.695	Good
4	0.718	Very Good
5	0.507	Good
6	0.265	Fair
7	0.374	Fair
8	0.684	Good
9	0.300	Fair
10	0.340	Fair
11	0.615	Good
12	0.294	Fair
13	0.570	Good
14	0.350	Fair
15	0.683	Good
16	0.600	Good
17	0.438	Good
18	0.497	Good
19	0.544	Good
20	0.484	Good
21	0.490	Good
22	0.497	Good
23	0.406	Good
24	0.248	Fair
25	0.103	Poor

Based on the results of the analysis, the pre-test questions found several items that fell into the "poor" category, namely question numbers 1, 6, and 8, as well as several questions that had negative correlation values, such as numbers 12, 17, and 25, all of which were not used.

Meanwhile, the other questions fell into the fair, good, and very good categories, and were used in the test instrument. For the post-test, almost all items showed differentiating power in the fair to very good category, except for item number 25 which fell into the "poor" category and was also not used in the final instrument. Thus, only questions with a minimum differentiating power in the fair category were retained and used in this study, so that the quality of the instrument is maintained and is able to provide accurate and representative measurement results of students' vocabulary acquisition skills.

Based on the results of the analysis of validity, reliability, difficulty level, and distinguishing power, it can be concluded that of the 25 items prepared for the pre-test, there were 8 questions that were not used because they did not meet the criteria of validity and distinguishing power, so only 17 questions were declared feasible. However, to maintain the balance and representation of each vocabulary aspect, the researcher adjusted the number of questions to 20 questions with an even distribution of 4 questions for each vocabulary aspect: noun, pronoun, verb, adverb, and conjunction. Meanwhile, in the post-test, there were only 2 questions that were not used, so out of 23 eligible questions, 20 questions were selected again that represented the five vocabulary aspects proportionally, with the same composition as in the pre-test. This adjustment was made to ensure structural equivalence between the pre-

test and post-test and to maintain fairness in measuring the improvement of students' vocabulary skills. Thus, the instruments used in the final stage consisted of 20 pre-test questions and 20 post-test questions that had been tested validly and reliably, and had met the requirements of good item quality.

F. Data Analysis

a. Normality Test

The simplest normality test can be done by graphing the frequency distribution based on the scores. This test relies heavily on our ability to analyze the patterns seen in the data plotting. If the amount of data used is large enough and the distribution is not completely normal, the conclusions drawn may not be accurate, Data can be said to be normal if the significance (sig). > 0.05 and the data is said to be abnormal if it has a significance value (sig). significance (sig). < 0.05. Therefore, it is important to use additional methods, such as the *Shapiro-wilk* or *Kolmogorov-smirnov* tests, to provide a more in-depth analysis of the normality of the data[70]. in this study, the researcher used the *Shapiro-wilk* test, because the *Shapiro-wilk* test is generally used for small samples.

$$w = \frac{b^2}{s^2} = \frac{(\sum_{i=l}^{n} a_i y_{i)2}}{\sum_{i=l}^{n} (y_{i-\bar{y})^2}}$$

---

[70] Usmadi, *Pengujian persyaratan analisis*,Inovasi Pendidikan Vol. 7. No. 1 (2020), 58

Where:

Yi　　: i-th data value or sequence

Y　　 : average of the sample

Ai　　: (ai......,an)

M　　: (m1.....,mn)

b.　Homogeneity Test

A homogeneity test is a method to determine whether two or more groups of data have the same variation in values. This is important because if the value variations between groups are not the same, the comparisons made may not be accurate. For example, we want to know if the mean values of several groups are the same, and different value variations can affect the results of the analysis. Some of the factors that can cause this inhomogeneity include sampling errors, poor data distribution, materials that are difficult to classify, and measuring instruments that are not functioning properly.

If the test results show that the data is not homogeneous, the initial steps need to be re-evaluated. This could involve revising the way the sample was collected and distributed to make it more even. In some cases, it may be necessary to repeat the sampling process to obtain more accurate data. By ensuring that the data is homogeneous, subsequent analyses can be conducted with more confidence and the results be more valid.

The homogeneity test in this study is conducted to determine whether the data variance of the two groups is homogeneous or not. Homogeneity testing using Levene's Test on pre-test and post-test data from the control group (X-4) and experimental group (X-1) with the help of the SPSS programme. The formula for Levene's test statistic W is given by:

$$W = \frac{(N-K)}{(k-1)} \cdot \frac{\sum_{i=1}^{K} N_i(Zi.-Z..)^2}{\sum_{i=1}^{K} \sum_{j=1}^{Ni}(Zi_j-Z_i)^2}$$

Where:

N = total number of observations across all groups.

K = number of groups

N_i = number of observations in group i.

Zi_j = The absolute value of the difference between the observed values rom j to i and the group mean. It is used to measure how far each value is from its group average.

Z = overall mean of absolute deviations.

Interpretation :

a. If the p-value > 0.05, you fail to reject the null hypothesis, which indicates that the variances are homogeneous.

b. If the p-value < 0.05, you reject the null hypothesis, indicating that the variances are not homogeneous.

3. **Hypothesis Testing**

The research hypothesis is a temporary answer to formulation of research problems. This test is used to compare two different samples to determine whether there is an average difference between two sample groups, the way to test the hypothesis is to use the Independent Sample T-test and Mann-Whitney U Test formulas.

1) Independent Sample T-test

Independent Sample T-test is a statistical method used to compare the means of two different, unrelated groups. This test is useful for determining whether there is a significant difference between the two experimental groups and the control group, The requirements for using the *independent sample t-test* formula are that the normality test value and all prerequisite tests are met and normally distributed. The formula for the Independent Sample T-test is:

$$t = \frac{\bar{X}_2 \, \bar{X}_1}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

Where:

$\bar{X}_1$ = Mean of group 1

$\bar{X}_2$ = Mean of group 2

s_1^2 = Variance of group 1

s_2^2 = Variance of group 2

n_1 = Sample size of group 1

n_2 = Sample size of group 2

2) Mann-Whitney U Test

The Mann-Whitney U Test is a non-parametric test used to determine whether there is a significant difference between the distributions of two independent groups. It is particularly useful when the assumptions of the t-test are not met, such as when the data is not normally distributed. The formula for Mann-Whitney U Test is:

a) Calculate U for each group 1:

$$U_1 = R_1 - \frac{n_1 - (n_{1+1})}{2}$$

b) Calculate U for each group 2:

$$U_2 = R_2 - \frac{n_2 - (n_{2+1})}{2}$$

Where:

R_1 = Sum of ranks for Group 1

R_2 = Sum of ranks for Group 2

n_1 = Sample size of Group 1

n_2 = Sample size of g

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. Homogeneity Test

The researcher calculated the homogeneity test using the Levene formula through the SPSS application. The following are the results of the homogeneous test between the experimental class and the control class. This homogeneity test aims to determine whether the two classes have similar or equal variances.

Table 4. 1
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3.333	1	46	.074
	Based on Median	2.593	1	46	.114
	Based on Median and with adjusted df	2.593	1	39.556	.115
	Based on trimmed mean	3.384	1	46	.072

Based on the results of the homogeneity test between the experimental class and the control class, a significance value of 0.074 was obtained. as is known if the significance value (sig) >0.05 then the data is declared homogeneous, while if the sig value <0.05 then the data is declared inhomogeneous. so it can be concluded that the variance of the two groups is

the same or homogeneous. This shows that there is no significant difference in the distribution of data between the two classes.

After conducting a homogeneity test to ensure that both classes had equal initial abilities, the researcher gave different treatments to the control class and the experimental class. The control class received learning using *conventional methods*. In this treatment, the teacher delivered the material directly, gave assignments, and asked students to discuss the content of the recount text without using media or game methods.

In contrast, the experimental class was treated using the *game-based learning approach* through the Wall *Bingo game*. In its implementation, the researcher divided the students into several groups, each consisting of five people. Each group received a bingo card containing a list of vocabulary related to the recount text material. During the game, the researcher mentioned the vocabulary words in Indonesian, and the students were asked to find their English equivalents on their cards, which were arranged horizontally or diagonally. The group that matched all the vocabulary first and raised their hands while shouting the word "BINGO" would be declared the winner.

The treatment for both classes was conducted for four meetings. After all the treatments were carried out, on the last meeting the researcher conducted a post-test to measure the difference in learning outcomes between the experimental and control classes.

2. **Normality Test**

Researcher conducted a normality test using the Shapiro-Wilk formula which was calculated through the help of the SPSS application. The results of the normality test for the experimental class and control class are presented as follows.

Table 4. 2
Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
hasil	pretest kelas control	.113	24	.200[*]	.955	24	.340
	post test kelas control	.201	24	.013	.958	24	.402
	pre test kelas eksperimen	.144	24	.200[*]	.962	24	.476
	post test kelas eksperimen	.127	24	.200[*]	.919	24	.055

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

a. Lilliefors Significance Correction

Based on the results of the normality test on the experimental class and control class, it can be concluded that the data from both classes are normally distributed. As is known, data is said to be normally distributed if the significance value (Sig.) > 0.05. Conversely, if the significance value <0.05, then the data is not normally distributed. Based on the table that has been presented, the normality test results for the control class pre-test data show a significance value of 0.340, while the experimental class pre-test is 0.476. This shows that the pre-test data from both classes have a normal distribution. Meanwhile, the post-test normality test results in the control class showed a

significance value of 0.402, and in the experimental class of 0.055, which also indicated that the post-test data from both classes were normally distributed. Thus, it can be concluded that all data has a normal distribution, so it is feasible to analyze using parametric statistical tests to determine the difference between the two classes.

3. **The Data Post- Test Score Experimental Class and Control Class**

After the implementation of the treatment for four meeting sessions, the researcher conducted a post-test to determine the difference in learning outcomes between the experimental and control classes. At this stage, the researcher presents data on the post-test results from both classes. The experimental class received treatment using learning media in the form of a Wall Bingo game, while the control class continued to use conventional learning methods. Data collection was carried out on May 5, 2025. Each class consisted of 24 students. The post-test results showed that the average score of the experimental class was 72.29, with the lowest score of 35 and the highest score of 85. Meanwhile, the control class obtained an average score of 55.21, with the lowest score of 30 and the highest score of 80. The following table summarizes the post-test results of the two classes;

Table 4. 3

Summarizes The Post-Test Results Of The Two Classes

Class	Student	Lowest Score	Higest Score	Average Score
Experimental	24	35	85	72,29
Control	24	30	80	55,21

4. Hypothesis Testing

In this section, researcher conducted a hypothesis test analysis to determine the comparison between the experimental class and the control class. The hypotheses analyzed are presented as follows:

a. H0 (Hypotgesis null) :The use of Bingo game does not have a significant effect on improving students' vocabulary skills at MA Wahid Hasyim Balung.

b. Ha (Hypothesis alternative) : The use of Bingo game significantly improves students' vocabulary skills at MA Wahid Hasyim Balung.

The researcher used the independent t-test formula to determine the average difference in scores between the experimental and control classes. This test also aims to identify whether the use of Wall Bingo game application has an effect on improving students' vocabulary mastery. The results of the hypothesis analysis obtained through the help of SPSS software are as follows.

Table 4. 4
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	1.313	.258	-5.720	46	.000	-17.083	2.986	-23.095	-11.072
	Equal variances not assumed			-5.720	40.970	.000	-17.083	2.986	-23.115	-11.052

Based on the results of hypothesis testing displayed in the table, it is known that the significance value (Sig. 2-tailed) is 0.000, which is smaller than 0.05. In accordance with the provisions for decision making in hypothesis testing, if the significance value (2-tailed) <0.05, then H_0 is rejected and H_a is accepted. Thus, H_a is accepted because the significance value is $0.000 < 0.05$. This shows that there is a significant difference between the mean scores of students in the experimental and control classes.

In other words, it can be concluded that students who learned using the Wall Bingo game method showed better vocabulary mastery compared to students who only used conventional vocabulary cards in the learning process.

B. Discussion

This study was conducted to find out whether the use of Wall Bingo Game can help students significantly improve their mastery of English vocabulary. This research was conducted at MA Wahid Hasyim Balung from May 5, 2025 to May

16, 2025. The research activities were conducted in six meetings, consisting of one meeting for pre-test, four meetings for treatment, and one meeting for post-test.

In the first meeting, the researcher gave a pre-test to students in the experimental and control classes to measure students' initial ability in vocabulary acquisition before being given the treatment. In the second to fifth meeting, the researcher gave special treatment to the experimental class by using the Wall Bingo Game method in the vocabulary learning process. Meanwhile, the control class continued to use conventional learning methods such as lectures and practice questions without game media.

In the first treatment meeting, students were introduced to playing the Wall Bingo Game to learn vocabulary in the noun category. Students looked enthusiastic but were still adapting to the game format because it was their first experience using learning media based on Wall Bingo game. Some students still seemed confused in matching the word mentioned with the contents of their bingo cards.

In the second treatment, students began to understand how the game worked and could follow the activities more smoothly. At this meeting, the focus of the vocabulary taught was verb. The teacher gave instructions by mentioning the definition or synonym of the word, and students were asked to match it with the corresponding word on their bingo cards. This game triggers students' active attention and response, and strengthens their memory of the vocabulary taught.

In the following treatments (third and fourth meetings), students became more accustomed to the game format and could follow the learning well. The materials included pronoun, adverb, and conjunction according to the aspects determined in the research instrument. Students' activeness increased from one meeting to the next, and the learning process was more conducive and interactive.

In the last meeting, the researcher gave a post-test to both classes to measure the improvement of vocabulary mastery after the treatment was completed. The post-test results were then analyzed to determine the effectiveness of the Wall Bingo Game method compared to the conventional method.

Based on the results of data analysis above, it can be concluded that the use of Wall Bingo Game has a significant effect on improving the vocabulary mastery of grade X MA Wahid Hasyim Balung students. This is proven through the results of the independent sample t-test test with a significance value of 0.000 (<0.05), which shows that there is a significant difference between the average post-test scores of students in the experimental and control classes. This means that vocabulary learning using the Wall Bingo Game method proved to be more effective than the conventional method. Through systematic word matching and repetition activities in a game format, students more easily recognize and understand the vocabulary taught.

This research is supported by the theory of Nation[71] which states that vocabulary acquisition more effective if learning includes meaning-focused input,

---

[71] Nation, "The Four Strands of a Language Course."

meaning-focused output, language-focused learning, and fluency development. The Wall Bingo Game is included in language-focused learning which emphasizes word form recognition and repetition exercises in a controlled context. In addition, Thornbury's theory states that vocabulary learning that involves aspects of repetition, association, and active involvement of students increase the memory of the vocabulary[72]. In the bingo game, students listen to the meaning of the Indonesian word and then match it with the English form on their card, which indirectly activates the association process of meaning and word form.

This finding aligns with the theory proposed by Hatch & Brown[73], which states that vocabulary mastery is influenced by motivation, interest, and teaching methods that align with students' learning styles. The use of the Wall Bingo Game as an enjoyable and interactive method encourages students to be more active in the learning process, thereby facilitating their ability to memorize, understand, and use new vocabulary.

Furthermore, these results are also supported by the theory proposed by Rahmasari[74] which states that the Wall Bingo Game combines visual and auditory elements, thereby helping students recognize, pronounce, and remember vocabulary more effectively. The competitive and enjoyable nature of the bingo activity also increases student engagement, which impacts their learning outcomes.

---

[72] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Longman, 2002), 75
[73] Hatch, E. & Brown, C. (1995). Vocabulary, Semantics, and Language Education. Cambridge University Press.
[74] Rahmasari, N. (2020). The Use of Bingo Game to Improve Students' Vocabulary Mastery. Jurnal Pendidikan Bahasa Inggris.

Based on the results of the pre-test and post-test analysis, the vocabulary aspects that improved included nouns, verbs, pronouns, adverbs, and conjunctions. This is directly related to Harmer's[75] theory regarding parts of speech as the main components in building language comprehension. For example, students' ability to recognize nouns and verbs improved significantly after being exposed to the bingo game, which included visual contexts and sentences.

This improvement also reflects a shift from passive vocabulary to active vocabulary[76], as students not only recognize words when they see or hear them but can also use them actively in game activities.

Besides being supported by theory, the results of this study are also in line with previous research. Friliyah[77] in her research showed that the use of bingo game was able to improve students' learning outcomes in vocabulary acquisition, although the implementation was limited to only one cycle. Research by Dasmasela also proved that bingo game was effective in improving students' language skills, with quantitative data showing a significant increase in post-test results[78]. This was also corroborated by a study by Mikala, Nirmala, and Sudarmaji who concluded that students taught with bingo game obtained higher scores compared to students taught conventionally[79]. Hendrik and colleagues

[75] Harmer, J. (2001). The Practice of English Language Teaching. Longman.

[76] Hiebert, E. H., & Kamil, M. L. (2005). Teaching and Learning Vocabulary: Bringing Research to Practice. Routledge.

[77] Friliyah, *Implementing Bingo Game*, 19

[78] Dasmasela et al., *The Effect of Bingo Game*, 742.

[79] Mikala, *Improving Students' Vocabulary Mastery*, 4092-4095

reported an increase in students' average score from 63.57 to 93.33 after two cycles of learning with bingo game[80].

---

[80] Gea, *Improving Students' Vocabulary*, 33-37.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the study's findings, pupils in the experimental and control groups had different average scores. Students in the experimental class scored on average 72.1, while those in the control group scored on average 56.4. With a significance value of 0.000 <0.05 from hypothesis testing, Ha is accepted while Ho is rejected. According to the explanation, using Wall Bingo game media helps pupils become more proficient in vocabulary.

Thus, it can be concluded that the use of the Wall Bingo game can help students improve their vocabulary acquisition more effectively. Besides improving vocabulary mastery, the use of this game also helps reduce the sense of monotony during the learning process, making classroom activities more varied and enjoyable for students. Although the results of this study show a positive impact, it has limitations in terms of implementation time, as it was only conducted over eight days. Therefore, it is recommended that further research be carried out over a longer period of time in order to obtain more comprehensive and optimal results.

B. Suggestions

Based on the conclusions in this study, the researcher provides the following suggestions:

1. For Teacher

   The study proposes that English teachers use the Wall Bingo Game learning media as an alternative to imparting vocabulary mastery to students. The utilization of this medium has been shown to improve students' vocabulary knowledge and also provide a more fun and engaged learning environment in the classroom.

2. For Further Researcher

   The researcher expects that this study be useful as a reference or source of information for other academics looking into comparable themes, particularly those involving the use of game media in teaching English vocabulary. The researcher also invites future research to extend this process with additional media variations or approaches in order to generate new innovations in English language acquisition.

REFERENCES

"Vocabulary." Wikipedia. Accessed November 14, 2024. https://en.wikipedia.org/wiki/Vocabulary.

"Word Wall Bingo." Accessed December 15, 2024. https://lessonpix.com/materials/16377222/Word_Wall_BINGO.

Alqahtani, M. "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* 3, no. 3 (2015): 25–26. https://doi.org/10.20472/te.2015.3.3.002.

Apriliani, Noor, and Azmy. "Improving Young Learners' Vocabulary by Using Quizizz Games." 2.

Arifin, Samsul, and Sulistyaningsih. "Enhancing Students' Vocabulary through Interactive Word Wall Learning at SMP Yanbu'ul Hikmah." Didaktika: *Jurnal Kependidikan 13*, no. *2 (2024).*

Aswal, S., Marbun, R., Novita, D., and Program Studi Pendidikan Bahasa Inggris FKIP Untan. "An Analysis on The Students' Vocabulary Mastery: A Descriptive Study on The Mts." 4.

Burhanuddin , Yasin. Basic English Grammar. *First Edition*. Banda Aceh: Syiah Kuala University Pres 2017.

Creswell, John W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4th ed. *Boston: Pearson*, 2012.

Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 5th ed. Thousand Oaks: Sage, 2018. ISBN 978-1-5063-8670-6.

Dasmasela, Milka Levlin, Nursalim, and Rizqi Claudia Wardani H. "The Effect of Bingo Game on the Students' Pronunciation and Interest in Learning English." *INTERACTION: Jurnal Pendidikan Bahasa* 11, no. 1 (Mei 2024): 742.

Deviyanti, Nurazizah. "Penerapan Bahasa Inggris dalam Dunia Pendidikan." 4385.

Dewi, Nur Fitriani, Devidescu Cristiana Victoria, and Ike Anita. *"*Penerapan Metode Permainan Bingo untuk Meningkatkan Aktivitas Belajar dalam Pembelajaran Kosa Kata Benda Bahasa Inggris Kelas 4 Sekolah Dasar.*" EDUCARE* 17, no. 1 (2019): 28–33.

Effectiveness. Wikipedia. Accessed January 5, 2024. https://en.wikipedia.org/wiki/Effectiveness.

Fanani, Achmad. The Handbook of Basic English Grammar. *First Edition*. Yogyakarta: Javalitera, 2011.

Friliyah, Novi Ik. Implementing Bingo Game to Create Joyful Learning Atmosphere and Improve Vocabulary Mastery. Jember: Jember University, 2019.

Frost, Jim. "Independent and Dependent Variables." *Statistics by Jim.* Accessed December 4, 2024. https://statisticsbyjim.com/regression/independent-dependent-variables/.

Gea, Hendrik, Elwin P. Zebua, Hidayati Daeli, and Afore Tahir Harefa. "Improving Students' Vocabulary by Using Bingo Game at the Eighth Grade of SMP Swasta Idanoi in 2022/2023." *JETAL*: *Journal of English Teaching & Applied Linguistics 5*, no. 1 (2024): 33–37.

Ihsan, Helli. "Validitas Isi Alat Ukur Penelitian Konsep dan Panduannya." *PEDAGOGIA: Jurnal Ilmu Pendidikan 1 (*2021): 266.

Ik Friliyah, Novi. Implementing Bingo Game to Create Joyful Learning Atmosphere and Improve Vocabulary Mastery. Jember: Jember University, 2019, 19.

Izzati, N. The Effectiveness of Using Simon Says Game towards Students' Vocabulary Mastery at MTs Al-Ikhlas Sait Buttu Pamatang Sidamanik. Skripsi, Universitas Islam Negeri Sumatera Utara, 2018.

Jagadhita, Anak Agung, A. G., and Universitas Pendidikan Ganesha. "Challenges Faced Students in Speaking English in Indonesia: A Literature Study." Jurnal Penelitian Mahasiswa Indonesia *2,* no. 2 (2022): 123.

Kottacheruvu, N. "English Vocabulary Enhancement Strategies for ESL Learners: A Study*." International Journal of Language and Literary Studies* 5, no. 2 (2023): 37. https://doi.org/10.36892/ijlls.v5i2.1257.

Kurniati, E. "The Correlation of Students' Listening Habit In English Conversation With Vocabulary Mastery of The Second Semester Students' English Education at Teacher Training and Education Faculty at Batanghari

Lumbanraja ,Lenny Hartaty and Dr. Syahnan Daulay. "Analisis Tingkat Kesukaran dan Daya Pembeda pada Butir Tes Soal Ujian Tengah Semester Bahasa Indonesia Kelas XII SMA Negeri 7 Medan Tahun Pembelajaran 2016/2017." 20.

Mikala, Ikrima Gina, et al. "Improving Students' Vocabulary Mastery," 4092–4095.

Mikala, Ikrima Gina, Nirna Nirmala, and Imam Sudarmaji. "Improving Students' Vocabulary Mastery Through Bingo Games at the Fifth Grade." *Jurnal*

Basicedu 8, no. 5 (2024): 4092–4095. https://doi.org/10.31004/basicedu.v8i5.8743.

Muflihah, Evi. The Use of Bingo Game to Improve Students' Vocabulary. Serang: IAIN Sultan Maulana Hasanuddin Banten, 2017.

Muhith, Abd., et al. Metodologi Penelitian. *Cetakan pertama*. Yogyakarta: BILDUNG, 2020, 26.

Nono, Yohana, and PGSD. "Pengaruh Kemampuan Komunikasi Lisan Terhadap Interaksi Sosial Siswa Sekolah Dasar." *Jurnal Literasi*: Pendidikan Dan Humaniora, 40.

Noor, Zulfikar. The Effect of Lecture Bingo Sharing Strategies on the Students' Ability Using Adjective Clause. Thesis, State Islamic University of North Sumatera, Medan, 201

Oktaviani, Tian, Endah Rita Sulistya Dewi, and Kiswoyo. "Penerapan Pembelajaran Aktif dengan Metode Permainan Bingo untuk Meningkatkan Hasil Belajar Matematika." *Jurnal Mimbar Ilmu* 24, no. 1 (2019).

Payne, L. "Vocabulary | Definition, Examples, & Facts." *Encyclopedia Britannica*, 2024. https://www.britannica.com/topic/vocabulary.

Pradita, Eliza, Priarti Megawanti, and Yulianingsih. "Analisis Tingkat Kesukaran, Daya Pembeda, dan Fungsi Distraktor PTS Matematika SMPN Jakarta." *Himpunan: Jurnal Ilmiah Mahasiswa Pendidikan Matematika* 3 (2023): 111.

Qomariyah ,Siti , Ida Utama. "Bingo Games in Students' Vocabulary and Reading Comprehension." *EnJourMe (English Journal of Merdeka)* 5, no. 2 (2020): 170–177. https://doi.org/10.26905/enjourme.v5i2.5056.

Rahmasari, Brigitta Septarini. "Improving Students' Vocabulary Mastery Through Bingo Games." *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* 7, no. 1 (2021): 29. https://doi.org/10.33394/jk.v7i1.2696.

Safitri, M. M., and Marlina, S. "Efektivitas Permainan Bingo dalam Menstimulasi Kemampuan Konsep Bilangan Anak." *Journal Pendidikan Tambusai* 4, no. 2 (2020): 1361.

Sari,Kharisma. "Efektivitas Penggunaan Media Bingo dalam Meningkatkan Keterampilan Menyimak Bahasa Prancis pada Siswa Kelas XI SMA Negeri 6 Yogyakarta." Thesis, Universitas Negeri Yogyakarta, 2014. Accessed November 14, 2024. https://eprints.uny.ac.id/20055/1/Kharisma%20Sari%2007204244036.pdf.

Sharma, P., and A. K. Dwivedi. "The Significance of English in Education for the Effective Development in Today's Generation." *Educational Administration: Theory and Practice* (2024): 7126. https://doi.org/10.53555/kuey.v30i5.4089.

Sina, Ibnu. *Metodologi Penelitian.* Bandung: Widina Bhakti Persada, 2022, 2.

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta, 2013, 7.

Supriadi, Gito. "Reliabilitas Tes Hasil Belajar dan Aplikasinya Dalam Evaluasi Pembelajaran." HIMMAH 7, no. 18 (2006): 51–52.

Tim Penyusun. Pedoman Penulisan Karya Tulis Ilmiah Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 82.

Ud, A. "Kupas Tuntas Variabel Dependen dan Independen Lengkap." Mbizmarket.co.id, January 19, 2021. https://www.mbizmarket.co.id/news/variabel-dependen-dan-independen/.

University Academic Year 2015/2016." *Jurnal Ilmiah Universitas Batanghari Jambi* 17, no. 1 (2017): 227. https://media.neliti.com/media/publications/225622-the-correlation-of-students-listening-ha-f66e493e.pdf.

Usmadi. "Pengujian Persyaratan Analisis." *Inovasi Pendidikan* 7, no. 1 (2020): 58.

W, Nurastuti. Metodologi Penelitian. Yogyakarta: Penerbit Ardana Media, 2007, 57.

Wahyuning Priastuti. "Pentingnya Penguasaan Kosa Kata dalam Bahasa Inggris.*"* SMA Negeri 1 Prembun. Accessed December 5, 2024. https://www.sman1prembun.sch.id/berita/detail/428996/pentingnya-penguasaan-kosa-kata-dalam-bahasa-inggris.

Yahya Ayyasy, Hafidz, and Asrul. "The Effect of Game-Based Learning with Math Bingo in Reducing Math Anxiety to Improve Students' Mathematics Learning Outcomes in Data Presentation Materials." *Desimal: Jurnal Matematika* 7, no. 2 (2024): 383–394.

Appendix 1 Declaration of Authenticity

DECLARATION OF AUTHENTICITY

The Undersigned below:

Name   : Siti Al-mar'atus Sholehah

SRN   : 212101060002

Major   : Tadris Bahasa Inggris

Faculty   : Tarbiyah dan Ilmu Keguruan

Institution   : UIN Kiai Haji Achmad Siddiq Jember

stated that in the thesis entitled "The Effectiveness Of Using Word Bingo game to improve Tenth grade students' Vocabulary mastery at Ma Wahid Hasyim Balung" there are no elements of plagiarism of research works or scientific works that have been done or made by others, except those that are written quoted in this manuscript and mentioned in the source citation and bibliography.

If, in the future, the results of this research prove that there are elements of plagiarism and claims from other parties, then I am willing to be processed following applicable laws and regulations.

Thus I made this statement actually and without coercion from anyone.

Jember, 10th June 2025

METERAI
TEMPEL
A89AMX307363902

Siti Al-mar'atus Sholehah
SRN.212101060002

Appendix 2 Plagiarism Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Siti Al-mar'atus Sholehah

NIM : 212101060002

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Effectiveness using word bingo game to improve tenth grade students' vocabulary mastery at MA Wahid Hasyim Balung

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (13%)

1. BAB I : 3%
2. BAB II : 9%
3. BAB III : 24%
4. BAB IV : 25%
5. BAB V : 4%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 Mei 2025
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

Ulfa Dina Novienda, S.So.S.I., M.Pd.

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 3 Research Matrix

MATRIX OF RESEARCH

Title	Variable	Indicator	Data Sources	Research Method	Research Question	Hypothesis
The Effectiveness of using Wall bingo game to improve tenth grade students' vocabulary mastery of Madrasah Aliyah Wahid Hasyim Balung	1. Wall bingo game	1. Customise bingo cards. 2. Explain the rules. 3. Start the game. 4. Marking the Bingo Cards 5. Declare a winner.	Tenth grade students at MA Wahid Hasyim Balung (X1 and X4)	1. Research Design: Experimental Quantitative 2. Data Collection Technique: • Pre-test and Post-test Vocabulary mastery. 3. Data Analysis: Analysis of students' post-test scores by using Independent Sample T-test	Is there any significant effect of using Word Bingo game on tenth grade students' vocabulary at Ma Wahid Hasyim Balung?"	Null hypothesis (Ho): Students taught using Word Bingo game do not achieve better grades compared to those whotaught without Wall bingo game in tenth grade students of MA Wahid Hasyim Balung. Hypothesis Alternative (Ha) Students taught using Wall Bingo game achieved better grades compared to those taught not using Word Bingo game at the tenth grade level of MA Wahid Hasyim Balung.
	2. Vocabulary Mastery	1. Meaning 2. Spelling 3. Pronounciation 4. Word Classes • Verb • Adverb • Noun • Pronoun				

Appendix 4 Blue Print Pre- test

KISI-KISI INSTRUMENT PRE TEST VOCABULARY

Mata Pelajaran   : Bahasa Inggris   Waktu   : 30 menit
Kelas   : X   Jumlah Soal   : 20
Penyusun Kisi-Kisi   : Siti Al-Mar'atus
Sholehah

No.	Capaian Pembelajaran	Indikator Soal	Word Classes	Bentuk test	No Soal
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi noun yang terdapat dalam kalimat tersebut.	Noun	PG	14,
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi noun yang terdapat dalam kalimat tersebut.			20
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi pronoun yang terdapat dalam kalimat tersebut.	Pronoun	PG	2, 11,
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Pronoun yang terdapat dalam kalimat tersebut.			16,

		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi verb yang terdapat dalam kalimat tersebut.	Verb	PG	3,13,15
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Verb yang terdapat dalam kalimat tersebut.			18
		Disajikan gambar dan kalimat pendek, siswa diminta mengisi kata yang kosong			22
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi adverb yang terdapat dalam kalimat tersebut.	Adverb		4,7
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Adverb yang terdapat dalam kalimat tersebut.			19
		Disajikan gambar dan kalimat pendek, siswa diminta mengisi kata yang kosong			20
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi konjungsi yang terdapat dalam kalimat tersebut.	Konjungsi		5
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Konjungsi yang terdapat dalam kalimat tersebut.			9,10,

Jika benar mendapatkan skor 5

Jika salah mendapatkan skor 0

PENILAIAN

Nomor soal	Bobot soal
1-20	5
Jumlah skor maksimal	100

Appendix 5 Blue Print Post- test
KISI-KISI INSTRUMENT PRE TEST VOCABULARY

Mata Pelajaran   : Bahasa Inggris   Waktu   : 30 menit
Kelas   : X   Jumlah Soal   : 20
Penyusun Kisi-Kisi   : Siti Al-Mar'atus
Sholehah

No.	Kompetensi Dasar	Indikator Soal	Word Classes	Bentuk test	No Soal
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi noun yang terdapat dalam kalimat tersebut.	Noun	PG	1, 17
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi noun yang terdapat dalam kalimat tersebut.			20
		Disajikan gambar dan kalimat pendek, siswa diminta mengisi kata yang kosong			19
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi pronoun yang terdapat dalam kalimat tersebut.	Pronoun	PG	2,6,12
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Pronoun yang terdapat dalam kalimat tersebut.			15,
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi verb yang terdapat dalam kalimat tersebut.	Verb	PG	3,7,11,13
		Disajikan kalimat recount pendek, siswa dapat mengidentifikasi adverb yang terdapat dalam kalimat tersebut.	Adverb		4, 18
		Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Adverb yang terdapat dalam kalimat tersebut.			8,9

Disajikan kalimat recount pendek, siswa dapat mengidentifikasi konjungsi yang terdapat dalam kalimat tersebut.	Konjungsi		5
Disajikan kalimat bergaris bawah, siswa dapat mengidentifikasi Konjungsi yang terdapat dalam kalimat tersebut.			10,14,16

Jika benar mendapatkan skor 5

Jika salah mendapatkan skor 0

PENILAIAN

Nomor soal	Bobot soal
1-20	5
Jumlah skor maksimal	100
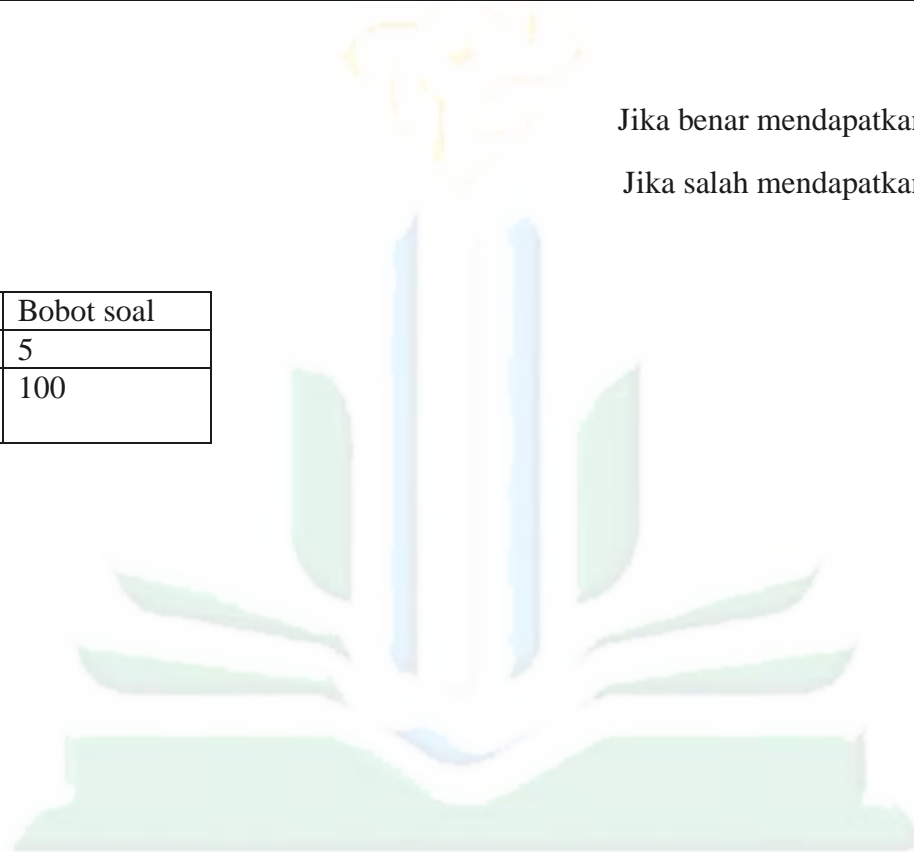
Appendix 6 SPSS Validity pre-test

Correlations

Validity pre-test (Product moment pearson)

Notes

Output Created		03-MAY-2025 00:09:52
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

	Syntax		CORRELATIONS
			/VARIABLES=s1 s2 s3 s4 s5 s6 s7 s8 s9 s10 s11 s12 s13 s14 s15 s16 s17 s18 s19 s20 s21 s22 s23 s24
			s25 total
			/PRINT=TWOTAIL NOSIG
			/MISSING=PAIRWISE.
	Resources	Processor Time	00:00:00,09
		Elapsed Time	00:00:00,10

Correlations

		s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22	s23	s24	s25	total
s1	Pearson Correlation	1	.018	.172	.033	.226	.139	.367*	-.292	.106	.106	.157	-.245	-.120	-.120	.172	.157	-.093	.172	-.018	.085	.033	.257	.323	.351	-.023	.363*
	Sig. (2-tailed)		.923	.363	.864	.230	.465	.046	.118	.578	.578	.407	.193	.527	.527	.363	.407	.626	.363	.923	.656	.864	.171	.081	.057	.904	.049

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s2	Pearson Correlation	.018	1	.548**	.413*	.218	.296	.491**	.157	.467**	.321	.464**	-.189	.464**	.598**	.413*	.330	-.116	.548**	.339	.491**	.279	-.117	.413*	-.018	-.356	.494**
	Sig. (2-tailed)	.923		.002	.023	.247	.113	.006	.407	.009	.084	.010	.317	.010	.000	.023	.075	.542	.002	.067	.006	.136	.539	.023	.925	.053	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s3	Pearson Correlation	.172	.548**	1	.729**	.384*	.172	.247	.172	.308	.455*	.683**	-.190	.548**	.548**	.457*	.683**	-.164	.593**	.261	.659**	.321	.015	.385*	.306	-.067	.634**
	Sig. (2-tailed)	.363	.002		.000	.036	.363	.188	.363	.097	.012	.000	.314	.002	.002	.011	.000	.385	.001	.164	.000	.083	.939	.035	.101	.724	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s4	Pearson Correlation	.033	.413*	.729**	1	.247	.033	.247	.312	.308	.602**	.548**	-.190	.548**	.413*	.321	.683**	-.005	.593**	.261	.384*	.321	.015	.233	.306	-.067	.558**
	Sig. (2-tailed)	.864	.023	.000		.188	.864	.188	.094	.097	.000	.002	.314	.002	.023	.083	.000	.978	.001	.164	.036	.083	.939	.215	.101	.724	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

s5	Pearson Correlation	.226	.218	.384*	.247	1	-.056	.444*	.226	.059	.356	.355	.000	.218	.218	.247	.355	.032	.110	.191	.306	.384*	.059	.431*	.327	-.045	.399*
	Sig. (2-tailed)	.230	.247	.036	.188		.767	.014	.230	.755	.053	.055	1.000	.247	.247	.188	.055	.866	.563	.312	.101	.036	.755	.017	.077	.812	.029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s6	Pearson Correlation	.139	.296	.172	.033	-.056	1	-.198	-.148	.106	-.196	.018	-.245	.157	.157	.172	.157	.071	.451*	.397*	.367*	.172	.257	-.302	.074	-.023	.385*
	Sig. (2-tailed)	.465	.113	.363	.864	.767		.295	.434	.578	.299	.923	.193	.407	.407	.363	.407	.710	.012	.030	.046	.363	.171	.104	.698	.904	.035
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s7	Pearson Correlation	.367*	.491**	.247	.247	.444*	-.198	1	.085	.505**	.505**	.355	-.144	.082	.218	.384*	.218	.032	.247	.191	.167	.247	.059	.739**	.055	-.272	.411*
	Sig. (2-tailed)	.046	.006	.188	.188	.014	.295		.656	.004	.004	.055	.447	.667	.247	.036	.247	.866	.188	.312	.379	.188	.755	.000	.775	.146	.024
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s8	Pearson Correlation	-.292	.157	.172	.312	.226	-.148	.085	1	.257	.106	.296	.049	.296	.018	-.107	.296	.071	.172	-.018	-.056	.172	-.045	.010	.074	-.254	.149

	Sig. (2-tailed)	.118	.407	.363	.094	.230	.434	.656		.171	.578	.113	.797	.113	.923	.574	.113	.710	.363	.923	.767	.363	.812	.956	.698	.176	.433
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s9	Pearson Correlation	.106	.467**	.308	.308	.059	.106	.505**	.257	1	.365*	.321	-.154	.175	.321	.308	.175	.155	.308	.408*	.356	.308	.048	.263	.117	-.218	.433*
	Sig. (2-tailed)	.578	.009	.097	.097	.755	.578	.004	.171		.047	.084	.416	.355	.084	.097	.355	.414	.097	.025	.053	.097	.803	.160	.539	.247	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s10	Pearson Correlation	.106	.321	.455*	.602**	.356	-.196	.505**	.106	.365*	1	.321	.000	.175	.175	.308	.467**	.155	.161	.262	.356	.161	.048	.428*	-.175	-.218	.433*
	Sig. (2-tailed)	.578	.084	.012	.000	.053	.299	.004	.578	.047		.084	1.000	.355	.355	.097	.009	.414	.391	.161	.053	.394	.803	.018	.355	.247	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s11	Pearson Correlation	.157	.464**	.683**	.548**	.355	.018	.355	.296	.321	.321	1	-.189	.732**	.598**	.413*	.464**	-.274	.548**	.339	.491**	.413*	.029	.262	.250	.089	.570**
	Sig. (2-tailed)	.407	.010	.000	.002	.055	.923	.055	.113	.084	.084		.317	.000	.000	.023	.010	.143	.002	.067	.006	.023	.878	.162	.183	.640	.001

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s12	Pearson Correlation	-.245	-.189	-.190	-.190	.000	-.245	-.144	.049	-.154	.000	-.189	1	-.189	-.189	-.476**	-.331	-.056	-.476**	-.378*	-.289	-.190	-.463**	-.107	-.189	.236	-.365*
	Sig. (2-tailed)	.193	.317	.314	.314	1.000	.193	.447	.797	.416	1.000	.317		.317	.317	.008	.074	.770	.008	.039	.122	.314	.010	.575	.317	.210	.047
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s13	Pearson Correlation	-.120	.464**	.548**	.548**	.218	.157	.082	.296	.175	.175	.732**	-.189	1	.732**	.413*	.464**	-.274	.548**	.071	.355	.548**	.175	.262	.250	.089	.494**
	Sig. (2-tailed)	.527	.010	.002	.002	.247	.407	.667	.113	.355	.355	.000	.317		.000	.023	.010	.143	.002	.708	.055	.002	.355	.162	.183	.640	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s14	Pearson Correlation	-.120	.598**	.548**	.413*	.218	.157	.218	.018	.321	.175	.598**	-.189	.732**	1	.683**	.330	-.432*	.548**	.205	.355	.413*	.029	.262	.250	.312	.483**
	Sig. (2-tailed)	.527	.000	.002	.023	.247	.407	.247	.923	.084	.355	.000	.317	.000		.000	.075	.017	.002	.276	.055	.023	.878	.162	.183	.093	.007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

s15	Pearson Correlation	.172	.413*	.457*	.321	.247	.172	.384*	-.107	.308	.308	.413*	-.476**	.413*	.683**	1	.548**	-.164	.593**	.261	.384*	.321	.308	.385*	.306	.157	.514**
	Sig. (2-tailed)	.363	.023	.011	.083	.188	.363	.036	.574	.097	.097	.023	.008	.023	.000		.002	.385	.001	.164	.036	.083	.097	.035	.101	.407	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s16	Pearson Correlation	.157	.330	.683**	.683**	.355	.157	.218	.296	.175	.467**	.464**	-.331	.464**	.330	.548**	1	.042	.683**	.071	.355	.413*	.321	.262	.250	-.134	.538**
	Sig. (2-tailed)	.407	.075	.000	.000	.055	.407	.247	.113	.355	.009	.010	.074	.010	.075	.002		.825	.000	.708	.055	.023	.084	.162	.183	.481	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s17	Pearson Correlation	-.093	-.116	-.164	-.005	.032	.071	.032	.071	.155	.155	-.274	-.056	-.274	-.432*	-.164	.042	1	-.164	.116	.193	.154	.155	.024	-.147	-.184	-.054
	Sig. (2-tailed)	.626	.542	.385	.978	.866	.710	.866	.710	.414	.414	.143	.770	.143	.017	.385	.825		.385	.542	.307	.417	.414	.901	.437	.331	.779
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s18	Pearson Correlation	.172	.548**	.593**	.593**	.110	.451*	.247	.172	.308	.161	.548**	-.476**	.548**	.548**	.593**	.683**	-.164	1	.261	.384*	.457*	.308	.081	.306	-.067	.569**

	Sig. (2-tailed)	.363	.002	.001	.001	.563	.012	.188	.363	.097	.394	.002	.008	.002	.002	.001	.000	.385		.164	.036	.011	.097	.670	.101	.724	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s19	Pearson Correlation	-.018	.339	.261	.261	.191	.397*	.191	-.018	.408*	.262	.339	-.378*	.071	.205	.261	.071	.116	.261	1	.600**	.126	.117	-.111	.018	-.089	.508**
	Sig. (2-tailed)	.923	.067	.164	.164	.312	.030	.312	.923	.025	.161	.067	.039	.708	.276	.164	.708	.542	.164		.000	.508	.539	.560	.925	.640	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s20	Pearson Correlation	.085	.491**	.659**	.384*	.306	.367*	.167	-.056	.356	.356	.491**	-.289	.355	.355	.384*	.355	.193	.384*	.600**	1	.384*	.208	.277	.055	-.045	.533**
	Sig. (2-tailed)	.656	.006	.000	.036	.101	.046	.379	.767	.053	.053	.006	.122	.055	.055	.036	.055	.307	.036	.000		.036	.270	.138	.775	.812	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s21	Pearson Correlation	.033	.279	.321	.321	.384*	.172	.247	.172	.308	.161	.413*	-.190	.548**	.413*	.321	.413*	.154	.457*	.126	.384*	1	.455*	.233	.306	.157	.492**
	Sig. (2-tailed)	.864	.136	.083	.083	.036	.362	.188	.363	.097	.394	.023	.314	.002	.023	.083	.023	.417	.011	.508	.036		.012	.215	.101	.407	.006

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s22	Pearson Correlation	.257	-.117	.015	.015	.059	.257	.059	-.045	.048	.048	.029	-.463**	.175	.029	.308	.321	.155	.308	.117	.208	.455*	1	.099	.117	.024	.433*
	Sig. (2-tailed)	.171	.539	.939	.939	.755	.171	.755	.812	.803	.803	.878	.010	.355	.878	.097	.084	.414	.097	.539	.270	.012		.604	.539	.899	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s23	Pearson Correlation	.323	.413*	.385*	.233	.431*	-.302	.739**	.010	.263	.428*	.262	-.107	.262	.262	.385*	.262	.024	.081	-.111	.277	.233	.099	1	.141	-.201	.389*
	Sig. (2-tailed)	.081	.023	.035	.215	.017	.104	.000	.956	.160	.018	.162	.575	.162	.162	.035	.162	.902	.670	.560	.138	.215	.604		.457	.287	.034
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s24	Pearson Correlation	.351	-.018	.306	.306	.327	.074	.055	.074	.117	-.175	.250	-.189	.250	.250	.306	.250	-.147	.306	.018	.055	.306	.117	.141	1	.356	.298
	Sig. (2-tailed)	.057	.925	.101	.101	.077	.698	.775	.698	.539	.355	.183	.317	.183	.183	.101	.183	.437	.101	.925	.775	.101	.539	.457		.053	.110
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

s25	Pearson Correlation	-.023	-.356	-.067	-.067	-.045	-.023	-.272	-.254	-.218	-.218	.089	.236	.089	.312	.157	-.134	-.184	-.067	-.089	-.045	.157	.024	-.201	.356	1	-.063
	Sig. (2-tailed)	.904	.053	.724	.724	.812	.904	.146	.176	.247	.247	.640	.210	.640	.093	.407	.481	.331	.724	.640	.812	.407	.899	.287	.053		.739
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	.363*	.494**	.634**	.558**	.399*	.385*	.411*	.149	.433*	.433*	.570**	-.365*	.494**	.483**	.514**	.538**	-.054	.569**	.508**	.533**	.492**	.433*	.389*	.298	-.063	1
	Sig. (2-tailed)	.049	.006	.000	.001	.029	.035	.024	.433	.017	.017	.001	.047	.006	.007	.004	.002	.779	.001	.004	.002	.006	.017	.034	.110	.739	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Appendix 7 SPSS Validity post-test

Correlations

		s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22	s23	s24	s25	total
s1	Pearson Correlation	1	.190	.381*	.378*	.433*	.100	.141	.400*	.196	.000	.190	.095	.331	.094	.523**	.520**	.347	.378*	.489**	.095	.331	.342	.400*	.053	-.056	.462*
	Sig. (2-tailed)		.314	.038	.039	.017	.599	.456	.029	.300	1.000	.314	.617	.074	.619	.003	.003	.061	.039	.006	.617	.074	.064	.029	.780	.770	.010
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s2	Pearson Correlation	.190	1	.493**	.396*	.302	.190	.471**	.476**	.107	.426*	.593**	.086	.548**	.396*	.357	.261	.145	.261	.526**	.357	.279	.247	.333	.223	-.154	.515**
	Sig. (2-tailed)	.314		.006	.031	.105	.314	.009	.008	.574	.019	.001	.651	.002	.031	.052	.164	.444	.164	.003	.052	.136	.189	.072	.236	.417	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s3	Pearson Correlation	.381*	.493**	1	.683**	.384*	.238	.202	.523**	.033	.161	.629**	.050	.530**	.279	.457*	.683**	.449*	.413*	.451*	.457*	.396*	.312	.095	.233	.154	.614**
	Sig. (2-tailed)	.038	.006		.000	.036	.206	.285	.003	.864	.394	.000	.794	.003	.136	.011	.000	.013	.023	.012	.011	.031	.094	.617	.215	.417	.000

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s4	Pearson Correlation	.378*	.396*	.683**	1	.355	.236	.134	.520**	.296	.321	.530**	.279	.473**	.330	.413*	.598**	.367*	.598**	.434*	.413*	.339	.434*	.236	.111	.042	.617**
	Sig. (2-tailed)	.039	.031	.000		.055	.209	.481	.003	.113	.084	.003	.136	.008	.075	.023	.000	.046	.000	.016	.023	.067	.016	.209	.560	.825	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s5	Pearson Correlation	.433*	.302	.384*	.355	1	.000	.136	.433*	.367*	.059	.439*	.110	.191	.082	.247	.355	.480**	.218	.226	.384*	.327	.367*	.433*	.123	.032	.459*
	Sig. (2-tailed)	.017	.105	.036	.055		1.000	.473	.017	.046	.755	.015	.563	.312	.667	.188	.055	.007	.247	.230	.036	.077	.046	.017	.517	.866	.011
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s6	Pearson Correlation	.100	.190	.238	.236	.000	1	.000	.100	.049	.309	.048	.381*	.047	.236	.238	.236	.347	.378*	.196	-.190	.189	.196	-.200	.053	.111	.430*
	Sig. (2-tailed)	.599	.314	.206	.209	1.000		1.000	.599	.797	.097	.803	.038	.804	.209	.206	.209	.061	.039	.300	.314	.317	.300	.289	.780	.558	.018
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

s7	Pearson Correlation	.141	.471**	.202	.134	.136	.000	1	.283	.484**	.364*	.336	.202	.267	.267	.336	.134	-.196	.134	.069	.336	.134	-.069	.283	.452*	-.236	.496**
	Sig. (2-tailed)	.456	.009	.285	.481	.473	1.000		.130	.007	.048	.069	.285	.153	.153	.069	.481	.299	.481	.716	.069	.481	.716	.130	.012	.208	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s8	Pearson Correlation	.400*	.476**	.523**	.520**	.433*	.100	.283	1	.489**	.154	.476**	.238	.331	.094	.523**	.520**	.347	.236	.342	.523**	.331	.489**	.400*	.213	.111	.618**
	Sig. (2-tailed)	.029	.008	.003	.003	.017	.599	.130		.006	.416	.008	.206	.074	.619	.003	.003	.061	.209	.064	.003	.074	.006	.029	.259	.558	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s9	Pearson Correlation	.196	.107	.033	.296	.367*	.049	.484**	.489**	1	.257	.247	.172	-.018	.018	.172	.018	.109	.157	-.005	.172	-.018	.139	.342	.167	-.093	.454*
	Sig. (2-tailed)	.300	.574	.864	.113	.047	.797	.007	.006		.171	.189	.363	.923	.923	.363	.923	.568	.407	.980	.363	.923	.465	.064	.378	.626	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s10	Pearson Correlation	.000	.426*	.161	.321	.059	.309	.364*	.154	.257	1	.279	.161	.117	.175	.161	.175	.171	.321	.106	.015	-.029	.257	.154	.263	-.017	.505**

	Sig. (2-tailed)	1.000	.019	.394	.084	.755	.097	.048	.416	.171		.136	.394	.539	.355	.394	.355	.366	.084	.578	.939	.878	.171	.416	.160	.928	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s11	Pearson Correlation	.190	.593**	.629**	.530**	.439*	.048	.336	.476**	.247	.279	1	-.050	.413*	.261	.357	.396*	.343	.396*	.386*	.357	.279	.386*	.190	.223	.005	.525**
	Sig. (2-tailed)	.314	.001	.000	.003	.015	.803	.069	.008	.189	.136		.794	.023	.164	.052	.031	.064	.031	.035	.052	.136	.035	.314	.236	.978	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s12	Pearson Correlation	.095	.086	.050	.279	.110	.381*	.202	.238	.172	.161	-.050	1	.261	.144	.186	.144	.053	.279	.172	.186	.261	.172	.095	.081	-.005	.436*
	Sig. (2-tailed)	.617	.651	.794	.136	.563	.038	.285	.206	.363	.394	.794		.164	.448	.326	.448	.782	.136	.363	.326	.164	.363	.617	.670	.978	.016
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s13	Pearson Correlation	.331	.548**	.530**	.473**	.191	.047	.267	.331	-.018	.117	.413*	.261	1	.339	.396*	.205	.223	.205	.675**	.396*	.196	.259	.331	.191	.274	.504**
	Sig. (2-tailed)	.074	.002	.003	.008	.312	.804	.153	.074	.923	.539	.023	.164		.067	.031	.276	.237	.276	.000	.031	.298	.167	.074	.311	.143	.004

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s14	Pearson Correlation	.094	.396*	.279	.330	.082	.236	.267	.094	.018	.175	.261	.144	.339	1	.413*	.063	-.026	.196	.434*	.279	.205	-.120	.094	.111	.042	.470**
	Sig. (2-tailed)	.619	.031	.136	.075	.667	.209	.153	.619	.923	.355	.164	.448	.067		.023	.743	.891	.298	.016	.136	.276	.527	.619	.560	.825	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s15	Pearson Correlation	.523**	.357	.457*	.413*	.247	.238	.336	.523**	.172	.161	.357	.186	.396*	.413*	1	.548**	.251	.413*	.312	.457*	.530**	.451*	.381*	.081	.313	.605**
	Sig. (2-tailed)	.003	.052	.011	.023	.188	.206	.069	.003	.363	.394	.052	.326	.031	.023		.002	.182	.023	.094	.011	.003	.012	.038	.670	.092	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s16	Pearson Correlation	.520**	.261	.683**	.598**	.355	.236	.134	.520**	.018	.175	.396*	.144	.205	.063	.548**	1	.367*	.598**	.157	.279	.473**	.573**	.236	-.040	.042	.519**
	Sig. (2-tailed)	.003	.164	.000	.000	.055	.209	.481	.003	.923	.355	.031	.448	.276	.743	.002		.046	.000	.407	.136	.008	.001	.209	.833	.825	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

s17	Pearson Correlation	.347	.145	.449*	.367*	.480**	.347	-.196	.347	.109	.171	.343	.053	.223	-.026	.251	.367*	1	.170	.312	.053	.419*	.515**	.139	-.015	.247	.418*
	Sig. (2-tailed)	.061	.444	.013	.046	.007	.061	.299	.061	.568	.366	.064	.782	.237	.891	.182	.046		.368	.093	.782	.021	.004	.465	.938	.188	.022
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s18	Pearson Correlation	.378*	.261	.413*	.598**	.218	.378*	.134	.236	.157	.321	.396*	.279	.205	.196	.413*	.598**	.170	1	.157	.009	.339	.296	.094	-.040	.042	.430*
	Sig. (2-tailed)	.039	.164	.023	.000	.247	.039	.481	.209	.407	.084	.031	.136	.276	.298	.023	.000	.368		.407	.962	.067	.113	.619	.833	.825	.018
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s19	Pearson Correlation	.489**	.526**	.451*	.434*	.226	.196	.069	.342	-.005	.106	.386*	.172	.675**	.434*	.312	.157	.312	.157	1	.312	.259	.282	.342	.167	.071	.495**
	Sig. (2-tailed)	.006	.003	.012	.016	.230	.300	.716	.064	.980	.578	.035	.363	.000	.016	.094	.407	.093	.407		.094	.167	.131	.064	.378	.710	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s20	Pearson Correlation	.095	.357	.457*	.413*	.384*	-.190	.336	.523**	.172	.015	.357	.186	.396*	.279	.457*	.279	.053	.009	.312	1	.396*	.172	.238	.233	.154	.436*

	Sig. (2-tailed)	.617	.052	.011	.023	.036	.314	.069	.003	.363	.939	.052	.326	.031	.136	.011	.136	.782	.962	.094		.031	.363	.206	.215	.417	.016
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s21	Pearson Correlation	.331	.279	.396*	.339	.327	.189	.134	.331	-.018	-.029	.279	.261	.196	.205	.530**	.473**	.419*	.339	.259	.396*	1	.397*	.047	.040	.116	.436*
	Sig. (2-tailed)	.074	.136	.031	.067	.077	.317	.481	.074	.923	.878	.136	.164	.298	.276	.003	.008	.021	.067	.167	.031		.030	.804	.833	.542	.016
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s22	Pearson Correlation	.342	.247	.312	.434*	.367*	.196	-.069	.489**	.139	.257	.386*	.172	.259	-.120	.451*	.573**	.515**	.296	.282	.172	.397*	1	.342	-.146	.071	.454*
	Sig. (2-tailed)	.064	.189	.094	.016	.046	.300	.716	.006	.465	.171	.035	.363	.167	.527	.012	.001	.004	.113	.131	.363	.030		.064	.441	.710	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s23	Pearson Correlation	.400*	.333	.095	.236	.433*	-.200	.283	.400*	.342	.154	.190	.095	.331	.094	.381*	.236	.139	.094	.342	.238	.047	.342	1	.213	-.056	.378*
	Sig. (2-tailed)	.029	.072	.617	.209	.017	.289	.130	.029	.064	.416	.314	.617	.074	.619	.038	.209	.465	.619	.064	.206	.804	.064		.258	.770	.039

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s24	Pearson Correlation	.053	.223	.233	.111	.123	.053	.452*	.213	.167	.263	.223	.081	.191	.111	.081	-.040	-.015	-.040	.167	.233	.040	-.146	.213	1	.202	.431*
	Sig. (2-tailed)	.780	.236	.215	.560	.517	.780	.012	.258	.378	.160	.236	.670	.311	.560	.670	.833	.938	.833	.378	.215	.833	.441	.258		.284	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
s25	Pearson Correlation	-.056	-.154	.154	.042	.032	.111	-.236	.111	-.093	-.017	.005	-.005	.274	.042	.313	.042	.247	.042	.071	.154	.116	.071	-.056	.202	1	.112
	Sig. (2-tailed)	.770	.417	.417	.825	.866	.558	.208	.558	.626	.928	.978	.978	.143	.825	.092	.825	.188	.825	.710	.417	.542	.710	.770	.284		.556
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	.462*	.515**	.614**	.617**	.459*	.430*	.496**	.618**	.454*	.505**	.525**	.436*	.504**	.470**	.605**	.519**	.418*	.430*	.495**	.436*	.436*	.454*	.378*	.431*	.112	1
	Sig. (2-tailed)	.010	.004	.000	.000	.011	.018	.005	.000	.012	.004	.003	.016	.004	.009	.000	.003	.022	.018	.005	.016	.016	.012	.039	.017	.556	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Appendix 8 Research Completion Letters

YAYASAN ABDUL WAHID HASYIM
MADRASAH ALIYAH WAHID HASYIM
Jalan Puger Nomor 20 Kecamatan Balung – Kabupaten Jember Kode Pos : 68161
Telepon (0336) 622102; Email : ma_wahas@yahoo.co.id; Website : www.maswahas.sch.id

SURAT KETERANGAN
Nomor :B-466/01/Ma.13.32.508/05/2025

Yang bertanda tangan dibawah ini :

Nama   : Suhik, S.Pd.
Jabatan   : Kepala Madrasah

Menerangkan bahwa :
NIM   : 212101060002
Nama   : **SITI AL-MARATUS SHOLEHAH**
Program Studi   : Tadris Bahasa Inggris
Universitas   : UIN KHAS Jember

Telah melakukan Penelitian dengan Judul **"The Effectiveness Using Word Bingo Game To Improve Tenth Grade Stundents Vocabulary Mastery At MA Wahid Hasyim Balung"** selama 10 Hari.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat di jadikan bukti sebagaiamana mestinya.

Balung, 17 Mei 2025
Kepala Madrasah,

Suhik, S.Pd.

Appendix 9 Research permission request

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-12297/In.20/3.a/PP.009/05/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA WAHID HASYIM BALUNG JI
Puger, Balung

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 212101060002
Nama   : SITI AL-MARATUS SHOLEHAH
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The effectiveness using Word Bingo game to improve tenth grade students` vocabulary mastery at MA Wahid Hasyim Balung" selama 10 (sepuluh) hari di lingkungan lembaga wewenang Bapak/Ibu Suhik S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih. Jember,

03 Mei 2025
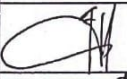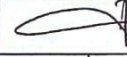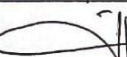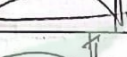
a.n Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 10 Journal of Research

Journal of Research

No	Time	Research subject	Activity	Signature
1.	3 Mei 2025	Headmaster of MA Wahid Hasyim Balung	Submission of research permit	
2.	Meeting 1	Students control class	Pre-test	
		Students eksperiment class	Pre-test	
3	Meeting 2	Students control class	Treatment using conventional method	
		Students eksperiment class	Treatment using Word Bingo game	
4	Meeting 3	Students control class	Treatment using conventional method	
		Students eksperiment class	Treatment using Word Bingo game	
5	Meeting 4	Students control class	Treatment using conventional method	
		Students eksperiment class	Treatment using Word Bingo game	
6	Meeting 5	Students control class	Treatment using conventional method	
		Students eksperiment class	Treatment using Word Bingo game	
7	Meeting 6	Students control class	Post-test	
		Students eksperiment class	Post-test	

Jember, 16 Mei 2025
Kepala MA Wahid Hasyim Balung
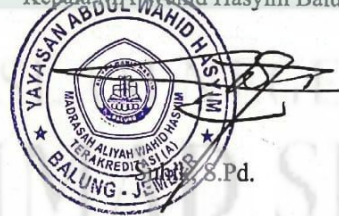
S.Pd.

Appendix 11 Pre- Test Instrument

Pre- Test Instrument

(Vocabulary mastery test)

Name   :

Class   :

Time   : 30 minutes

Read following short text, choose either A, B, C, or D as The correct answer !!!!

Text 1 for number 1-4

Last Saturday, I went to a concert for the first time. My favorite band was performing, and I was very excited. I went there with my best friends, and we had been waiting for this moment for months. When we arrived at the venue, the crowd was huge. The atmosphere was lively, with people chatting and music playing in the background. After finding our seats, we waited for the performance to start. When the band appeared on stage, everyone cheered loudly.

The music was amazing, and we sang along to every song. The lights and sound effects made the experience even more thrilling. We danced and enjoyed every moment of the show. At the end of the concert, I felt so happy and grateful for the experience. It was unforgettable, and I hope to attend another concert soon.

1. My favorite band was performing, and I was very excited. Identify the noun in the sentence is?
   a. Band
   b. Performance
   c. Excitement
   d. All of the above

2. We danced and enjoyed every moment of the show. Identify the pronoun in the sentence is?
   a. We
   b. Every
   c. Moment
   d. Show

3. The music was amazing, and we sang along to every song. Identify the verb in the sentence is?
   a. Was
   b. Sang
   c. Enjoyed
   d. Both a and b

4. The atmosphere was lively, with people chatting and music playing in the background. Identify the adverb in the sentence is?
   a. Lively
   b. In the background
   c. Very
   d. None of the above

5. When we arrived at the venue, the crowd was huge. Identify the conjunction in the sentence is?
   a. When

    b. And

    c. Or

    d. But

6. The band performed extremely well, and everyone was impressed. The **adverb** of the sentence is?

    a. Extremely

    b. Performed

    c. Band

    d. Impressed

7. I went to the concert <u>and</u> enjoyed every moment of it. The word type of the underlined word is ?

    a. Verb

    b. Conjunction

    c. Noun

    d. Pronoun

8. The student is reading a book in the _____

    a. Library

    b. Classroom

    c. Playground

    d. Caffe shop

9. The tourists visited the ancient <u>city</u> to explore its history. The word type of the underlined word is?

    a. Verb
    b. Adverb
    c. Noun
    d. Pronoun

10 . . Sleeps......... fill in the blanks in the picture with the correct adverbs!

    a. Carefully

    b. Slowly

    c. Quietly

    d. Beautifully

11. I bought tickets for my friends and me. The **pronoun** of the sentence is?

    a. I

    b. My friends

    c. Me

    d. Both a and b

12. The teacher wrote the lesson plan and distributed it to the students. The verb in the sentence is?

    a. Teacher

    b. Wrote

    c. And

    d. Distributed

13. We arrived early <u>because</u> we wanted to get good seats. The word type of the underlined word is ?

    a. Verb

    b. Conjunction

    c. Noun

    d. Pronoun

14. The new employee worked <u>quickly</u> to meet the deadline. The word type of the underlined word is?

    a. Verb

    b. Adverb

    c. Noun

    d. Pronoun

15. The tourists visited the museum to see the ancient artifacts. The word type of the underlined word is?

    a. Verb

    b. Conjunction

    c. Noun

    d. Adverb

16. The students were excited because <u>they</u> had a long weekend. The word type of the underlined word is?

    a. Verb

    b. Conjunction

    c. Noun

    d. Pronoun

17. The students attended the lecture in the library. The noun in the sentence is?

    a. Attended

    b. Students

    c. In

    d. Library

18. The teacher will <u>give</u> us a lot of homework tonight. The word type of the underlined word is?

    a. Verb

    b. Adverb

    c. Noun

    d. Pronoun

19. The teacher will give <u>us</u> a lot of homework tonight. The word type of the underlined word is?

a. Verb

b. Adverb

c. Noun

d. Pronoun

20. "I want to eat ice cream, _____ go to the park."

    a. and

    b. or

    c. and then

    d. but

Appendix 12 Post- Test Instrument

Post- Test Instrument

(Vocabulary mastery test)

Name   :

Class   :

Time   : 30 minutes

Read following short text, choose either A, B, C, or D as The correct answer !!!!

Text 1 for number 1-5

Last holiday, I went mountain climbing for the first time. My friends and I decided to climb Mount Merapi. We started our journey early in the morning to avoid the heat of the sun.

The trail was steep and rocky, which made me feel exhausted. However, the beautiful scenery along the way kept me motivated. After several hours of hiking, we finally reached the summit. The view from the top was breathtaking; I could see green fields and the city below.

This experience taught me about patience and teamwork. Although it was tiring, I felt proud and happy to reach the peak. I am excited to try another adventure soon.

This text follows the structure of recount text: orientation (introduction), events (the climbing process), and reorientation (reflection).

1. My friends and I decided to climb Mount Merapi. Identify the noun in the sentence is?
   a. Friends
   b. Mount Merapi
   c. Deciced
   d. All of the above
2. The trail was steep and rocky, which made me feel exhausted. Identify the pronoun in the sentence is?
   a. I
   b. Me
   c. My
   d. We
3. After several hours of hiking, we finally reached the summit. Identify the verb in the sentence is?
   a. Hiking
   b. Reached
   c. Climbing
   d. Walking
4. We started our journey early in the morning to avoid the heat of the sun. Identify the adverb in the sentence is?
   a. Early
   b. Morning
   c. Quickly

d. Slowly

5. The trail was steep and rocky, which made me feel exhausted. Identify the conjunction in the sentence is?
   a. And
   b. Which
   c. Me
   d. Feel

6. My sister gave the gift to her and me. The pronoun of the sentence is?
   a. Her
   b. Me
   c. Sister
   d. Both a and b

7. The teacher explained and wrote clearly on the board. The verb of the sentence is?
   a. Explained
   b. Wrote
   c. Clearly
   d. Both a and b

8. She sings <u>beautifully</u> in the choir. The word type of the underlined word is?
   a. Verb
   b. Adverb
   c. Noun
   d. Pronoun

9. The chef cooked the meal <u>very</u> quickly, and it was delicious. The adverb of the sentence is?
   a. Quickly
   b. Very
   c. Chef
   d. Delicious

10. We decided to stay home <u>since</u> it was raining heavily. The word type of the underlined word is?
    a. Verb
    b. Conjunction
    c. Noun
    d. Pronoun

11. The teacher explained and wrote clearly on the board. The verb of the sentence is?
    a. Explained
    b. Wrote
    c. Clearly
    d. Both a and b

12. he teacher asked him to explain the lesson to the students who were struggling with the complex math problems. The pronoun of the sentence is?
    a. Teacher
    b. Him
    c. Explain
    d. Students

13. The chef prepared the meal, cooked it carefully, and served it to the guests. The verb in the sentence is?
    a. Chef
    b. Prepared

c. And

d. Both prepared, cooked, and served

14. I wanted to go to the beach, <u>but</u> it was raining. The word type of the underlined word is?

    a. Verb

    b. Conjunction

    c. Noun

    d. Pronoun

15. The students were excited because <u>they</u> had a long weekend. The word type of the underlined word is?

    a. Verb

    b. Conjunction

    c. Noun

    d. Pronoun

16. I went to the store, <u>but</u> I forgot to buy milk. The word type of the underlined word is?

    a. Verb

    b. Conjunction

    c. Noun

    d. Pronoun

17. The professor gave the assignment to the students in the classroom. The noun in the sentence is?

    a. Professor

    b. Gave

    c. In

    d. Both professor, students, and classroom

18. They arrived late to the meeting because of traffic. The adverbs in the sentence are?

    a. Late

    b. Meeting

    c. Traffic

    d. Arrive

19. The children are building a sandcastle on the _____.

    a. mountain

    b. beach

    c. forest

    d. City

20. Her **friendship** means a lot to me.

The word type of the underlined word is?

    a. Adverb

    b. Noun

    c. Verb

    d. Conjunction

Appendix 13 student's score pre-test and post- test experimental class

student's score pre-test experimental class

No.	Student's Initial Name	Student's score	
		Pre-test	Post-test
1	ATN	65	80
2	AFM	50	65
3	AH	50	60
4	CA	60	70
5	DP	65	75
6	DRPW	75	85
7	FN	55	70
8	HR	70	85
9	IS	70	85
10	K	60	75
11	KAR	45	65
12	KK	50	70
13	MA	50	70
14	NHTF	70	85
15	PNTW	65	75
16	PNTW	55	75
17	RPFA	55	75
18	RA	45	60
19	SWR	50	65
20	SAZ	65	80
21	SMWR	35	60
22	SK	40	60
23	VNZ	50	75
24	ZAF	55	70
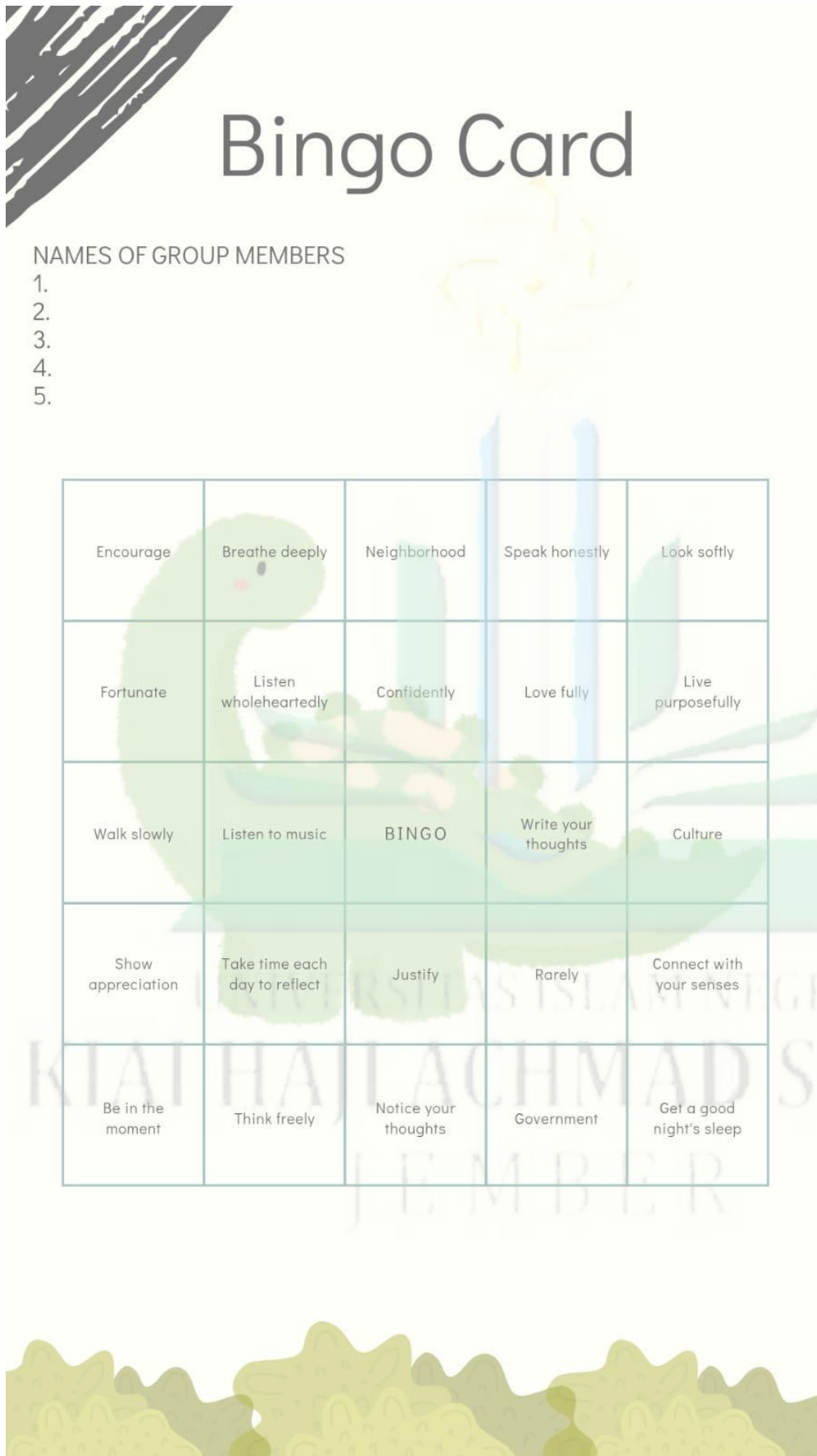
Appendix 14 student's score pre-test and post- test control class

student's score pre-test experimental class

No.	Student's Initial Name	Student's score	
		Pre-test	Post-test
1	AW	50	60
2	ADU	45	40
3	AR	30	40
4	ANA	45	60
5	A	45	65
6	AS	40	55
7	AZ	40	35
8	ADS	55	35
9	BTA	55	55
10	BAM	65	80
11	BYMZ	35	40
12	CA	25	45
13	IAA	30	30
14	INA	45	60
15	MUZIU	50	55
16	MRDA	55	65
17	MIR	40	35
18	MYG	30	35
19	NFF	30	40
20	NIA	25	40
21	RJ	60	65
22	SIM	65	55
23	SF	60	70
24	ZL	35	55

Appendix 15 The example Bingo Card

Bingo Card

NAMES OF GROUP MEMBERS
1.
2.
3.
4.
5.

Encourage	Breathe deeply	Neighborhood	Speak honestly	Look softly
Fortunate	Listen wholeheartedly	Confidently	Love fully	Live purposefully
Walk slowly	Listen to music	BINGO	Write your thoughts	Culture
Show appreciation	Take time each day to reflect	Justify	Rarely	Connect with your senses
Be in the moment	Think freely	Notice your thoughts	Government	Get a good night's sleep

Appendix 16 Lesson Plan Experimental Class

MODUL AJAR

KELAS EKSPERIMEN

A. INFORMASI UMUM

Satuan Pendidikan   : MA Wahid Hasyim Balung

Kelas / Fase : X (Sepuluh) – E

Mata Pelajaran   : Bahasa Inggris

Materi   : Recount text

Sub Materi   : Recount text

Prediksi Alokasi Waktu: 2 JP (2 x40 Menit)

Pertemuan ke-   : 1

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

- Proyektor
- Kartu Bingo

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik

   dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun,

   verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan Scientific approach metode game.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- What were you doing yesterday at 3pm?
- Who was talking when you walked into the room earlier?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	- Membuka kelas dengan salam dan menyapa siswa dengan hangat. - Melakukan ice breaking singkat dan menanyakan kabar siswa. - Menanyakan materi pertemuan sebelumnya. - Menginstruksikan siswa memimpin doa bersama. - Memeriksa kehadiran dan kesiapan belajar siswa. - Menginformasikan tujuan pembelajaran hari ini.
Inti (60 Menit)	- Menjelaskan teks recount: definisi, struktur, dan jenis. - Menampilkan contoh teks recount melalui proyektor. - Menyajikan video pembelajaran tentang past continuous tense. - Menganalisis vocabulary dalam teks recount. - Membagi siswa dalam kelompok kecil (3 orang per kelompok). - Membagikan kartu bingo dan menjelaskan aturan permainan. - Melakukan permainan bingo berdasarkan definisi/kelas kata. - Siswa yang menyelesaikan bingo berteriak "BINGO!".
Penutup (10 Menit)	- Diskusi bersama tentang kosakata yang telah dipelajari. - Memberikan motivasi dan saran belajar lanjutan. - Menginformasikan rencana kegiatan pertemuan selanjutnya. - Ketua kelas memimpin doa penutup.

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

MODUL AJAR

KELAS EKSPERIMEN

B. INFORMASI UMUM

Satuan Pendidikan   : MA Wahid Hasyim Balung

Kelas / Fase   : X (Sepuluh) – E

Mata Pelajaran   : Bahasa Inggris

Materi   : Recount text

Sub Materi   : Recount text

Prediksi Alokasi Waktu: 2 JP (2 x40 Menit)

Pertemuan ke-   : 2

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

- Proyektor
- Kartu Bingo

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan Scientific approach metode game.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- What were you doing yesterday at 3pm?
- Who was talking when you walked into the room earlier?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	- Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. - Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. - Menginstruksikan peserta didik untuk memimpin doa bersama - Memeriksa kehadiran peserta didik - Menanyakan kesiapan belajar peserta didik - Menginformasikan tujuan yang akan dicapai selama pembelajaran

Inti (60 Menit)	- Guru menjelaskan materi teks recount meliputi, generic structure dan language features pada teks recount - Guru memberikan contoh teks recount pada layar proyektor - Peserta didik mengamati teks recount yang di paparkan guru - Guru meminta peserta didik mengamati vocabulary dalam teks recount - Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan - Guru membagi peserta didik menjadi beberapa kelompok dimana setiap kelompok terdiri dari 3 peserta - Guru membagikan bingo card pada yang sudah disiapkan pada setiap kelompok - Guru menjelaskan aturan permainan - Guru memulai permainan dengan menyebutkan definisi kosakata secara acak atau memberikan contoh penggunaannya (Noun, Pronoun, Verb, Adverb, Conjunction) - Siswa mendengarkan dengan seksama dan menandai kotak yang sesuai dengan kata yang ada di kartu mereka. Tujuannya adalah untuk menandai empat kotak berturut-turut secara horizontal, vertikal, atau diagonal. Ketika salahsatu kelompok berhasil

	melakukannya, mereka berteriak "BINGO!" untuk menandakan bahwa mereka telah menang.
Penutup (10 Menit)	• guru memimpin diskusi tentang kosakata yang telah dipelajari, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulit • Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya. • Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran.

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

| Inti (60 Menit) | • Guru menjelaskan materi teks recount meliputi, generic structure dan language features pada teks recount
• Guru memberikan contoh teks recount pada layar proyektor
• Peserta didik mengamati teks recount yang di paparkan guru
• Guru meminta peserta didik mengamati vocabulary dalam teks recount
• Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan
• Guru membagi peserta didik menjadi beberapa kelompok dimana setiap kelompok terdiri dari 3 peserta

• Guru membagikan bingo card pada yang sudah disiapkan pada setiap kelompok
• Guru menjelaskan aturan permainan
• Guru memulai permainan dengan menyebutkan definisi kosakata secara acak atau memberikan contoh penggunaannya (Noun, Pronoun, Verb, Adverb, Conjunction)
• Siswa mendengarkan dengan seksama dan menandai kotak yang sesuai dengan kata yang ada di kartu mereka. Tujuannya adalah untuk menandai empat kotak berturut-turut secara horizontal, vertikal, atau diagonal. Ketika salahsatu kelompok berhasil melakukannya, mereka berteriak "BINGO!" untuk menandakan bahwa mereka telah menang. |
| Penutup (10 Menit) | • guru memimpin diskusi tentang kosakata yang telah dipelajari, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulit
• Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya.
• Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran. |

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

MODUL AJAR

KELAS EKSPERIMEN

C. INFORMASI UMUM

Satuan Pendidikan	: MA Wahid Hasyim Balung
Kelas / Fase	: X (Sepuluh) – E
Mata Pelajaran	: Bahasa Inggris
Materi	: Recount text
Sub Materi	: Past Continous Tense
Prediksi Alokasi Waktu	: 2 JP (2 x40 Menit)
Pertemuan ke-	: 3

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

- Proyektor
- Kartu Bingo

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan Scientific approach metode game.

KOMPONEN INTI
A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- What were you doing yesterday at 3pm?
- Who was talking when you walked into the room earlier?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	- Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. - Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. - Menanyakan sekilas materi pertemuan sebelumnya - Menginstruksikan peserta didik untuk memimpin doa bersama - Memeriksa kehadiran peserta didik - Menanyakan kesiapan belajar peserta didik - Menginformasikan tujuan yang akan dicapai selama pembelajaran
Inti (60 Menit)	- Guru menjelaskan materi past continous tense pada teks recount - Guru memberikan contoh teks recount dan mengidentifikasi past continous pada layar proyektor - Guru menyajikan video youtube tentang pembelajaran past continous tense - Guru meminta peserta didik mengamati vocabulary dalam teks recount - Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan - Guru membagi peserta didik menjadi beberapa kelompok dimana setiap kelompok terdiri dari 3 peserta - Guru membagikan bingo card pada yang sudah disiapkan pada setiap kelompok - Guru menjelaskan aturan permainan - Guru memulai permainan dengan menyebutkan definisi kosakata secara acak atau memberikan contoh penggunaannya (Noun, Pronoun, Verb, Adverb, Conjunction) - Siswa mendengarkan dengan seksama dan menandai kotak yang sesuai dengan kata yang ada di kartu mereka. Tujuannya adalah untuk menandai empat kotak berturut-turut secara

	horizontal, vertikal, atau diagonal. Ketika salahsatu kelompok berhasil melakukannya, mereka berteriak "BINGO!" untuk menandakan bahwa mereka telah menang.
Penutup (10 Menit)	• guru memimpin diskusi tentang kosakata yang telah dipelajari, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulit • Guru memberikan motivasi kepada peserta didik agar mempelajari lagi materi dan memahami kosakata yang telah didapatkan pada pembelajaran • Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya. • Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

MODUL AJAR

KELAS EKSPERIMEN

D. INFORMASI UMUM

Satuan Pendidikan : MA Wahid Hasyim Balung
Kelas / Fase : X (Sepuluh) – E
Mata Pelajaran : Bahasa Inggris
Materi : Recount text
Sub Materi

: **Past Perfect Tense**

Prediksi Alokasi Waktu: 2 JP (2 x40 Menit)
Pertemuan ke- : 4

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.
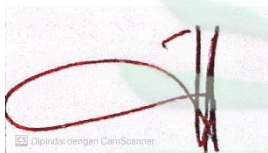
D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

- Proyektor
- Kartu Bingo

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan Scientific approach metode game.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- Imagine you are looking at old photos with your friends. Who was doing what at that time?
- Recount a funny moment that happened at your school last week. Who was doing what and how did they react?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	• Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. • Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. • Menanyakan sekilas materi pertemuan sebelumnya • Menginstruksikan peserta didik untuk memimpin doa bersama • Memeriksa kehadiran peserta didik • Menanyakan kesiapan belajar peserta didik • Menginformasikan tujuan yang akan dicapai selama pembelajaran
Inti (60 Menit)	• Guru kemudian dapat memulai pembelajaran dengan sedikit mengulas materi pertemuan terakhir dan menanyakan kesulitan yang mereka alami. • Guru menjelaskan materi past Perfect tense • Menjelaskan fungsi dan rumus Past Perfect Tense (Subject + had + past participle) dengan contoh kalimat. • Guru meminta peserta didik mengamati vocabulary dalam teks recount • Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan • Guru membagi peserta didik menjadi beberapa kelompok dimana setiap kelompok terdiri dari 3 peserta • Guru membagikan bingo card pada yang sudah disiapkan pada setiap kelompok

	• Guru menjelaskan aturan permainan
	• Guru memulai permainan dengan menyebutkan definisi kosakata secara acak atau memberikan contoh penggunaannya (Noun, Pronoun, Verb, Adverb, Conjunction)
	• Siswa mendengarkan dengan seksama dan menandai kotak yang sesuai dengan kata yang ada di kartu mereka. Tujuannya adalah untuk menandai empat kotak berturut-turut secara horizontal, vertikal, atau diagonal. Ketika salahsatu kelompok berhasil melakukannya, mereka berteriak "BINGO!" untuk menandakan bahwa mereka telah menang.
Penutup (10 Menit)	• guru memimpin diskusi tentang kosakata yang telah dipelajari, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulit
	• Guru memberikan motivasi kepada peserta didik agar mempelajari lagi materi dan memahami kosakata yang telah didapatkan pada pembelajaran
	• Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya.
	• Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran.

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

Appendix 17 Lesson Plan Control Class

MODUL AJAR

KELAS KONTROL

E. INFORMASI UMUM

Nama Penyusun	:	Siti Al-Mar'atus Sholehah
Satuan Pendidikan	:	MA
Kelas / Fase	:	X (Sepuluh) – E
Mata Pelajaran	:	Bahasa Inggris
Materi	:	Recount text
Sub Materi	:	Recount text
Prediksi Alokasi Waktu	:	2 JP (2 x40 Menit)
Pertemuan ke-	:	1

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

1. Proyektor
2. PPT
3. LKPD

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan *guided inquiry learning*, model Ceramah interaktif, diskui kelompok

KOMPONEN INTI
A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- Do you have your own memorable experience? Is that good or bad experience?
- What about good experience? Going holiday or something?
- Where did you spend your holiday?
- What about your bad experience?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	- Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. - Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. - Menginstruksikan peserta didik untuk memimpin doa bersama - Memeriksa kehadiran peserta didik - Menanyakan kesiapan belajar peserta didik - Menginformasikan tujuan yang akan dicapai selama pembelajaran
Inti (60 Menit)	- Guru menjelaskan teks recount meliputi definisi, struktur, dan jenisnya - Guru memberikan contoh teks recount pada layar proyektor - Peserta didik mengamati teks recount yang di paparkan guru - Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan - Guru membagi peserta didik menjadi beberapa kelompok dimana setiap kelompok terdiri dari 3 peserta - Guru memberikan LKPD berisikan teks recount dan meminta setiap kelompok untuk mendisukisan dan mencatan kosakata baru yang didapatkan pada teks recount - Jika waktu yang ditentukan sudah habis, guru menginstruksikan dan mengacak setiap kelompok untuk mempresentasikan

	kosakata baru yang didapat.
Penutup (10 Menit)	• guru memimpin diskusi tentang kosakata yang telah didapat dan belumm ditemukan maknanya, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulit • Guru memberikan motivasi kepada peserta didik agar mempelajari lagi materi dan memahami kosakata yang telah didapatkan pada pembelajaran • Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya. • Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran..

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

MODUL AJAR

KELAS KONTROL

F. INFORMASI UMUM

Nama Penyusun	:	Siti Al-Mar'atus Sholehah
Satuan Pendidikan	:	MA
Kelas / Fase	:	X (Sepuluh) – E
Mata Pelajaran	:	Bahasa Inggris
Materi	:	Recount text
Sub Materi	:	Recount text
Prediksi Alokasi Waktu	:	2 JP (2 x40 Menit)
Pertemuan ke-	:	2

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

1. Proyektor
2. PPT
3. LKPD

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan *guided inquiry learning*, model Ceramah interaktif, diskui

kelompok

H. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- What were you doing yesterday at 3pm?
- Who was talking when you walked into the room earlier?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	• Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. • Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. • Menginstruksikan peserta didik untuk memimpin doa bersama • Memeriksa kehadiran peserta didik • Menanyakan kesiapan belajar peserta didik • Menginformasikan tujuan yang akan dicapai selama pembelajaran
Inti (60 Menit)	• Guru menjelaskan materi teks recount meliputi, generic structure dan language features pada teks recount • Guru memberikan contoh teks recount pada layar proyektor • Peserta didik mengamati teks recount yang di paparkan guru • Guru meminta peserta didik mengamati vocabulary dalam teks recount • Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan • Guru membagikan LKDP yang berisikan teks recount pada setiap siswa • Siswa diminta untuk mengidentifikasi generic structure dan language features pada teks recount • Siswa mempresentasikan hasil kerja nya didepan kelas
Penutup (10 Menit)	• guru memimpin diskusi hasil presentasi siswa

	• Guru memberikan motivasi kepada peserta didik agar mempelajari materi dan memahami kosakata yan telah didapatkan pada pembelajaran
	• Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya.
	• Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran.

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

MODUL AJAR

KELAS KONTROL

G. INFORMASI UMUM

Nama Penyusun	:	Siti Al-Mar'atus Sholehah
Satuan Pendidikan	:	MA
Kelas / Fase	:	X (Sepuluh) – E
Mata Pelajaran	:	Bahasa Inggris
Materi	:	Recount text
Sub Materi	:	Past Continous Tense
Prediksi Alokasi Waktu	:	2 JP (2 x40 Menit)
Pertemuan ke-	:	3

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

1. Proyektor
2. PPT
3. LKPD

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan *guided inquiry learning*, model Ceramah interaktif, diskui

kelompok

H. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- What were you doing yesterday at 3pm?
- Who was talking when you walked into the room earlier?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	• Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. • Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. • Menanyakan sekilas materi pertemuan sebelumnya • Menginstruksikan peserta didik untuk memimpin doa bersama • Memeriksa kehadiran peserta didik • Menanyakan kesiapan belajar peserta didik • Menginformasikan tujuan yang akan dicapai selama pembelajaran
Inti (60 Menit)	• Guru menjelaskan materi past continous tense pada teks recount • Guru memberikan contoh teks recount dan mengidentifikasi past continous pada layar proyektor • Guru menyajikan video youtube tentang pembelajaran past continous tense • Guru meminta peserta didik mengamati vocabulary dalam teks recount • Guru mempersilahkan Siswa Untuk bertanya mengenai materi yang sudah dipaparkan • Guru membagi peserta didik menjadi beberapa kelompok dimana setiap kelompok terdiri dari 3 peserta

	• Guru membagikan kertas yang berisikan kalimat past continous tense dan diminta untuk mengientifikasi arti dan struktur past continous tense
	• Guru menyiapkan spinner untuk memilih random siswa yang akan mempresentasikan hail kerjanya didepan kelas
Penutup (10 Menit)	• guru memimpin diskusi tentang kosakata yang telah dipelajari, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulit
	• Guru memberikan motivasi kepada peserta didik agar mempelajari lagi materi dan memahami kosakata yang telah didapatkan pada pembelajaran
	• Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya.
	• Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran.

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

MODUL AJAR

KELAS KONTROL

H. INFORMASI UMUM

Nama Penyusun	:	Siti Al-Mar'atus Sholehah
Satuan Pendidikan	:	MA
Kelas / Fase	:	X (Sepuluh) – E
Mata Pelajaran	:	Bahasa Inggris
Materi	:	Recount text
Sub Materi	:	Past Perfect Tense
Prediksi Alokasi Waktu	:	2 JP (2 x40 Menit)
Pertemuan ke-	:	4

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini...

C. KOMPETENSI AWAL

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

D. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

E. SARANA DAN PRASARANA

1. Proyektor
2. PPT
3. LKPD

F. TARGET PESERTA DIDIK

1. Setelah melakukan pembelajaran siswa mampu menyebutkan arti vocabulary dengan baik dan benar pada teks recount pendek.

3. Siswa mampu menyebutkan vocabulary dari gambar yang ditunjukkan.

4. Siswa mampu melengkapi kalimat rumpang dengan vocabulary yang tepat.

5. Siswa mampu menentukan dan mengelompokkan jenis vocabulary (noun, pronoun, verb, adverb ,and conjunction,) yang ada pada teks recount pendek

G. MODEL PEMBELAJARAN

Menggunakan pendekatan *guided inquiry learning*, model Ceramah interaktif, diskui

kelompok

H. KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Setelah melakukan pembelajaran siswa mampu menyebutkan vocabulary dan artinya dengan baik dan benar pada teks recount pendek.
- Siswa mampu menentukan dan mengelompokkan jenis vocabulary sesuai dengan kelas katanya (Noun, Pronoun, Verb, Adverb, Conjunction).

B. PEMAHAMAN BERMAKNA

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

C. PERTANYAAN PEMANTIK

- Imagine you are looking at old photos with your friends. Who was doing what at that time?
- Recount a funny moment that happened at your school last week. Who was doing what and how did they react?

D. KEGIATAN PEMBELAJARAN

Tahapan	Kegiatan
Pendahuluan (10 Menit)	- Membuka kelas dengan salam dan persiapan sapa siswa dengan hangat. - Menyapa peserta didik, menanyakan kabar siswa dan melakukan ice breaking singkat. - Menanyakan sekilas materi pertemuan sebelumnya - Menginstruksikan peserta didik untuk memimpin doa bersama - Memeriksa kehadiran peserta didik - Menanyakan kesiapan belajar peserta didik - Menginformasikan tujuan yang akan dicapai selama pembelajaran
Inti (60 Menit)	- Guru kemudian dapat memulai pembelajaran dengan sedikit mengulas materi pertemuan terakhir dan menanyakan kesulitan yang mereka alami. - Guru menjelaskan materi past Perfect tense - Menjelaskan fungsi dan rumus Past Perfect Tense (Subject + had + past participle) dengan contoh kalimat. - Guru meminta peserta didik mengamati vocabulary dalam teks recount yang dipaparkan pada layar proyektor - Guru mempersilahkan Siswa Untuk bisa menemukan kalimat past continous tense dan past perfect tense - Siswa yang bia menemukan kalimat dengan cepat bisa angkat tangan, jika jawaban benar akan mendapatkan point bintang
Penutup (10 Menit)	**Kegiatan Penutup (10 Menit)**

	- guru memimpin diskusi tentang kosakata yang telah dipelajari, sehingga siswa dapat mengajukan pertanyaan atau mengklarifikasi kata-kata yang sulits - Guru memberikan motivasi kepada peserta didik agar mempelajari lagi materi dan memahami kosakata yang telah didapatkan pada pembelajaran - Menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya. - Guru meminta ketua kelas untuk memimpin berdoa selesai Pembelajaran.

Jember, Mei 2024

Guru Mapel Bahasa Inggris   Peneliti

Ita Faizatul Khusna , S.Pd   Siti Al-mar'atus Sholehah

Appendix 18 Documentation

Principal's permission to conduct research

Conventional methods in control class

Implementation of wall bingo game in experimental class

Appendix 19 Curriculum Vitae

CURRICULUM VITAE
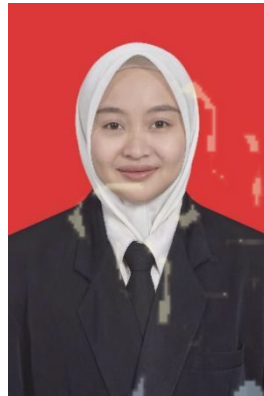
A. Personal Data

    Name   : Siti Al-mar'atus Sholehah

    SRN   : 212101060002

    Place, Date of Birth : Jember, 20 February 2003

    Gender   : Female

    Addres   : Glundengan, Wuluhan, Jember

    Nationality   : Indonesia

    Religion   : Islam

    Faculty   : Faculty of Tarbiyah and Teacher Training

    Email   : Almaratussoleha225@gmail.com

B. Education Background

1. SD   : MI. Miftahul Hidayah (2009 – 2015)

2. SMP   : MTs. Syirkah Salafiyah (2015 – 2018)

3. SMA   : MAN 2 Jember (2018 – 2021)

4. Perguruan Tinggi : Universitas Islam Negeri Kiai Haji Achmad

                       Siddiq Jember (2021)