STUDENTS' ENGAGEMENT IN LEARNING NARRATIVE TEXTS THROUGH A NARRATIVE BINGO GAME

THESIS



STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
JUNE 2025

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember to fulfill one of the requirements for a Bachelor's Degree (S.Pd)

Faculty of Education and Teacher Training

Department of Islamic Studies and Language Education

Program of English Education



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

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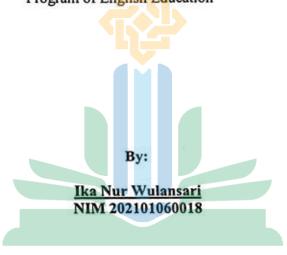
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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THESIS

Has Been Examined and Approved by the Board Examiners In Partial Fulfilment of the Requirements for Bachelor's Degree (S.Pd) Faculty of Education and Teacher Training Department of Islamic Studies and Language Education Program of English Education

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MOTTO

وَأَنزَلْنَاۤ إِلَيْكَ ٱلْكِتَبَ بِٱلْحُقِّ مُصَدِّقًا لِّمَا بَيْنَ يَدَيْهِ مِنَ ٱلْكِتَبِ وَمُهَيْمِنًا عَلَيْهِ فَٱحْكُم بَيْنَهُم بِمَآ أَنزَلَ ٱللَّهُ وَلَا تَتَبِعُ أَهْوَآءَهُمْ عَمَّا جَآءَكَ مِنَ ٱلْحُقِّ لِكُلِّ جَعَلْنَا مِنكُمْ شِرْعَةَ وَمِنْهَاجَأْ وَلَوْ شَآءَ ٱلنَّهُ لَحَعَلَكُمْ أَمَّةً وَاحِدَةً وَلَكِن لِيَبْلُوكُمْ فِي مَآ ءَاتَنكُم فَاستَبِقُواْ ٱلْخَيْرَاتِ إِلَى ٱللَّهِ مَرْجِعُكُمْ أَلَّلَهُ لَجَعَلَكُمْ أُمَّةً وَاحِدَةً وَلَكِن لِيَبْلُوكُمْ فِي مَآ ءَاتَنكُم فَاستَبِقُواْ ٱلْخَيْرَاتِ إِلَى ٱللَّهِ مَرْجِعُكُمْ جَمِيعَا فَيُنتِئِكُمُ مِهَا كُنتُمْ فِيهِ تَخْتَلِفُونَ

48. And We have revealed to you, [O Muhammad], the Book in truth, confirming that which preceded it of the Scripture and as a criterion over it. So judge between them by what Allah has revealed and do not follow their inclinations away from what has come to you of the truth. To each of you, We prescribed a law and a method. Had Allah willed, He would have made you one nation [united in religion], but [He intended] to test you in what He has given you; so race to [all that is] good. To Allah is your return all together, and He will [then] inform you concerning that over which you used to differ. (QS. Al-Maidah: 48)*



^{*}Kementrian Agama Republik Indonesia, Lajnah Pentashihan Mushaf Al-Qur'an, Surah Al-Maidah:48

DEDICATION

With heartfelt gratitude, I proudly dedicate this thesis to the individuals who have supported, cared, helped, and inspired me throughout this journey:

- 1. I dedicate this thesis to my beloved parents, my mother Khotimah and my father Sholehuddin. I am thankful for the love and support surrounding me, which will never end. There are no words to describe my gratitude for having you.
- 2. To my brother and sister, who have given encouragement and support that have been invaluable throughout this journey.

So, with all those, I can complete this thesis and build myself as today. I choose to be thankful for it. May Allah give all of them uncountable blessings.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

ACKNOWLEGMENT



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The researcher realises that there are many lacunae in this thesis, and it is

far from being perfect. Therefore, the researcher hopes for criticism and

suggestions that are helpful for better work in the future. Hopefully, this thesis

will be useful for readers and other researchers who find it relevant to their

research.

Jember, June 12, 2025

The researcher

Ika Nur Wulansari

202101060018

ABSTRACT

Ika Nur Wulansari, 2025: Students' Engagement in Learning Narrative Texts Through A Narrative Bingo Game.

Keywords: students' engagement, narrative text, narrative bingo game

Learning narrative text is important to develop students' imagination and linguistic skills. However, many students were not actively engaged to learn narrative text in class. It poses a significant problem for the learning process in school. The solution to build students' engagement in class is to choose a fun learning strategy. Many learning strategies can be used in the class, especially in learning narrative text. One of them is a Narrative Bingo Game. Many previous studies found success in learning toward bingo games, but there are no studies that have examined a narrative bingo game, which is specifically designed for learning narrative text.

There were two research focus in this research, they were: 1) How does the use of a narrative bingo game shape students' engagement in learning narrative texts? 2) How does a narrative bingo game help students understand the narrative text? The objective of this research was to describe the use of a narrative bingo game in shaping students' engagement in learning narrative texts and to describe the narrative bingo game in helping students to understand the narrative text.

The research approach used is a qualitative research approach and focused on a case study design. The research was conducted in MTs Al-Badri Kalisat, Jember. The selection of participants was purposive by choosing 6 participants based on their active participation in the classroom activity; these were 3 active students and 3 passive students out of 30 students, based on the teacher's recommendation. The data were gathered by observation, interview, and document review. To validate the data, the researcher used technical triangulation and source triangulation.

The findings of this research showed that students start engaged behaviorally, emotionally, and cognitively in learning narrative text through a narrative bingo game. Students' engagement that shaped through the narrative bingo game, helped them in understanding the materials easily.

TABLE OF CONTENTS

COVERi
APPROVAL OF ADVISORii
LEGITIMATION FROM BOARD EXAMINERSiii
MOTTOiv
DEDICATIONv
ACKNOWLEDGEMENTvi
ABSTRACTviii
TABLE OF CONTENTSix
LIST OF PICTURESxi
LIST OF APPENDICESxii
CHAPTER I INTRODUCTION
A. Research Background1
B. Research Questions 6
C. Research Objectives7
D. Research Significant
E. Definition of Key Term. 8
F. Structure of Report9
CHAPTER II LITERATURE REVIEW10
A. Previous Research
B. Theoretical Framework
CHAPTER III RESEARCH METHODS35
A. Research Design

B. Research Location	35
C. Research Subject	36
D. Data Collection Techniques	37
E. Data Analysis	39
F. Data Validity	40
G. Research Stages	41
CHAPTER IV RESEARCH FINDING AND DISCUSSION	44
A. Research Finding	44
B. Research Discussion.	54
CHAPTER V CONCLUSION AND SUGGESTION	60
A. Conclusion.	60
B. Suggestion	61
REFERENCES	62
APPENDICES	66

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

LIST OF PICTURES

Picture 4.1 Students' Contribution to the Group Discussion	45
Picture 4.2 Students' Bingo Card	46
Picture 4.3 Students' Enthusiasm During Learning Activities	47
Picture 4.4 Students' Participation in Their Group to Win the Game	49
Picture 4.5 The Question Related to the Narrative Text Given	50
Picture 4.6 The Type of Narrative Text Given	51
Picture 4.7 Reflection After the Game Finished	53
Picture 4.8 The One Example of the Past Tense in Paragraph	53



LIST OF APPENDICES

Appendix I. Declaration of Authenticity	. 66
Appendix II. Research Matrix	. 67
Appendix III. Research Instrument	. 69
Appendix IV. Interview Transcript	. 71
Appendix V. Observation Checklist	. 78
Appendix VI. Research Permission Letter	. 81
Appendix VII. Certificate of Comp <mark>letion of R</mark> esearch	. 82
Appendix VIII. Journal of Research	. 83
Appendix IX. School Profile	. 84
Appendix X. Documentation	. 86
Appendix XI. Researcher Bibliography	. 88

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

CHAPTER I

INTRODUCTION

A. RESEARCH BACKGROUND

Learning narrative text is essential because it can develop students' imagination and linguistic abilities. Gita et al. pointed out that teachers' use of narrative text material in English is thought to be the most appropriate since it can encourage students' creative thinking by allowing them to explore a variety of images.¹ A study by Anna et al. found that narrative text can improve interaction between students and teachers and boost students' interest in reading.² Therefore, narrative text is a crucial component of language learning to foster students' imagination and language skills. Its structure helps students to understand the context and message. Teachers' use of narrative text in English learning stimulates thinking patterns and imagination and increases interaction between students and teachers. However, many students are not as engaged in actively studying parrative text, which poses a significant problem for the learning process in school.

Student engagement is an essential component in the learning process because it influences the learning process and results. According to Fredricks et al., students who are actively involved behaviourally, emotionally, and

¹ Gita Dwi Setyawati and Vidya Mandarani, 'Analysis of Student's Comprehension in Reading Narrative Text on English Learning at Junior High School', *Academia Open*, 4 (2021), pp. 1–9, doi:10.21070/acopen.4.2021.2973.

² Anna Isabela Sanam and others, 'Using Narrative Text To Improve Students' Reading Comprehension Skill of the Grade Eleven Students', *Journal of Innovative Studies on Character and Education ISCE: Journal of Innovative Studies on Character*, 4.2 (2021), p. 2020 http://iscjournal.com/index.php/isce.

cognitively tend to have better learning outcomes.³ It is also supported by the previous study that has been conducted by Emad. He stated that engaging students through active learning not only improved their cognitive, psychomotor, and affective skills but also resulted in more meaningful educational experiences and improved overall outcomes.⁴ Students' level of effort in learning, their class participation, their affective responses to their teachers and peers, and their sense of belonging to the school and peers are all components of the student's engagement construct.⁵ On the other hand, Low student engagement results in low academic achievement, quickly bored learning, and a high rate of school dropouts.⁶ Thus, student engagement is crucial for the learning process, as it influences learning outcomes and students' cognitive, psychomotor, and affective skills. Otherwise, low student engagement leads to low academic achievement, boredom, and high school dropout rates. Given that student engagement is very influential on student success, encouraging student engagement is important in learning.

Learning and humans are an inseparable unit. Since the Qur'an was revealed as a human guide, there have been regulations governing the duty to study. It was written in the Surah Al-Alaq (1–5), which mentioned

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³ Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, 'School Engagement: Potential of the Concept, State of the Evidence', *Review of Educational Research*, 74.1 (2004), pp. 71, doi:10.3102/00346543074001059.

⁴ Emad Mansour and James Groccia. Students Engaged in Learning. *New Directions for Teaching and Learning*. (2018), pp. 45-54, doi: 10.1002/tl.20290.

⁵ Zinta S. Byrne, *Understanding Employee Engagement Theory, Research, and Practice* (New York: Routledge, 2022), 1.

⁶ Fikrie and Ariani, L. Keterlibatan Siswa (Student Engagement) di Sekolah Sebagai Salah Satu Upaya Peningkatan Keberhasilan Siswa di Sekolah. *Prosiding Seminar Nasional & Call Pape.* (2019), 13, 103-110

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِيْ عَلَمَ بِالْقَلَمْ ٤ عَلَمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ ٥

(1) Recite in the name of your Lord who created, (2) Created man from a clinging substance. (3) Recite, and your Lord is the most Generous, (4) Who taught by the pen, (5) Taught man that which he knew not. (QS. Al-'Alaq: 1-5)⁷

According to the Cambridge Dictionary, learning is the activity of obtaining knowledge.8 Learning is frequently seen as a cognitive process that involves mental processes that result in altered behavior. 9 Muhajirah stated that learning is generally regarded to be the teacher's deliberate attempt to support students to enable them to learn according to their requirements and interests. Students' quality increases with a teacher's awareness and professionalism in the classroom. 10 According to the Constructivism Theory, which Piaget and Vygotsky endorsed, learning is a constructive process in which students develop their understanding based on their own experiences.¹¹ Students do not always have perfect achievements when studying. So that in UNIVERSITAS ISLAM NEGERI the future, students will learn from their experiences and be more careful in IAI HAII ACHMAD SIDDIO doing things. Knowledge is not passively received from teachers to students; rather, it is actively constructed by individuals through active processes with their environments, where comprehension is developed by direct experience

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 $^{^7}$ Kementrian Agama Republik Indonesia, Lajnah Pentashihan Mushaf Al-Qur'an, Surah Al-'Alaq 96: 1-5 (2023)

⁸ Cambridge Dictionary https://dictionary.cambridge.org/

⁹ C O Волков, 'Learning as a Modified Form of Individual Experience and Its Place in Distance Education', *Teaching Languages at Higher Institutions*, 37, 2020, pp. 23–35, doi:10.26565/2073-4379-2020-37-02.

¹⁰ Muhajirah, 'Basic of Learning Theory (Behaviorism, Cognitivism, Constructivism, and Humanism)', *International Journal of Asian Education*, 1.1 (2020), pp. 38 doi:10.46966/ijae.v1i1.23.

¹¹ Desak G. C. Widayanthi et al., *Teori Belajar Dan Pembelajaran*, ed. by Efitra (PT. Sonpedia Publishing Indonesia, 2024), 80.

and practice. Students who actively participate in their education will have a more meaningful experience.¹² This theory can be integrated to create more effective learning. The way that can be done to encourage strengthening to motivate students, build active learning and problem solving, and facilitate students' collaboration in project learning is to determine the right teaching strategy. One of the strategies that can be used in a narrative text class is a narrative bingo game.

Creating a fun learning environment is a teacher's duty. It refers to government regulation number 19 in 2005, which mentions that the learning process in education is interactive, inspiring, fun, and challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence based on students' talents, interests, and physical and psychological development. A Narrative bingo game is a game created using bingo cards to help students understand narrative text. Many teachers like to use games as their teaching strategy in class. Apart from that, many researchers are interested in researching the topic of using games in class. This is due to many studies that state games can give good results for students. Erina et al., in their study, found that the implementation of game-based learning demonstrates how students who were previously passive have started to participate actively in the learning process. It is also supported by the

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¹² Widayanthi et al.. Teori Belajar dan Pembelajaran, 80-81

¹³ 'Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 19 Ayat 1', *Sekretariat Negara Indonesia*.

¹⁴ Erina Hannawita Br Sembiring and Tanti Listiani, 'Game Based Learning Berbantuan Kahoot! Dalam Mendorong Keaktifan Siswa Pada Pembelajaran Matematika', *GAUSS: Jurnal Pendidikan Matematika*, 6.1 (2023), pp. 26–40, doi:10.30656/gauss.v6i1.5708.

Miftahul study. In his research, he discovered that students are more willing to answer inquiries from teachers and show the bravery to ask peers and teachers when implementing a bingo game in the class. Other research conducted by Dahlia, which was done in elementary school on the topic of dental health, showed that the use of a bingo game is effective in improving students' knowledge about dental health. This aligns with the goal of the bingo game itself, namely, developing students' ability to solve problems and enhancing students' enthusiasm in class. Bingo games have been the subject of extensive studies, but there was little research specifically researching the narrative bingo game in a narrative text class, which makes the researcher interested in doing this research.

In this research, the researcher chose MTs Al-Badri as the object of the research because it is located in a rural area in Jember. This school is located in Gumuksari village, Kalisat, Jember. Gumuksari is a small village in Jember. Additionally, the case of a lack of student engagement in learning also occurred in one of the rural junior high schools in Jember. The researcher conducted observations and interviews with the English teacher at the school. The observation in the classroom showed that many students tended to be passive during the teaching and learning process in the sense that they just

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¹⁵ MIFTAHUL HIDAYAH, 'Implementasi Game Bingo Pada Metode Discovery Learning Untuk Meningkatkan Hasil Belajar Teks Report', *LANGUAGE: Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 2.1 (2022), pp. 71–78, doi:10.51878/language.v2i1.1088.

Dental Health Knowledge in Elementary School', 2.2 (2024), pp. 75–80, doi:10.36082/jchat.v2i2.1784.

¹⁷ Rafiq Badjeber and Indah Suciati, 'Penggunaan Metode Permainan "Bingo Matematika" Pada Materi Bangun Datar', *Aksioma*, 10.1 (2021), pp. 1–11, doi:10.22487/aksioma.v10i1.830.

listened without giving feedback or asking questions, even though the teacher had given them time and opportunity to do so. This condition is also caused by the teacher-centered teaching method. The position of students in the classroom acts as a recipient of information only. The results of an interview conducted with the teacher stated that many students felt uncomfortable participating in the class. Worse, some students were sleepy during the lesson. She also said that this is what makes students' achievement low in English. So, the problem that occurred based on the researcher's observation and interview in a rural junior high school is that students were passive during teaching and learning due to a teacher-centered method. They listened without giving feedback or asking questions, and some were also sleepy during the lesson, contributing to low English achievement.

Additionally, the researcher also wants to know how the narrative bingo game helps students to engage in understanding a narrative text. Based on the explanation above, the researcher tries to interpret it under the title "Students' Engagement in Learning Narrative Texts Through A Narrative Bingo Game."

B. RESEARCH QUESTIONS

Based on the research background above, the following questions can be used to formulate the research problem:

1. How does the use of a narrative bingo game shape students' engagement in learning narrative texts?

2. How does a narrative bingo game help students understand the narrative text?

C. RESEARCH OBJECTIVES

Based on the research question above, the objectives of this research were:

- 1. To describe the use of a narrative bingo game in shaping students' engagement in learning narrative texts.
- 2. To describe the narrative bingo game in helping students understand the narrative text.

D. SIGNIFICANCES OF RESEARCH

The finding of this research is expected to be useful and contribute as:

1. Theoretical Significance

The findings of this research are intended to contribute to a useful piece of knowledge for English teaching and learning, particularly in learning narrative text. Additionally, the findings are also expected to contribute to the student engagement theory by exploring the use of a narrative bingo game in learning narrative text.

2. Practical significance

Hopefully, this research provides a resource for English teachers as one of the various ways to teach narrative text. This research is also expected to be a reference to create an interactive and interesting teaching and learning process.

Furthermore, this research is expected to serve as a source of inspiration for other researchers to explore related topics from various perspectives and paradigms.

E. DEFINITION OF KEY TERMS

1. Student Engagement

Student engagement is a way that students participate, pay attention, and show interest in the learning process. Student engagement can be seen from the amount of effort students put into comprehending the course materials and completing the assigned tasks. In other words, student engagement refers to the extent to which students actively participate in the learning process through their actions, thoughts, and attitudes

2. Narrative Text

Narrative text is a type of text that contains a story with a certain structure. The main goal of a narrative text is often to amuse the reader while using a story to impart moral lessons. In a nutshell, a narrative text is a structured story written in text form so that the readers may follow the plot from beginning to end and get a moral message.

3. Narrative Bingo Game

Narrative bingo game is a game designed to aid in students' comprehension of narrative text. This game uses bingo cards that contain important components of narrative text, such as characters, setting, theme, etc. Students are faced with challenges in the narrative bingo game that

require greater attentiveness. The process of learning narrative text is made more interactive and enjoyable by this game.

F. STRUCTURE OF THE REPORT

This study is divided systematically into five chapters, which feature subchapters in each chapter. There are three sections in this study, namely the first section, the main section, and the last section.

This study begins with the first section. It includes the title of this study, the approval sheet, the board of examiners, the researcher's motto, the dedication, the acknowledgment, the abstract of this study, and the table of contents.

The second one is the main section, which includes:

- Chapter I covers the introduction of this study. This chapter is divided
 into six subchapters, namely research background, research questions,
 research objectives, the significance of the research, definition of key
 terms, and the report structure. IS I AM NEGERI
- 2. **Chapter II** highlights the literature review. This chapter contains the previous research and theoretical framework related to this study.
- 3. Chapter III covers the research method used in this study. This chapter consists of the research approach and research design, research location, research subjects, data collection techniques, data analysis, validity of data, and research procedures.

CHAPTER II

LITERATURE REVIEW

A. PREVIOUS RESEARCH

In this section, the researcher lists several previous studies that have been conducted relating to this research, as follows:

1. The first research was conducted by Ilmia Safana and was entitled "Students' Engagement in Learning Narrative Text Through POEW (Predict-Observe-Explain-Write) Strategy at The Eighth Grade of Junior High School," which was published in 2023. In this research, the researcher used a qualitative approach, which is a type of case study. It was conducted in class VIII F in SMPN 1 Panti in the academic year 2022/2023, which had 30 students. The objective of this research is to describe students' engagement in learning to write a narrative text through the POEW (predict-observe-explain-write) strategy at the eighth grade of junior high school. The research's findings demonstrated that the majority of the students in the eighth grade at SMPN 1 Panti have demonstrated strong engagement with the POEW technique for learning how to write narrative texts. Indeed, students were actively participating in their education, enjoying it, finishing their assignments, cooperating well in groups, and contributing to the tasks and directions provided. Thus, in terms of behavioral, emotional, and cognitive engagement, all of which are

- connected to agentic engagement, students were positively engaged in learning how to write narrative texts using the POEW technique.¹⁸
- 2. The second was conducted by Farizka et al. in 2020 with the title "Students' Learning Engagement in Writing Class: A Task-Based Learning". This research used Classroom Action Research (CAR) with a quantitative approach. The research subjects were 37 seventh-grade students in SMPN 2 Jember. This research was designed to determine students' learning engagement during a writing class designed as task-based learning. The findings of the research showed that Task-Based Learning (TBL) activities made students active participants and engaged them in worthwhile activities by allowing them to discuss topics with their peers, share ideas, present their work, ask and receive questions, and provide comments or feedback.¹⁹
- 3. The third research entitled "Effect of Digital Game-Based Learning on Student Engagement and Motivation," conducted by Muhammad Nadeem et al. was published in 2023. This research investigates the gender disparities in online learning environments as well as the impact of digital game-based learning on student motivation and engagement levels. Over 276 students, ages 19 to 22, who were enrolled in five concurrent sessions of an undergraduate engineering foundation course taught by various

¹⁸ Ilmia Safana, 'Students' Engagement in Learning Writing Narrative Text through POEW (Predict-Observe-Explain-Write) Strategy at The Eighth Grade of Junior High School'(Skripsi, UIN KHAS Jember, 2023).

Nurmalinda Maharani Farizka, Asih Santihastuti, and Bambang Suharjito, 'Students' Learning Engagement in Writing Class: A Task-Based Learning', *JELTL (Journal of English Language Teaching and Linguistics)*, 5.2 (2020), pp. 203–12.

professors, made up the research subject. The method used in this research was descriptive research and used a survey research design. The result showed that digital game-based learning has a more positive impact on students' engagement and motivation compared to traditional online activities.²⁰

- 4. The fourth research was conducted by Eltahir et al., entitled "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education, "which was published in 2021. This research was intended to determine how game-based learning (GBL) affected the academic performance, motivation, and engagement of students enrolled in an Arabic language grammar course at Ajman University. The method used was a quasi-empirical design. The respondents were 107 students divided into an empirical group and a control group. The research found that the students in the empirical group demonstrated greater motivation and engagement and a better understanding of the concept taught in Arabic grammar than the students in the control group.²¹
- 5. The fifth was the research published in 2022, entitled "The Influence of Bingo Game Toward the Students' Writing skill at The Eighth Graders of SMP Muhammadiyah 1 Pekalongan", written by Sella Martiani. The goal

Muhammad Nadeem, Melinda Oroszlanyova, and Wael Farag, 'Effect of Digital Game-Based Learning on Student Engagement and Motivation', *Computers*, 12.9 (2023), doi:10.3390/computers12090177.

²¹ E. Elmagzoub, Alsalhi, N.R., Al-Qatawneh, S. et al. "The impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course in higher education." *Educ Inf Technol* 26, 3251–3278 (2021). https://doi.org/10.1007/s10639-020-10396-w

of this research was to know whether the Bingo Game influences the students' writing skills. The research was conducted in SMP Muhammadiyah 1 Pekalongan with eighth-grade students as the research population. The research sample was 36 students in the eighth grade. The method used is quantitative research and quasi-experimental design. The result of this research was that there is a positive and significant influence of the Bingo Game on students' writing skills.²²

Table 2.1
Similarities and Differences Between the Current Research and
The Previous Research

No	Author and Title		Similarities		Di	fferences
1	Ilmia Safana	a.	Both res	earchers	a.	The previous
	entitled		focused	on		research used the
	"Students"		students'			POEW strategy as
	Engagement in		engageme	ent in		the teaching
	Learning		learning			method, while the
	Narrative Text		narrative	text		current research
	Through POEW	b.	Both res	earchers		used the Narrative
	(Predict-Observe-		used the	e case		Bingo Game
	Explain-Write)		study met		b.	The previous
	Strategy at The	L 40 - 40 -	Both res	earchers	ER	research focused on
K	Eighth Grade of Junior High		chose the		DI	students' achievement in
	School"	N.	the :	research		writing, while the
	JE	IV	subject.	K		current research
						focused on
						students'
						achievement in
						reading.
					c.	The previous
						research was
						conducted in
						SMPN 1 Panti
						while the current
						research was in

 $^{^{22}}$ Sella Martiani, "The Influence of Bingo Game Toward the Students' Writing skill at SMP Muhammadiyah 1 Pekalongan" (Skripsi, IAIN Metro,2022)

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No	Author and Title	Similarities	Di	fferences
		~		MTs Al-Badri.
2 K	IAI HAJI A	a. Both researchers focused on students' engagement in learning. AS ISLAM NEG CHMAD SII M B E R	a. b.	The previous research used Classroom Action Research (CAR) with a quantitative approach, while the current research used a case study with a qualitative approach. The previous research was conducted in SMPN 2 Jember with seventh-grade students as the research subjects, while the current research was conducted in MTs Al-Badri with eighth-grade students as the research subjects. The previous research used Task-
3	Muhammad Nadeem, Melinda Oroszlanyova, and Wael Farag entitled "Effect of Digital Game- Based Learning on Students Engagement and Motivation"	 a. Both researchers focused on students' engagement in learning. b. Both researchers utilized the use of games in learning 	a. b.	The research subject in the previous research was undergraduate students, while the current research is eighth-grade students in Junior High School. The method used in the previous was

No	Author and Title	Similarities	Dif	fferences
- 10			1	descriptive survey
				research while the
				current research is a
				case study design.
			c.	The previous
				research utilized
				digital game-based
				learning, while the
				current research
				specifically focused
				on the use of the
				narrative bingo
				game.
4	Elmagzoub	a. Both researchers	a.	The method used in
	Eltahir, Najeh	focused on		the previous
	Rajeh, Sami Al-	students'		research was a
	Qatawneh, and	engagement.		quantitative
	Mazan Jaradat			approach with
	entitled "The			quasi-empirical as
	Impact of Game-			the research design,
	Based Learning			while the current
	(GBL) on			research used a
	Students'			qualitative
	Motivation,			approach with the
	Engagement and			case study as the
	Academic			research design.
	Performance on		b.	The previous
		AS ISLAM NEG		research used
	Language	A TOLANI INLU		Game-Based
K	Grammar Course	CHMAD SII	DΓ	Learning (GBL) by
				utilizing Kahoot!
	in Higher Education"	MBER		while the current
				research used the
				narrative bingo
				U
			c.	game. The previous
			۲.	1
				research specialized
				in learning Arabic
				Grammar while the
				current research
				specialized in
				learning narrative
	0.11	D d		text.
5	Sella Martiani	a. Both	a.	The previous
	entitled "The	researchers		research used a

No	Author and Title	Similarities	Differences
	Influence of	used the bingo	quantitative
	Bingo Game	game as their	approach and quasi-
	Toward the	teaching	experimental design
	Students' Writing	strategy	as the research
	Skill at The	b. Both	method, while the
	Eighth Graders of	researchers	current research
	SMP	conducted on	used a qualitative
	Muhammadiyah 1	the eighth-	approach and case
	Pekalongan"	grade students	study as the
		of Junior High	research method.
		School.	b. The previous
			research focused on
			students'
			achievement in
			writing skills while
			the current research
			on students'
			engagement in
			reading class.

Based on table 2.1 above, there are similarities and differences between the previous research and the current research. The similarities between the four previous research and the current research were both of them generally focused on students' engagement while one of the last research had the same teaching strategy, namely the bingo game. The difference is that each researcher has their own way of analyzing the research. Generally, the first to the fourth research has a different teaching strategy from the current research, additionally, the second until the fifth have differences are also in the research subject and the location of each research.

Even while previous studies have demonstrated the beneficial effects of games, this research offers a novelty by integrating narrative

components into the bingo game. This study adds to a deeper knowledge of how students engage to learn narrative texts through narrative bingo games by addressing the gaps in prior research, which may have implications for educational practice. In addition, this research not only enriches the literature on active learning methods but is also expected to provide new insights for teachers in creating interesting and effective learning activities.

B. THEORETICAL FRAMEWORK

1. Students' Engagement

Engagement is being involved with something. Many definitions of engagement have been interpreted specifically by the scientist. Engagement is an issue that is frequently discussed endlessly, particularly in education. It covers the subject of student engagement.

a. Definition of Students' Engagement

Students' engagement is something that needs to be developed because it is influenced directly by students' achievement. Students' engagement is the amount of time and effort students contribute to activities that have been empirically connected to their intended learning goals, as well as the steps taken by institutions to encourage students to engage in these activities, is known as student engagement.²³ Engagement occurs when students take part in activities

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²³ George D. Kuh "What Student Affairs Professionals Need to Know About Student Engagement." Journal of College Student Development 50, no. 6 (2009): 683-706. https://dx.doi.org/10.1353/csd.0.0099.

provided as part of a school program.²⁴ Shaun stated that student engagement is defined as the degree of attention, curiosity, interest, optimism, and passion that students exhibit during the teaching and learning process.²⁵ Students' engagement can shape by giving a best external factor. While the external factor which can boost students' engagement in the learning like teacher educators, teacher mentors, school policy and school environment.²⁶

Fredrick et al. explain that problems like low student achievement, rising levels of student boredom, and an increase in school dropouts are due to student disengagement.²⁷ One of the things schools may do to lessen these problems is by boosting student engagement in the classroom.²⁸ Besides that, one of the reasons that student engagement in school should be a concern is that it has a significant role in students' success in learning.²⁹ Therefore, it is crucial to allow students to be engaged in learning activities. Fredrick et al. also stated that better learning results are typically attained by students who are

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²⁴ Gary Natriello. "Problems in the evaluation of students and student disengagement from secondary schools." *Journal of research and development in education* 17, no. 4 (1984): 14-24

²⁵ Shaun R. Harper and Stephen John Quaye. "Beyond sameness, with engagement and outcomes for all." *Student engagement in higher education* 1 (2009).

²⁶ Khoiriyah, Widiati, U., Cahyono, B. Y., & Rachmajanti, S. (2024). Delving into EFL pre-service teachers' emotional experiences: Professional identity construction in online teaching practice programs, JEELS, 11(1), 317-346.

Fredricks, Blumenfeld, and Paris. School Engagement: Potential of the Concept, State of the Evidence, 60

²⁸ Fikrie and Lita Ariani, 'KETERLIBATAN SISWA (STUDENT ENGAGEMENT) DI SEKOLAH SEBAGAI SALAH SATU UPAYA PENINGKATAN KEBERHASILAN SISWA DI SEKOLAH', April 2019, 2021.

Ming-te Wang and Rebecca Holcombe, 'Adolescents' Perceptions of School Environment, Engagement, and Academic Achievement in Middle School', *American Educational Research Journal*, XX.X (2016), pp. 1–30, doi:10.3102/0002831209361209.

actively engaged in their behavior, emotions, and cognitive processes.³⁰

In summary, Student engagement is crucial for students' achievement and success in learning. It involves the time and effort students invest in activities related to their learning goals and the steps taken by institutions to encourage engagement. Low student achievement, increased boredom, and increased dropout rates are caused by disengagement. Schools can address these issues by boosting student engagement in classrooms. Active engagement in behavior, emotions, and cognitive processes leads to better learning results.

b. The Aspect of Students' Engagement

According to engagement theory by Fredricks et al., student engagement is divided into 3 aspects:

1) Behavioral engagement IS LAM NEGERI

The first definition, behavioral engagement, is students' positive behavior in school. The second definition, behavioral engagement, is student involvement in academic assignments and learning. Students who pay attention in class, ask questions, and participate actively in class discussions are all part of this understanding. Meanwhile, the third definition of behavioral engagement is

³⁰ Fredricks, Blumenfeld, and Paris. School Engagement: Potential of the Concept, State of the Evidence, 71

student participation in other school-related activities like activities.³¹ extracurricular Students' engagement will be developed when students interact and participate with each other in class activities.³²

Based on the explanation above, it can be concluded that behavioral engagement is defined as positive school behavior, active participation in academic tasks, and involvement in other school-related activities, including attentiveness, questioning, and active class discussion.

2) Emotional engagement

Emotional engagement is a student's emotive response in the classroom, such as curiosity, boredom, happiness, grief, and worry, which can be assessed by measuring students' emotional responses to the teacher and the school.³³ Students who are emotionally engaged have developed a passion for or connection to their education.³⁴ There are two types of emotional engagement. The first type is positive emotion, which refers to positive feelings, including students' interest, happiness, enjoyment, satisfaction, etc., in following learning activities. The second type is negative emotion, which refers to negative feelings, including students' boredom, anxiety, fear, etc. The students' positive emotions rise

Fredricks, Blumenfeld, and Paris.,62.
 Tuan Dinh Nguyen, Marisa Cannata, and Jason Miller, 'Understanding Student Behavioral Engagement: Importance of Student Interaction with Peers and Teachers', 0671.November (2016), doi:10.1080/00220671.2016.1220359.

when students participate in choosing what to learn and how to study it.³⁵

Therefore, the conclusion is that emotional engagement refers to a student's emotional responses in the classroom, including curiosity, boredom, happiness, grief, and worry. It can be categorized into positive and negative emotions. Positive emotions stem from interest, happiness, and satisfaction in learning activities, while negative emotions include boredom and anxiety.

3) Cognitive engagement

The term "cognitive engagement" refers to a student's degree of commitment to learning, which involves approaching schoolwork with consideration and purpose and being prepared to put in the work required to understand challenging concepts or acquire challenging abilities. It includes students' willingness to exert effort in learning through cognitive, metacognitive, and volitional strategies to boost their understanding. Corno et al. described cognitive engagement as the degree to which students are willing and able to work on the assigned learning activities. This involves how much work the student is prepared to put into

³⁴ Safana, Students' Engagement in Learning Writing Narrative Text through POEW (Predict-Observe-Explain-Write) Strategy at The Eighth Grade of Junior High School, 16.

³³ Fredricks, Blumenfeld, and Paris. School Engagement: Potential of the Concept, State of the Evidence, 63.

³⁵ Gaoxia Zhu and others, 'Curriculum Design for Social, Cognitive and Emotional Engagement in Knowledge Building', *International Journal of Educational Technology in Higher Education*, 18.37 (2021), doi:10.1186/s41239-021-00276-9.

³⁶ Fredricks, Blumenfeld, and Paris. School Engagement. *School Engagement: Potential of the Concept, State of the Evidence*, 64.

completing the assignment.³⁷ Cognitive involvement is largely contingent on the task because the task dictates the degree of the student's autonomy. For instance, participating in discussions and working in groups. Students should have a comparatively high degree of autonomy when they seek knowledge on their own, which will enhance their cognitive engagement.³⁸

Based on the description above, it can be concluded that cognitive engagement is a student's commitment to learning, involving careful consideration and effort in understanding complex concepts.

2. The Nature of Learning

Learning is defined as the teacher's deliberate attempt to support students in order to enable them to learn in accordance with their needs and interests.³⁹ Gagne described learning as the process by which an individual changes and shows a growth in ability or capacities that are not just brought on by biological maturation processes.⁴⁰ There are three main perspectives of learning, namely:

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³⁷ Corno, Lyn, and Ellen B. Mandinach. "The role of cognitive engagement in classroom learning and motivation." *Educational psychologist* 18, no. 2 (1983): 88-108.

³⁸ Jerome I. Rotgans and Henk G. Schmidt, 'Cognitive Engagement in the Problem-Based Learning Classroom', *Advances in Health Sciences Education*, 16.4 (2011), pp. 465–79, doi:10.1007/s10459-011-9272-9.

³⁹ Muhajirah. Basic of Learning Theory (Behaviorism, Cognitivism, Constructivism, and Humanism), 38.

⁴⁰ Robert M. Gagne, The Conditions of Learning and Theory of Instruction, 4th edition (New York: Holt, Rinehart and Winston, 1985)

a. Behaviorism

According to behaviorism, learning is the modification of observable and quantifiable behavior. He haviorism emphasizes the importance of measured strength during the learning process. Teachers can minimize or eradicate undesirable behavior while directing and strengthening desired behavior through the use of both positive and negative reinforcement. For instance, giving something enjoyable after a desired activity takes place is known as positive reinforcement, and its goal is to make the behavior more likely to happen again in the future. Negative reinforcement, on the other hand, reinforces desired behavior by taking away something unpleasant. In addition to rewards, punishment is utilized to lessen or stop undesired behavior. The result of the learning success is when students' desired behavior is formed. Behaviorism is used to develop students' creativity and positive habits. RSITAS ISLAM NEGERI

These positive and negative reinforcements are often used in the class. Behaviorism approach to teaching utilizes the concepts of reward and punishment to change students' behavior in order to achieve established objectives for learning.⁴³ Therefore, the principle

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⁴¹ Widayanthi et al, *Teori Belajar dan Pembelajaran*, 22.

⁴² Widayanthi et al, 25.

⁴³ Sri Andriani Sidin, 'The Application of Reward and Punishment in Teaching Adolescents', *Advances in Social Science, Education and Humanities Research*, 539 (2021), pp. 251–55.

of reinforcement in behaviorism has been proven effective in boosting students' engagement and motivation. 44

b. Cognitivism

In educational psychology, cognitivism is a paradigm that emphasizes the internal mental processes involved in learning. The study of cognitivism focuses on how information is received, processed, stored, and retrieved by the human mind. It was similar to Liu's argument. She argued that information processing, memory, thought, decision-making, and problem-solving are all components of cognitive processes in the brain. Based on cognitivism, learning should be motivated by an individual's internal factors rather than by rewards or external situations. Particularly, the learning process will be impacted by elements like students' motivation, emotions, and attitude.

In summary, Cognitivism in educational psychology is the internal mental processes involved in learning, including information processing, memory, thought, decision-making, and problem-solving. It suggests that learning is motivated by internal factors and influenced by students' motivation, emotions, and attitude.

44 Widayanthi et al. *Teori Belajar dan Pembelajaran*, 35

Widayanthi et al. *Teori Belajar dan Pembelajaran*, 48.
 Shuting Liu, 'The Interpretation of Cognitivism from the Perspective of Education', 1.6
 pp. 116–20. doi:10.12417/3029-2344.24.06.025

^{(2024),} pp. 116–20, doi:10.12417/3029-2344.24.06.025.

Eleanor Roach and Barbara B Lloyd, 'Cognition and Categorization Principles of Categorization', *American Journal of Psychology*, 92.3 (1978), p. 561.

c. Constructivism

Learning, in constructivism, is an active process in which students build their knowledge by interacting with their environment and gaining knowledge from the material they immediately experience.⁴⁸ Olusegun described constructivism as a learning theory found in psychology that explains that people construct knowledge and meaning from their experiences. 49 Constructivism is essentially a theory about how people learn that is founded on scientific research and observation. According to this theory, people build their knowledge and comprehension of the world by having experiences and thinking back on them.⁵⁰ When constructivism is implemented in class, it can foster social and communication skills by fostering an environment in the classroom that values cooperation and idea sharing. By participating in collaborative projects, students must develop their ability to communicate ideas clearly and work well with others. As a result, students need to learn how to "negotiate" with others, share ideas, and assess each other's contributions in a way that is acceptable in society. This is crucial for success in the real world since they will constantly encounter a range of situations where they must collaborate

⁴⁸ Widayanthi et al. *Teori Belajar dan Pembelajaran*, 80.

⁴⁹ Steve Olusegun, 'Constructivism Learning Theory: A Paradigm for Teaching and Learning', 5.6 (2015), pp. 66–70, doi:10.9790/7388-05616670.

Carl Bereiter, 'Constructivism, Sosioculturalism, and Popper's World 3', Educational

Researcher, 23.7 (1994), pp. 21–23.

and negotiate different viewpoints.⁵¹ Based on these explanations, constructivism has a role in shaping students' engagement in learning activities.

The conclusion is that constructivism is a learning theory in psychology that emphasizes the active process of students building their knowledge through interaction with their environment and immediate experiences. It is based on scientific research and observation, and when implemented in classrooms, it fosters social and communication skills by promoting cooperation and idea sharing. This approach is crucial for real-world success, as students must navigate various situations and negotiate different viewpoints.

3. Narrative Text

a. Definition of Narrative Text

According to the Cambridge Dictionary, a narrative is a story or a description of a series of events.⁵² It is similar to John's Argument. He argued that a narrative is a piece of writing by an author that tells an event that occurred.⁵³ Anderson et al. stated that a narrative text is a work of writing that entertains and educates the reader or listener by telling a tale.⁵⁴ Pardiyono described a narrative as a story that discusses

⁵² Cambridge Dictionary https://dictionary.cambridge.org/

 $^{^{51}}$ Olusegun. Steve Olusegun, 'Constructivism Learning Theory: A Paradigm for Teaching and Learning, $66\,$

John Langan, College Writing Skills with Readings (New York: MC Graw-Mill Book Company, 1986). P. 111

Mark Anderson and Kathy Anderson, Text Types in English 2, (South Yarra: Macmillan Education Australia PIY LTD, 1997)

past events or behaviors that are troublesome and informative for readers.⁵⁵

Therefore, according to the definition above, it can be concluded that narrative text is a story or description of a series of events, a troublesome and informative story that entertains and educates readers by telling a tale.

b. Structure of Narrative Text

There are three generic structures for creating the narrative text.⁵⁶ These structures are:

1) Orientation

This part provides a story's overview, the story's setting covering time and location, and the primary characters of the story. The initial situation of a story is also written in this section. The purpose of this part is to give a background to the readers.

2) Complication SITAS ISLAM NEGERI

This part is where the conflicts or issues begin to surface. The term "complication" refers to the difficulties or barriers that the story's protagonist must overcome. This conflict is the story's central element, which is the element that has the power to grab the reader's interest.

⁵⁵ Pardiyono, Teaching Genre-Based Writing, (Yogyakarta: Andi Offiset, 2007), p. 94

⁵⁶ Beverly Derewianka, Exploring how texts work, (Australia: Primary English Teaching Association, 1990).

3) Resolution

Resolution is the last part of a story, which contains problemsolving of the complications part.

c. Type of Narrative Text

There are five types of narrative text.⁵⁷ These types are:

1) Fable

A fable is a story with animal characters. In tales, animals might behave similarly to people. Even though the story's characters are animals, fables may teach moral lessons to people. *Si Kancil Mencuri Timun* is an example of a fable that has been well-known in Indonesia for many generations.

2) Fairy tale

Fairy tales are Folk stories that contain magical or mystical aspects and occurrences that are impossible to happen in the real world. Examples of fairy tales are Cinderella and Snow White.

KIAI HAJI ACHMAD SIDDIQ

3) Legend | E M B E R

Legends are folktales that have been passed down through the generations and frequently include mythical and historical details about a location, person, or occasion. The moral lessons imparted are frequently applicable to everyday life. Legends frequently

⁵⁷ Safana. Students' Engagement in Learning Writing Narrative Text through POEW (Predict-Observe-Explain-Write) Strategy at The Eighth Grade of Junior High School, 33-35.

describe a region or culture's beginnings, reflecting the beliefs of its inhabitants. *Malin Kundang* is a famous legend in Indonesia.

4) Myths

Traditional tales with supernatural overtones are called myths. Myths typically describe mythical beings and occurrences that defy reason. Myths were created to reinforce cultural values, ideas, or specific information.⁵⁸ An example of a myth is the Ramayana story.

5) Personal experiences

Writing about oneself or one's experiences is called personal narrative writing. The author of this style should describe the experiences in a way that will grab the reader's interest. ⁵⁹ People can write about various experiences, such as those they had on holiday, etc.

d. Language Feature of Narrative Text

There are some language features used in narrative texts. Derewianka described the language features of narrative texts as follows:

⁵⁸ Sri Iswidayati, 'FUNGSI MITOS DALAM KEHIDUPAN SOSIAL BUDAYA MASYARAKAT PENDUKUNGNYA (The Function of Myth in Social Cultural Life of Its Supporting Community)', *HARMONIA JURNAL PENGETAHUAN DAN PEMIKIRAN SENI*, VIII.2 (2007), pp. 180–84.

Safana, 'Students' Engagement in Learning Writing Narrative Text through POEW (Predict-Observe-Explain-Write) Strategy at The Eighth Grade of Junior High School', 34.

1) Action Verb

An action verb is a verb that reveals an action or activity done by a subject in a sentence. Examples of action verbs are: write, run, think, etc.

2) Dialogue

Dialogue is a conversation between two or more people. Dialogue is preferable when creating narrative texts because it demonstrates character interaction or conversation and makes the story feel more engaging and dynamic. 60

3) Direct and Indirect Speech

Direct and indirect speech are two ways to convey people's speech in a text. In narrative texts, direct and indirect speech is not only used as a way to communicate between writers and readers but also between the characters in a story. Dialogue is the reason for direct speech; without dialogue, the story only uses indirect speech. ⁶¹ An example of direct speech is," I am going to the school," she said. An example of indirect speech is, She said that she was going to the store.

4) Descriptive Language

Descriptive language is words that provide specifics about an object's aspects. Giving readers a sense of a setting, a character, or

⁶⁰ Luki Cahya Nugraha, 'The Analysis of Language Features on Narrative Text Made By Social Tenth Grader At Sman 1 Grogol Kediri', Jurnal Pendidikan Bahasa Inggris Proficiency, 2.2 (2020), p. 53, doi:10.32503/proficiency.v2i2.1409.

61 Nugraha, 53.

the atmosphere of a story is the goal of descriptive language in narrative texts. Adjectives and adverbs are two examples of descriptive language used in narrative text.

5) Specific Characters

Specific characters are characters in a story with distinct and welldefined traits, backgrounds, and attributes. Specific character types are typically required in narrative texts to establish a story. 62 The specific characters are like a clear detail of the characters, the character's motivation, and have a significant relationship with other characters.

6) Past Tense

Usually, in narrative texts, the tense used is past tense. The past tense in a narrative text is typically used to tell past occurrences. Additionally, the present tense can occasionally be employed for specific purposes TAS ISLAM NEGERI

7) Time Sequence ACHMAD SIDDIQ

The purpose of time sequence in a narrative text is to inform or tell the reader when the events happened.⁶³ An example of time sequence is once upon ago, in the dark of night, etc.

Nugraha, 54.Nugraha, 55.

4. Narrative Bingo Game

a. Definition of Narrative Bingo Game

The narrative Bingo Game is a game created specifically for understanding narrative text. It was adopted by a bingo game that utilized bingo cards in its implementation. The Bingo Game is a comprehensive, practical strategy that encourages reflection. The first player to get all of their numbers and shout "Bingo" will be the winner of the game. 64 Rita et al. described the bingo game as a game that can be used for teaching and contains instruction cards in order to make a learning activity more enjoyable.⁶⁵

The narrative bingo game is similar to the bingo game in general. The difference is that the narrative bingo game is created for teaching narrative text only. In the narrative bingo game, students are expected to cross the bingo card according to the random number, which includes questions about narrative game elements that students read before. A group of students who cross horizontal, vertical, or diagonal boxes must shout "Bingo" so they will win the game.

In this game, students are expected to be more engaged with the learning activities. Khalell et al. found that the use of games has a

⁶⁴ Angela Coco, 'Bingo for Beginners: A Game Strategy for Facilitating Active

Learning', *Teaching Sociology*, 29.4 (2001), pp. 492–503, doi:10.2307/1318950.

65 Rita Noviyanti, Syamsul Bahri, and Chairina Nasir, 'The Use of Think Bingo Game to Improve Students' Vocabulary Mastery', Research in English and Education Journal, 4.1 (2019), pp. 1–8 http://www.jim.unsyiah.ac.id/READ/article/view/11466.

positive effect on students.⁶⁶ The students who are engaged will quickly understand the narrative bingo game.

b. Steps of Narrative Bingo Game

The narrative bingo game is an easy and simple game to implement in the class. There are steps to do the narrative bingo game as a teaching strategy:

- 1. Preliminaries stage, namely:
 - a) Choose a narrative text that will be given and read by students.
 - b) Create a bingo card. It is a table containing 5 columns and 5 rows.
 - c) Write 16 numbers, including questions related to the narrative text chosen.
 - d) Write the answers to the questions.
- 2. Teaching stage
 - a) Ask students to read the narrative text chosen
- b) Divide the students into some groups.
 - c) Share the bingo card with each group
 - d) Ask the students to write the bingo card with the answers to the questions randomly.
 - e) Ask students to choose the numbers, including questions alternately.

⁶⁶ Firas Layth Khaleel, Noraidah Sahari Ashaari, and Tengku Siti Meriam Tengku Wook, 'The Impact of Gamification on Students Learning Engagement', *International Journal of Electrical and Computer Engineering*, 10.5 (2020), pp. 4965–72, doi:10.11591/ijece.v10i5.pp4965-4972.

- f) Ask the students to cross out the correct answers related to the question on the bingo card.
- g) Ask students to shout "Bingo" when crossing the bingo card horizontally, vertically, or diagonally.
- h) Give praise to the winning group and punishment to the losing group. It will motivate them.



CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

In this research, the researcher used qualitative research as the research approach. Qualitative research is a method of study that seeks to understand how people or groups interpret a phenomenon.⁶⁷ Therefore, the researcher used qualitative research to get a deep understanding of students' engagement in learning narrative text through the narrative bingo game.

This qualitative research focused on a case study design. A case study design is a method for the deep and detailed exploration and understanding of complicated problems. Stake stated that a case study should capture the complexity of a single case. In case studies, the researcher thoroughly examines a program, an occasion, an activity, a procedure, or one or more people. Researchers gather thorough information about the case or cases, which are limited by time and activity, over an extended time using any number of data collection techniques. The researcher used a case study to identify how the narrative bingo game develops students' engagement in depth in learning a narrative text.

B. RESEARCH LOCATION

The research was conducted in MTs. Al-Badri Kalisat, Jember. It was chosen based on some considerations, such as students not engaging and being

⁶⁷ John W. Creswell, Research Design Qualitative, Quatitative, and Mixed Methods Approach, SAGE Publication, 2003, doi:10.7591/9781501721144-016.

⁶⁸ Robert Stake, *Case study research*. (London: CA Sage, 1995)

⁶⁹ Creswell. Research Design Qualitative, Quatitative, and Mixed Methods Approach.

passive during learning activities, even though the teacher tried to shape their spirits in the class. Additionally, the English teacher in this school is trying to do a narrative bingo game to shape students' engagement in learning narrative text, which is only found in MTs. Al-Badri. This factor certainly attracts the attention of the researcher in conducting this research.

C. RESEARCH SUBJECTS

The subjects in this research are thirty male students in the junior high school in MTs Al-Badri Kalisat. The researcher chose this class based on the teacher's recommendation during the researcher's interviews with the English teacher at the school. It's because most of the students in this class did not engage and were passive during learning activities. The students just listened without giving feedback or asking questions, even though the teacher had given them time and opportunity to do so. Furthermore, this class was chosen because the teacher is trying to apply a narrative bingo game in teaching narrative text, which has not been applied in other classes.

In this research, the researcher used purposive sampling to select the informants. Merriam argued that purposive sampling is a technique for selecting informants who may be useful in providing relevant data for a project. The researcher used the VIIIC grade students in MTs Al-Badri as the research subjects because this class has a specific characteristic, that is not engaged in learning related to the topic in this research.

⁷⁰ S.B. Merriam, 'Introduction to Qualitative Research' (San Francisco: Jossey-Bass, 2002), 12.

D. DATA COLLECTION TECHNIQUES

In gathering the data, the research used a qualitative method that included descriptions and pieces of information about students' engagement in learning narrative text through a narrative bingo game. The data collection techniques used in this research are:

1. Observation

Creswell described observation as the process of gathering information at the study location by observing people and locations.⁷¹ Field notes and observation sheets were the tools utilized for direct observation in this investigation. The researcher observed how students engaged in the narrative bingo game to understand narrative texts. The researcher entered the classroom and watched while the students learned. The purpose of the observation was to gather information about how students' engagement with narrative texts in the classroom is boosted by the narrative bingo game. AS ISLAM NEGERI

2. Interview I HAJI ACHMAD SIDDIQ

Interviews are another method of gathering data used in this qualitative study. Researchers utilized a semi-structured interviewing technique to gather data. The semi-structured interview has a variety of more or less organized questions.⁷² The researcher interviewed informants using the question that had been prepared before, but the researcher also had the flexibility to ask other questions related to the topics. To get data

72 Merriam, 'Introduction to Qualitative Research', 13

⁷¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (London: Sage Publication Inc., 2012.)

on student engagement in the classroom, researchers interviewed informants by asking a series of questions. Interviews with eighth-grade students and English teachers at MTs al Badri were the primary source of information for the researchers. Six of the thirty students, three of whom were active and three of whom were passive, were questioned by the researcher. The six selected students are based on the teacher's recommendation by looking at their responses in the class activities. The selection is based on the engagement theory by Frederick, which students who show active participation, put in efforts, and demonstrate positive emotional responses are appointed as the active ones. On the other hand, students who do not show one of those indicators be appointed as the passive students.

3. Document Review

One of the researcher's techniques for collecting the data is document review. The process of collecting and evaluating documents, including written, oral, visual, or cultural artifacts, is known as document review.⁷³ The researcher used a document review to determine the data supporting the research. There were:

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⁷³ Merriam.' Introduction to Qualitative Research', 13

- a) A teaching plan is used to determine whether the teaching objectives were achieved.
- b) School policy, which is standard operating procedures. The objective is to understand how school policies influence the learning environment and student behavior.
- c) Academic Performance, including student grade reports, attendance records, and previous exam results. The objective is to analyze the factors that influence student academic performance.
- d) Students' engagement, including extracurricular activity reports and participation records. The objective is to find out how students are engaged in academic and non-academic activities.

E. DATA ANALYSIS

In this research, the researcher used data analysis developed by Miles, Huberman, and Saldana. It consists of three current flow activities in conducting qualitative research.⁷⁴ There are: \text{NEGER}

1. Data Condensation JI ACHMAD SIDDIQ

Data condensation is the process of choosing, paying attention, streamlining the abstraction, and transforming the data that appears fully in the body of written field notes, interview transcripts, documents, and other empirical materials.⁷⁵ In this step, the researcher categorizes and reduces the data to find out the focus of the research. The data from interviews, observation, and document reviews are reduced to give a clear

⁷⁵ Miles, Huberman, Saldana, *Qualitative Data Analysis*, 28-29

⁷⁴ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, Qualitative Data Analysis 3rd edition, (United States of America: SAGE Publications inc, 2014), 10

description and make it an easier step for the researcher to analyze the data. Therefore, data condensation is one of the data analysis steps that makes the research more focused on the topic.

2. Data Display

The next step after categorizing the data is data display. Miles et al. stated that data display is a structured, compacted arrangement of information that permits conclusion drawing and action. The data of the research are arranged to display so it will be easy to understand. In this research, the data is displayed in a descriptive form. The researcher displayed the data about students' engagement in learning narrative text through a narrative bingo game.

3. Drawing Conclusions

The last stage in the data analysis is concluding. In this step, the researcher identifies the data from interviews, observation, and document review to draw a conclusion. The data display is subjected to additional analysis, concluding with a description of its conclusions. Thus, the researcher concluded that students' engagement in learning narrative text through the narrative bingo game.

F. VALIDITY OF DATA

The researcher used triangulation to verify the data. Triangulation is a process to determine the data by double-checking it. In this research, the researcher utilized two kinds of triangulation. There are:

⁷⁶ Miles, Huberman, Saldana, Qualitative Data Analysis, 31

1. Sources Triangulation

Source triangulation is a technique for cross-checking the same data from different sources. In this research, the researcher compared the data from interviews with the teacher and some students. The obtained data then validates its accuracy. After reviewing data from a variety of sources, researchers analyzed results from teacher and student interviews.

2. Technical Triangulation

Technical triangulation is an application for cross-checking the same data from different techniques. The researcher used several data collection methods in this study to verify the accuracy of the data. In this research, the researcher compared the data gathered from observations, interviews, and document reviews.

G. RESEARCH STAGES

There are three stages conducted in this research. There are the prefield stage, field-work stage, and data analysis stage. The specific details are as follows: AI HAII ACHMAD SIDDIO

1. Pre-field Stage J E M B E R

There were several activities in this stage, namely:

a. Arrange the research design

In this section, the researcher determined the title of the research, the research justification, the research focus, the objective of the research, and developed the research methodology.

b. Select the research field

The researcher chooses the research location in this stage. MTs Al-Badri was selected as the location of this research.

c. Manage the permission

In this stage, the researcher managed the license to do any research in the location chosen. It was an approval letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember.

d. Explore and assess the research location

After the permission is received, the researcher explores and assesses the location to understand the object well and facilitate the collection of the data.

e. Selecting the informant

This section is the process where the researcher determines who will be the informant of the research.

f. Prepare the research pieces of equipment ECERI

The last section in the pre-field stage is when the researcher prepares the tools needed for the study. Making the list of interview questions, keeping observation logs, and creating notebooks, papers, and other materials are all part of this.

2. Field-work Stage

In this stage, the researcher entered the location of the research. The researcher collects the data with observations, interviews, and document reviews.

3. Data Analysis Stage

The last stage is the data analysis stage. In this stage, the researcher analyzes the obtained data. The researcher filters the data that is needed and that which is not needed. There are three sections of analysis of the data, namely data condensation, data display, and drawing conclusions.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher describes the results of the data obtained from interviews, observations, and document reviews based on students' engagement in learning narrative texts through a narrative bingo game. Furthermore, the result of this research consists of the research findings and data analysis and discussion.

A. Research Findings and Data Analysis

In this section, the researcher presented the results of the data obtained from observation, interviews, and document reviews to answer the research question formulated above. The presentation is as follows:

1. Students' engagement in learning narrative texts through a narrative bingo game

In the field, after observing the learning activities in the classroom through a narrative bingo game and interviews, the researcher found the data on students' engagement in learning narrative texts through a narrative bingo game and summarized the obtained data as follows:

a. Behavioral engagement

Based on the observation results during learning activities using a narrative bingo game, the researcher found that students participated actively in the group discussion. They actively discussed with their

group to find the correct answers to the questions related to the narrative text's elements.⁷⁷



Picture 4.1 Students' contribution to the group discussion

An explanation from student 1 supported this situation.

"Before, I was too lazy to participate in the classroom activities, whatever it is. But I like it when Miss Laili gives a game, like a game we played earlier. Eem, yes, narrative bingo game. I try to give my opinion to my friends to put the answers in the bingo card, and I hope my guess makes our group find the earliest horizontal, vertical, or diagonal line, and we will win the game."⁷⁸ R F R

However, student 3 added.

"Usually, I sit in the corner of this classroom. But the class is divided into groups, so I must move and sit with my group friends. I like it when they ask me where the table is, that must fill the answer. I am guessing where I will put the answer, and they agree. But I do not want to fill it out by myself, so I ask them to guess, and I write in the empty tables."⁷⁹

⁷⁷ Observation on November 20th, 2024

⁷⁸ Student 1, *interview*, Kalisat, November 23rd, 2024

⁷⁹ Student 3, *interview*, Kalisat, November 23rd, 2024

The interview with the teacher confirmed this situation. She said:

> "This game is exciting. Usually, the students rarely speak in the classroom, even to ask what they do not know. But, as we implemented the game earlier, we see they are very excited and actively discuss things with their friends.",80

Besides that, the researcher also found that all groups finished filling in the tables. They discussed actively, so their work was finished quickly and on time.⁸¹



It was supported by student 2

"Our group is cohesive. When somebody states an opinion, the other writes it on the bingo card directly. This is why our group finished filling the bingo card quickly."82

Meanwhile, student 4 said

Teacher, interview, Kalisat, November 24th, 2024
 Observations on November 20th, 2024
 Student 2, *interview* Kalisat November 23rd, 2024

"We look at group 1. They finished filling out the bingo card quickly. So I asked my friends to say what the answer would be, and put it on the table. I ask them to convey alternately, and I write it into the bingo card. Therefore, we finished on time."83

The result of the observation and interview above indicates that students were shaping their engagement in the learning activities due to the implementation of a narrative bingo game.

b. Emotional engagement

Based on the observation result, the researcher found that students engaged emotionally with the game in learning narrative texts. It can be seen when they feel pleased when they get the three tables, including the correct answer based on the questions related to a narrative text they read, and they draw a straight line through it.84



Picture 4.3 Students' enthusiasm during learning activities

This situation was supported by student 5. He said

 ⁸³ Student 4, interview Kalisat November 23rd, 2024
 84 Observation November 20th, 2024

"I was very proud and happy when our group found the straight line. I am very enthusiastic when I shout "BINGO!" because we are the first winners."85

Meanwhile, student 6 said

"I am excited when we find the correct answer on the bingo card. I have read seriously because I hope I find the answer easily. I expected to be the winner, but we are not. But for me, it is fine. We have just guessed the wrong place to fill the table. We found all of the correct answers based on the spelled question. I am proud of it."86

This situation was confirmed by the teacher's statement. She

said

"The students were very enthusiastic during the learning process. I saw they were happy when they crossed out the bingo card and without a doubt. I am sure they know the correct answer because they read the narrative text given conscientiously. They did not want to be the losers. I liked it when I saw them shout "BINGO!" happily and loudly."87

The result of the documentation, observation, and interview above shows that students engaged emotionally while learning narrative texts through a narrative bingo game. They were happy to participate in the class and proud when they got the straight line on the bingo card based on the correct answer they found.

c. Cognitive engagement

Throughout the observation process, the researcher found that students engaged in the learning process to do their work. Each group has its own strategy to try to be the winner. Besides that, it can be seen

 ⁸⁵ Students 5, interview Kalisat, November 23rd, 2024
 86 Student 6, *interview* Kalisat November 23rd, 2024

⁸⁷ Teacher, *interview* Kalisat November 24th, 2024

how students propose the knowledge they have to solve the game challenges. 88



Picture 4.4
Students participation in their group to win the game

This situation was supported by student 3. He said

"I participated in thinking about how is the way our group would win the game. I proposed my understanding of the story to cross out the correct answer in the bingo card. I read the story seriously to win the game. All the answers were correct, even though our group was not the first winner." ⁸⁹

While Student 5 said

"The way I engaged with this game was when I divided tasks with my friends. There was someone who charge of writing, guessing the bingo card, and others. I feel I think more when I use this game to solve its challenges." ⁹⁰

Their statements were confirmed by the teacher. She said

"Another indicator that can be seen is how the students fix the challenges of the games. I saw them seriously and focused on reading the narrative text given. I think all of them want to be the winner, so they try to understand the text. It was proven when some of them asked the meaning of some words that they did not understand. They also seemed to share their ideas and knowledge to fix the task. They participated actively yesterday. "91"

89 Student 3, *interview* Kalisat November 23rd, 2024

⁸⁸ Observation on November 20th, 2024

⁹⁰ Student 2, interview Kalisat November 23rd, 2024

⁹¹ Teacher, *interview*. Kalisat November 24th, 2024

The documentations, observations, and interviews show that a narrative bingo game helps students engage cognitively during the learning process. Students worked hard to solve the game's challenges with their strategies. They also contributed their ideas and knowledge to their group to win the game.

2. Students' understanding of narrative texts through a narrative bingo game

Apart from the explanation above, the researcher also found data on students' understanding of narrative texts through a narrative bingo game and summarized the obtained data as follows:

a. Generic structure of narrative texts

Throughout the observation process, the researcher found that students can identify the generic structures of narrative texts, including the orientation, complication, and resolution. It can be seen when students cross out the correct answers (see picture 4.3) based on the questions related to the narrative text's structure.



Picture 4.5
The questions related to the narrative text given

⁹² Observation on November 20th, 2024

Student 4's arguments supported this situation. He argued

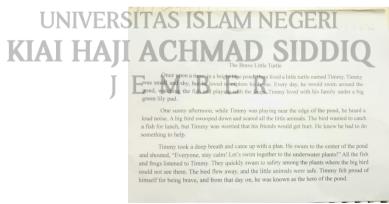
I understand the narrative text better through this game. I learned the text given seriously, like where the orientation paragraph that includes the beginning of the story, when the problem comes, is the complication paragraph, and the last is the end of the story that includes the problem-solving of the problem. I learned it because I was sure that it would be the questions in this game, so I remember it.⁹³

The teacher confirmed this situation. She said

My observations show that students take to narrative materials fast. Even those who are often uninterested appear to be paying attention this time and learning the material by heart. The one indicator is the narrative text's structure. Because they have already committed the narrative text's structure to memory, they can even bring it up with ease, which helps them win the game.⁹⁴

b. Type of narrative texts

The researcher also found that students know the type of narrative text given well (see picture 4.3) and can differentiate it when their teacher asks about the types of narrative text. 95



Picture 4.6 The type of narrative given

 ⁹³ Student 4, *interview* Kalisat November 23rd, 2024
 94 Teacher, *Interview* Kalisat November 24th, 2024
 95 Observation on November 20th, 2024

The Type of Narrative text (see picture 4.7) is the text used in the classroom activities during learning through a narrative bingo game. The Type used in the learning is a fable.

Student 3 in the interview section said

"In addition to being aware of the different kinds of narrative texts, I also commit them to memory. I have to remember this game because of its difficulty."96

The teacher confirmed his statement. She said

The type of narrative text is the next indicator. When I inquired about the type of narrative text, they gave me an accurate response. In addition, each group in the game can figure out the right answer to the question that is in the form of a narrative text. They all genuinely want to learn and memorize this game to win, in my opinion.⁹⁷

c. Language features of narrative texts

observation result shows that Students start to The comprehend several language features of narrative texts. After completing the game, students actively responded to the teacher's questions regarding the language features of the narrative text. EMBER

Student 3, *Interview* Kalisat November 23rd, 2024
 Teacher, *interview* Kalisat 24th, 2024



Picture 4.7
The teacher was doing a reflection after the game finished

The researcher found that using the past tense in narrative texts is the language feature that students comprehend best (see picture 4.3). 98



Picture 4.8

The one example of the past tense in the paragraph
In the text given

This situation is supported by Student 1's statement. He said

When I answered questions from the narrative bingo game and talked about it with my group friends, that was the activity that helped me comprehend this narrative text. Because narrative texts typically tell stories that have already occurred, I recall that they typically utilize the past tense. That's what I recall because my friend gave it to me when he answered our bingo cards. ⁹⁹

This statement is similar to the teacher's argument. She said

Lastly, they can comprehend this narrative text's language features. They remember the formula even though they most likely remember the past tense usage. Some students can also remember the time sequence. This is valuable to me even

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⁹⁸ Observation on November 20th, 2024

⁹⁹ Student 3, interview Kalisat 23rd, 2024

when they cannot remember every language feature of a narrative text 100

B. Discussions

In this section, the researcher discusses the findings covering students' engagement in learning narrative texts through a narrative bingo game obtained from interviews, observation, and document review. In the field, the researcher discovered several data points that were relevant to the implemented theory. Based on the problem's identified focus, which may be summed up as follows:

1. Students' engagement in learning narrative texts through a narrative bingo game

According to the research's findings, students actively engaged in narrative text learning activities utilizing narrative bingo games. Interesting learning will motivate students to engage in class activities. Like Safana, who employed the POEW technique, she discovered that students were actively engaged in their learning due to her way of making it interesting. It has the same goal as the current research that focused on students' engagement in learning narrative text, but utilized a different teaching strategy. According to Fredrick's theory, engagement has three aspects, which are as follows:

a. Behavioral engagement

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¹⁰⁰ Teacher, interview Kalisat 24th, 2024

¹⁰¹ Safana, 'Students' Engagement in Learning Writing Narrative Text through POEW (Predict-Observe-Explain-Write) Strategy at The Eighth Grade of Junior High School', *Skripsi*, *UIN KHAS Jember*, 2023, 2023.

Based on the observation, students actively participated in the game that the English teacher organized during the second meeting to find the right answer and win. When unclear, students eagerly asked questions to the teacher and their peers. They added that they discussed where to place the answer on the bingo card and indirectly became engaged with the class. This is consistent with Fredrick's definition of behavioral engagement, which states that it is the involvement of students in academic assignments. ¹⁰²

b. Emotional engagement

During narrative text learning through narrative bingo games, students are observed to show positive emotional participation in addition to behavioral engagement. In his theory, Fredrick defines student emotional engagement as the emotional reactions of students in the classroom, including happiness, anxiety, boredom, and grief, which may be measured by gauging the students' feelings toward the teacher and the school. A CHAAD SIDDO

Emotional engagement is separated into 2, namely positive and negative emotional engagement. Positive emotional engagement is the emotional engagement that students are expected to possess in learning activities. During an interview, several students said that

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¹⁰² Fredricks, Blumenfeld, and Paris, 'School Engagement: Potential of the Concept, State of the Evidence', 62.

¹⁰³ Fredricks, Blumenfeld, and Paris. 63.

¹⁰⁴ Gaoxia Zhu and others, 'Curriculum Design for Social, Cognitive and Emotional Engagement in Knowledge Building', *International Journal of Educational Technology in Higher Education*, 18.37 (2021), doi:10.1186/s41239-021-00276-9.

playing this narrative bingo game made them feel proud, happy, excited, and passionate. Consequently, it can be said that using narrative bingo games to teach students about narrative texts causes them to become emotionally engaged by displaying their positive emotions while they are learning.

c. Cognitive engagement

In this game, it is seen that each group has its way of winning. They have indirectly contributed to cognitive processes. Fredrick defines cognitive engagement as a student's level of dedication to learning, which includes their readiness to put in effort to enhance their comprehension. It is evident from the research results that students are attempting to provide their answers, methods, and efforts to help their group win the game. The teacher stated that students are attempting to solve the game's challenges. They must take this condition seriously and concentrate on comprehending the provided narrative text. Because the key to winning this game is comprehending the text. For this reason, it can be concluded that the narrative bingo game engages students' cognitive engagement. Their learning outcomes better when they comprehend narrative texts better.

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¹⁰⁵ Fredricks, Blumenfeld, and Paris. 'School Engagement: Potential of the Concept, State of the Evidence', 64.

This supports the idea put out by Fredrick, which said that problems like low student achievement are due to student disengagement. ¹⁰⁶

2. Students' understanding of narrative texts through a narrative bingo game

The researcher also discovered that students can comprehend narrative materials more easily when playing this game. The success in using a bingo game is also found in Sella Martiana's study. The result of her study is that students who use the bingo game show a positive influence on their writing skills. 107 While the current research that focused on students' engagement found that students also succeed in understanding narrative text through the narrative bingo game, which is an innovation of the bingo game itself. The teacher affirmed this by stating that the students' eagerness to follow along with the game makes it easier for them to comprehend narrative texts. There are several basic points of a narrative text that students must understand, such as: IF GFRI

a. Generic structure | ACHMAD SIDDIQ

At least three general structures—orientation, complication, and resolution—must be included in narrative texts. According to this study, students had no difficulties recognizing the structure of narrative texts. To make it easier for them to complete the task, students claimed to have carefully read and memorized this piece. In this instance, it is evident how hard they worked to complete the gaming

¹⁰⁶ Fredricks, Blumenfeld, and Paris, 70.

¹⁰⁷ Sella Martiani, The Influence of Bingo Game Toward the Students' Writing Skill at SMP Muhammadiyah 1 Pekalongan' (Skrpisi. IAIN Metro, 2022)

challenge. According to the previously discussed explanation of Fredrick's theory, students' efforts in finishing school assignments also demonstrate their engagement.

b. Type of narrative texts

The results showed that students can differentiate between different kinds of narrative texts. The teacher affirmed that all groups provided an accurate answer to the question regarding the kinds of narrative texts they had read. The text given is a fable (see picture 4.7). The reason why the text that students read is a fable because the teacher adjusts it to the students' workbook. A few of these students committed the kinds of narrative texts to memory. Some of them identified the right answers and described to their group the kinds of narrative texts they had read. Their buddies, who were unaware, learned about it through this discussion.

From this point on, the narrative bingo game itself engages students through discussion and interaction. Learning experiences like this can aid in their comprehension of the many kinds of narrative texts, especially the text they have read.

c. Language features

The findings of the research indicate that students begin to understand some of the language features of narrative texts. The teacher's queries are actively answered by the students. One of the things they comprehend best in narrative texts is tenses, namely the

past tense. The reason why they understand the tenses used in narrative text better than other language features is that the teacher explained it specifically and repeatedly. Besides that, the way they memorize and ask the teacher and peers what they did not know to win the game builds their understanding. They must comprehend this to identify the right answer on the bingo card in narrative bingo games. They attempt to comprehend the language features of narrative texts that are less evident to the teacher as a result of this situation.

Furthermore, several students appear to persuade their group members of the right answers. They immediately become more conscious of the language features of narrative texts as a result of their active participation and desire to win the game. This is a result of their increased enthusiasm, focus, and excitement for studying. Unconsciously, they have demonstrated positive emotional engagement. FRSITAS ISLAM NEGERI

A So, learning narrative texts through a narrative bingo game helps students shape their engagement in class. Students who are more engaged will achieve better results, which in this research is their understanding of narrative texts themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

The research's conclusion is presented in this chapter based on findings and analysis. Additionally, it offers suggestions for how students can use a narrative bingo game to learn narrative texts.

A. CONCLUSION

There are two conclusions that can be drawn based on the findings and discussion above. They are:

- 1. Students start to engage in learning narrative text through a narrative bingo game. They actively engage with the class activity, like discussion, ask unclear things to the teacher, give their opinion, and others. Besides that, students also showed positive emotion and their effort in doing the task. It can be concluded that the narrative bingo game helps student shape their engagement behaviorally, emotionally, and cognitively during learning a narrative text.
- 2. Students' engagement that shaped through the narrative bingo game in learning, making them understand the materials easily. They can mention the structures of narrative text. Besides that, they can also differentiate the type of narrative text and remember some of the language features used in narrative text. The conclusion is a narrative bingo game that shapes student engagement in learning, helps students understand the narrative text.

B. SUGGESTION

The findings of this research are expected to be suggestions to several parties as follows:

1. For English teachers

The researcher suggests that the English teacher apply a narrative bingo game as an alternative strategy in teaching a narrative text that can engage students in learning activities.

2. For other researchers

The researcher suggests that future researchers to able to conduct research about the narrative bingo game in helping students shape their engagement and understanding in narrative text or develop this strategy.



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Appendix I

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Ika Nur Wulansari

NIM : 202101060018

Study Program : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : UIN KH Achmad Siddiq Jember

Declare that the thesis entitled "Students' Engagement in Learning Narrative Texts Through A Narrative Bingo Game" is the result of my original research, except for some references from the sources.

Jember, June 12, 2025

UNIVERSITAS ISLAM NEGISTAMINAS I

JEMBER 2

202101060018

Appendix II

Research Matrix

TITLE	VARIABLE	SUB	INDICATORS	DATA	RESEARCH	RESEARCH
		VARIABLE		RESOURCES	METHOD	FOCUS
Students' Engageme nt in Learning Narrative Texts	1. Students' engagement	a. Behavioral engagement	a) Active participation in class activitiesb) Following instructions during the narrative bingo session	 Interviews Observations Document Review 	 Research approach: Qualitative Research Method: Case study 	1. How is the use of a narrative bingo game in shaping
Through A Narrative Bingo Game	2. The nature of learning3. Narrative bingo game	b. Emotional engagement c. Cognitive engagement a. Behaviorism	 c) Enthusiasm and interest in learning narrative text d) Enjoy and satisfaction during learning activities e) Ability to focus on task during game session f) Critical thinking and problem solving 		 3. Setting of the study: Rural Junior High school in Jember 4. Research subject: VIII sudents 5. Data collection: Interview Observation Document review 	engagement in learning narrative texts? 2. How does the narrative bingo game help students understand the narrative text?
					6. Data analysis:Data	

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

b. Cognitivism	g) Strengthening to	collection
	motivate students	• Data
c. Constructivism	h) building an active learning and problem	condensation • Data display 7. Data validity: Source and
	solving	technical triangulation
a. Engagement with the game	i) facilitating students' collaboration in project learning	
b. Usability of the	r-sjeet seasong	
game	j) Students enthusiasm while playing	
	k) Easy of understanding of the game rules	



Appendix III

RESEARCH INSTRUMENTS

1. OBSERVATION INSTRUMENTS

The researcher observed the learning activities using

a. Checklist sheet : The list of items to observe

b. Observation journal : Narrative logs to note descriptions,

interpretations, and reflections on activities

c. Handphone camera : To take pictures or record ongoing

activities.

2. INTERVIEW INSTRUMENTS

INTERVIEW GUIDANCE

STUDENTS' ENGAGEMENT IN LEARNING NARRATIVE TEXTS THROUGH A NARRATIVE BINGO GAME

Informants: Students and an English teacher

Instructions:

- a. Interviews were conducted with an English teacher and students of class 8c, MTs Al-Badri
- b. The data obtained includes students' engagement in learning narrative text through a narrative bingo game and a narrative bingo game in helping students to understand the narrative text
- c. The interview is a semi-structured interview
- 1) How does the use of a narrative bingo game shape students' engagement in learning a narrative text?
 - a) Teacher:
 - 1. In your experience, how does a narrative bingo game shape students' engagement?
 - 2. How do you see the students' feelings during learning a narrative text through a narrative bingo game?
 - 3. What indicators of students' engagement do you observe when using a narrative bingo game?

b) Students:

- 1. How engaged do you feel in the learning process when using the narrative bingo game?
- 2. What activities do you do during group learning, and how do you contribute?
- 3. How do you feel during the learning activities using the narrative bingo game?

2) How does the narrative bingo game help students understand narrative texts?

- a) Teacher:
 - 1. In your experience, how does a narrative bingo game help students to understand narrative texts?
 - 2. What indicators do you observe to assess students' understanding after implementing a narrative bingo game?

b) Students:

- 1. How does a narrative bingo game help you to understand narrative texts?
- 2. What do you consider to be indicators of your understanding of narrative texts after participating in learning with the narrative bingo game?
 - 3. What activities did you do during learning with a narrative bingo game that helped you understand the materials?

Appendix IV

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT WITH STUDENTS

Date	: November 23 rd , 2024	S3	: Student 3
R	: Researcher	S4	: Student 4
S 1	: Student 1	S5	: Student 5
S2	: Student 2	S 6	: Student 6

32	. Student 2	SO . Student o		
No	Research Question	Interview Transcript		
1	How does the use of a	R: How engaged do you feel in the		
	narrative bingo game shape	learning process when using the narrative		
	students' engagement in	bingo game?		
	students engagement in	S1: Before, I was too lazy to participate		
	learning narrative texts?	in the classroom activities, whatever it is.		
		But I like it when Miss Laili gives a		
		game, like a game we played earlier.		
		Eem, yes, narrative bingo game. I try to		
		give my opinion to my friends to put the		
		answers in the bingo card, and I hope my		
		guess makes our group find the earliest		
	UNIVERSITAS	horizontal, vertical, or diagonal line, and we will win the game.		
	KIAI HAJI ACH	S2: I learned the narrative text with my		
	JEM	friends. R		
		S3: Usually, I sit in the corner of this		
		classroom. But the class is divided into		
		groups, so I must move and sit with my		
		group friends. I like it when they ask me		
		where the table is, that must fill the		
		answer. I am guessing where I will put		
		the answer, and they agree. But I do not		
		want to fill it out by myself, so I ask them		
		to guess, and I write in the empty tables.		
		S4: I engaged in filling in the answer in		
L				

the bingo card, miss.

S5: The way I engaged with this game was when I divided tasks with my friends. There was someone who charge of writing, guessing the bingo card, and others. I feel I think more when I use this game to solve its challenges

S6: I help my friends answer the bingo card

R: What activities do you do during group learning, and how do you contribute?

S1: I try to find the correct answers with my group

S2: Our group is cohesive. When somebody states an opinion, the other writes it on the bingo card directly. This is why our group finished filling in the bingo card quickly.

S3: I participated in thinking about how is the way our group would win the game. I proposed my understanding of the story to cross out the correct answer in the bingo card. I read the story seriously to win the game. All the answers were correct, even though our group was not the first winner

S4: We look at group 1. They finished filling out the bingo card quickly. So I asked my friends to say what the answer would be, and put it on the table. I ask

UNIVERSITAS KIAI HAJI ACI J E M

		them to convey altermatals and I amin
		them to convey alternately, and I write it
		into the bingo card. Therefore, we
		finished on time.
		S5: I gave all I know to my groups
		S6: We do our assignments by sharing
		answers and jokes so as not to be too
		tense
		R: How do you feel during the learning
		activities using the narrative bingo game?
	1	S1: I like it.
		S2: I am always happy when I learn with
		a game
		S3: I am very enthusiastic about
		following the narrative bingo game.
		S4: Like it even sometimes I confused
		with questions given.
		S5: I was very proud and happy when our
	LINIMEDCITAC	group found the straight line. I am very
	UNIVERSITAS	enthusiastic when I shout "BINGO!"
	KIAI HAJI ACI	because we are the first winners
	JEM	S6: I am excited when we find the correct
		answer on the bingo card. I have read
		seriously because I hope I find the answer
		easily. I expected to be the winner, but we
		are not. But for me, it is fine. We have
		just guessed the wrong place to fill the
		table. We found all of the correct answers
		based on the spelled question. I am proud
		of it
2 Hov	w does a narrative bingo	R: How does a narrative bingo game help
		you to understand narrative texts?

game help students understand

the narrative text?

S1: I learned more about the narrative text because I want to win the game.

S2: This game helped me to get eager in learning

S3: I don't know, but I can remember it.

S4: I understand the narrative text better through this game. I learned the text given seriously, like where the orientation paragraph that includes the beginning of the story, when the problem comes, is the complication paragraph, and the last is the end of the story that includes the problem solving of the problem. I learned it because I was sure that it would be the questions in this game, so I remember it

S5: I understand the narrative text materials better because I learn more through the narrative bingo game

S6: It's a fun learning.

R: What do you consider to be indicators of your understanding of narrative texts after participating in learning with the narrative bingo game?

S1: Maybe past tense miss.

S2: There are many things, but I just remember structures, kind of it, and past tense

S3: Different types of narrative texts, like the fable we read before

S4: I think its structures like orientation, complication, and resolution.

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S5: Past tense

S6: Structure, it also has some types like fable, and the last is dialogue, past tense, but I forget what it's called.

R: What activities did you do during learning with a narrative bingo game that helped you understand the materials?

S1: When I answered questions from the narrative bingo game and talked about it with my group friends, that was the activity that helped me comprehend this narrative text. Because narrative texts typically tell stories that have already occurred, I recall that they typically utilize the past tense. That's what I recall because my friend gave it to me when he answered our bingo cards.

S2: discuss with my friend group.

S3: In addition to being aware of the different kinds of narrative texts, I also commit them to memory. I have to remember this game because of its difficulty.

S4: When I seek a correct answer in the bingo card and cross it

S5: When the teacher showed the correct answer

S6: Guess the correct answer with my friends.

UNIVERSITAS I KIAI HAJI ACH

: Researcher R T : Teacher

No	Research Question	Interview Transcript
1	How does the use of a	R: In your experience, how does a
	narrative bingo game shape	narrative bingo game shape students'
	students' engagement in	engagement?
		T: This game is exciting. Usually, the
	learning narrative texts?	students rarely speak in the classroom,
		even to ask what they do not know. But,
		as we implemented the game earlier, we
		see they are very excited and actively
		discuss things with their friends.
		R: So, do you think this game helps them
		engage with the learning activities?
		T: Yes, of course
		R: How do you see the students' feelings
		during learning a narrative text through a
	UNIVERSITAS	narrative bingo game?
	KIAI HAJI ACI	T: The students were very enthusiastic
	JEM	during the learning process. I saw they
		were happy when they crossed out the
		bingo card and without a doubt. I am sure
		they know the correct answer because
		they read the narrative text given
		conscientiously. They did not want to be
		the losers. I liked it when I saw them
		shout "BINGO!" happily and loudly
		R: And what indicators of students'
		engagement do you observe when using a
		narrative bingo game?
		narrative bingo game'?

T: They engaged physically, like I said. R: Actively in group discussion, right? T: Yes R: Are there any other indicators, maybe? T: Another indicator that can be seen is how the students fix the challenges of the games. I saw them seriously and focused on reading the narrative text given. I think all of them want to be the winner, so they try to understand the text. It was proven when some of them asked the meaning of some words that they did not understand. They also seemed to share their ideas and knowledge to fix the task. They participated actively yesterday. 2 How does a narrative bingo R: In your experience, how narrative bingo game help students to game help students understand understand narrative texts? the narrative text? ERSITAS T: My observations show that students take to narrative materials fast. Even those who are often uninterested appear to be paying attention this time and learning the material by heart. It is like the narrative text's structure. Because they have already committed the narrative text's structure to memory, they can even bring it up with ease, which helps them win the game R: What indicators do you observe to students' understanding after assess implementing a narrative bingo game?

T: The first is what I said before, it is the narrative text's structure.

R: Uh-hum, and what is the second one?

T: The type of narrative text is the next indicator. When I inquired about the type of narrative text, they gave me an accurate response. In addition, each group in the game can figure out the right answer to the question that is in the form of a narrative text.

R: What do you think why they can give the correct answer to narrative text types?

T: They all genuinely want to learn and memorize this game to win, in my opinion.

R: OK. Is that all?

T: No, there is one other indicator.

R: what is it?

T: Lastly, they can comprehend this narrative text's language features. They remember the formula even though they most likely remember the past tense usage. Some students can also remember the time sequence. This is valuable to me even when they cannot remember every language feature of a narrative text.

R: The important thing is that they like the game and it inspires their enthusiasm for learning, right?

T: Yes, it's enough for me.

UNIVERSITAS KIAI HAJI ACI J E M Appendix V OBSERVATION CHECKLIST FORM Meeting:] Date: November 19,2029 No Teacher Activities Condition Yes No **Opening Activities** Teacher greets students Teacher and students reciting du'a together Teacher check students' attendance list and asks V students condition Teacher provides apperception related to the learning material Teacher provides an overview of the benefits of materials in everyday life Teacher delivers the learning objectives at the V Teacher delivers the assessment process during V the learning process Main Activities Teacher explains the lesson 9 Teacher give an example of a narrative text V 10 Students read an example of a narrative bingo game in their workbook 11 Students make an example of narrative text Closing activities Teacher summarizes the lesson Teacher and students reflect the learning process 14 Teacher gives motivations Teacher and students close the lesson by reciting du'a together

OBSERVATION CHECKLIST FORM Meeting: 1] Date: November 20, 2024 Teacher Activities Condition Yes No **Opening Activities** Teacher greets students 2 Teacher and students reciting du'a together Teacher check students' attendance list and asks 1 students condition Teacher provides apperception related to the learning material Teacher provides an overview of the benefits of V materials in everyday life Teacher delivers the learning objectives at the 1 class Teacher delivers the assessment process during the learning process Main Activities Teacher explains the lesson Teacher divides students into some groups Students read an example of a narrative bingo game given Students discuss with their group friends and write the answer based on the question chosen related to the narrative text read before 12 Students cross the bingo table that fill the correct answer Students shout "BINGO" after find a vertical, 13 horizontal, or diagonal line on 3 bingo tables Closing activities 12 Teacher summarizes the lesson Teacher and students reflect the learning process 13 V 14 Teacher gives motivations V Teacher and students close the lesson by reciting 15 V du'a together

Appendix VI



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-9235/In.20/3.a/PP.009/11/2024

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala Mts Al-Badri Kalisat Gumuksari, Kalisat, Jember

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

NIM : 202101060018

Nama : IKA NUR WULANSARI

Semester : Semester tujuh

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students' Engagement in Learning Narrative Text Through Narrative Bingo Game " selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Suharto, S.Pd.I.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Appendix VII



YAYASAN PONDOK PESANTREN ISLAM AL – BADRI MADRASAH TSANAWIYAH SWASTA AL BADRI

NSM : 121235090056 NPSN : 20581493 Jalan Arjasa Kalisat Nomor 50 Telepon (0331) 540492 / 082331838325 Gumuksari Kalisal Jember Website : mtsalbadri.blogspot.com Email : mtsalbadri39@yahoo.com

SURAT KETERANGAN

NOMOR: 08/Mtss.13.32.56/PP.00.02/04/2025

Yang bertanda tangan dibawah ini

Nama : Fauzi Anggar Kusuma

Jabatan : Kepala Madrasah Tsanawiyah Swasta Al Badri

Dengan ini menerangkan

 N a m a
 : Ika Nur Wulansari

 N.I.M.
 : 2021010160018

Status : Mahasiswa Program Studi Tadris Bahasa Inggris

Alamat : Kalibaru Banyuwangi

No. Hp. : 083853760482

Bahwa yang bersangkutan telah selesai melakukan penelitian di MTsS. Al Badri Gumuksari dengan judul "Students' engagement in learning narrative texts thourgh a narrative bingo game di Madrasah Tsanawiyah Al Badri Kalisat" pada tanggal 18 November 2024 s.d. 24 November 2024

Demikian surat keterangan ini , dibuat kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya. SISIAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

19 April 2025

EMBEI

auzi Anggar Kusuma

Al Badri

Appendix VIII



Appendix IX

School Profile

1. School Name : MTs. Al-Badri

2. NSM : 121235090056

3. NPSN : 20581493

4. Accreditation : B

5. Address : Jl. Arjasa-Kalisat no.50

6. Sub-district : Gumuksari

7. District : Kalisat

8. Regency : Jember

9. Province : Jawa Timur

10. Telephone : (0331)540492

11. Email : <u>mtsalbadri39@yahoo.com</u>

12. Vision :

a) Excellence in achievement, skills, faithful, devout to

Allah S.W.T., possessing noble characters and high

moral standards.

13. Mission :

a) To establish MTs Al-Badri as a quality Islamic educational institution that fosters students to become skilled individuals who are faithful (devout to Allah S.W.T), possess noble characters, and uphold high moral standards.

- b) To enable students to realize their potential in community life.
- c) To conduct the learning process with professional staff to produce accomplished graduates.

MTs. Al-Badri has sufficient facilities and infrastructure. There are 12 classrooms for students to study. The school has 1 headmaster's room and 1 teachers' room. There is also a library and a prayer room building. MTs. Al-Badri has 8 sufficient restrooms, which include 1 restroom for teachers and 7 student restrooms. There is also a canteen and a school administration room.



Appendix X

DOCUMENTATION

➤ The Researcher observed the learning activities



The teacher explained the material about narrative text



Class activities; students divide into some groups during doing narrative bingo game

> The researcher interviewed the English teacher and the students



The researcher interview with the English teacher



KIAI HAII ACHMAD SIDDIO

The researcher interview with several students

Appendix XI

Researcher's Bibliography



Name : Ika Nur Wulansari

SRN : 202101060018

Place, Date of Birth : Banyuwangi, 01st of August 2001

Gender : Female

Address : Kajarharjo, Kalibaru, Banyuwang

Faculty : Tarbiyah and Teacher Training Faculty

Major : English Education Program

Email : ikanurwulansari6@gmail.com

UNIVERSITAS ISLAM NEGERI

Education Background ATT ACHMAD SIDDIO

Kindergarten : -

Elementary School : SD Negeri 02 Tegalharjo

Junior High School : SMP Al-Falah Silo

Senior High School : SMK Miftahul Falah