

**THE USE OF BINGO GAME IN ENGLISH  
LANGUAGE LEARNING TO BOOST STUDENTS'  
VOCABULARY**

**THESIS**



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LANGUAGE AND ART EDUCATION DEPARTMENT  
HAMZANWADI UNIVERSITY  
2024**

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A Thesis

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
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## ABSTRACT

The purpose of this study was to determine the efficiency of teaching vocabulary using Bingo Game the seventh-grade students at MTs. Mukhtarul Amin NWDI Rensing Bat during the academic year 2023-2024. The study was pre-experimental design including a single group pre-test and post-test 30 students participated in the study. The data were obtained from the students' pre-tests and post-tests, with tests serving as the instrument. SPSS Version 22 for Windows was used to analyze the data. Before evaluating the data using Paired Samples T-Test, the current researcher assessed the normality of the data using Shapiro Wilk. The Levene Test for the homogeneity, and the outcome of the test showed that the data were normal and homogenous. The estimated Paired Sample T-test yielded a value of significance of 0.00. It was lower than 0.05. This signifies that the alternative hypothesis was accepted whereas the null hypothesis was rejected. Thus, Bingo Game is effective in teaching vocabulary at MTs. Mukhtarul Amin NWDI Rensing Bat in the academic year 2023-2024. Given the process and outcomes of this study, the researcher recommends that English teachers use this technique to teach vocabulary.

**Keywords:** *teaching EFL vocabulary, bingo game.*

## ABSTRAK

Tujuan dari penelitian ini adalah untuk menentukan efisiensi pengajaran kosa kata menggunakan Permainan Bingo pada siswa kelas tujuh di MTs. Mukhtarul Amin NWDI Rensing Bat selama tahun ajaran 2023-2024. Penelitian ini menggunakan desain pra-eksperimental termasuk pre-test dan post-test kelompok tunggal, dengan partisipasi 30 siswa. Data diperoleh dari pre-test dan post-test siswa, dengan tes yang digunakan sebagai instrumen. SPSS Versi 22 untuk Windows digunakan untuk menganalisis data. Sebelum mengevaluasi data menggunakan Uji T Sampel Berpasangan, peneliti saat ini menilai normalitas data menggunakan Shapiro Wilk. Uji Levene untuk homogenitas, dan hasil uji menunjukkan bahwa data tersebut normal dan homogen. Uji T Sampel Berpasangan yang diperkirakan menghasilkan nilai signifikansi 0,00. Nilai ini lebih rendah dari 0,05. Ini menandakan bahwa hipotesis alternatif diterima sedangkan hipotesis nol ditolak. Dengan demikian, Permainan Bingo efektif dalam mengajarkan kosa kata di MTs. Mukhtarul Amin NWDI Rensing Bat pada tahun ajaran 2023-2024. Mengingat proses dan hasil penelitian ini, peneliti merekomendasikan agar guru bahasa Inggris menggunakan teknik ini untuk mengajarkan kosa kata.

**Kata kunci:** *pengajaran kosa kata EFL, permainan bingo.*

## **DECLARATION**

I declare this thesis does not contain material which has been accepted for the award of any other degree of diploma in any university, nor does in contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, , , 2024

Rohima Nurfarahin Fairus

## **APPROVAL**

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## **DEDICATION**

This thesis is dedicated with love and grateful to my beloved parents “INAQ AMAQ”, Muhammad Fihiruddin dan Husnawati, breath and heroes of my life who always pray, support me all the way since the beginning of my study and try to give me everything in my life.

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## **MOTTO**

Do the best to be the best.

Fight even if you are alone.

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Finally, I hopes the readers, teacher, and students could contribute to give comment and criticism for this thesis because this thesis is far from perfection. The present researcher hopes this thesis is useful for all of us.

Pancor, , 2024

Rohima Nurfarahin Fairus

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is very important in everyday life. Language is a communication system used by humans to convey ideas, thoughts, and communicate with others (M. Junaidi Marzuki, Maysuroh, and Ghina Athiyyaturrahmah 2024). Language has elements that can be structurally studied well. The elements of language are words, pronunciation, grammar, sentence structure, phonology, and semantics. According to (Usuluddin et al. 2024) In our lives, we have many languages such as regional languages, national languages, and foreign languages. The most commonly used foreign language is English (M Junaidi Marzuki, Surayya, and Husnu 2024).

According to (Prasetyaningrum and Asrobi 2021) English is one of the international languages where everyone will greatly need a tutor as a place to learn. In our country, Indonesia, English is considered a foreign language so people do not really consider English to In addition, language is also spoken, written, and transmitted through learning media.be important. However, in neighboring countries like Malaysia, English is the second language after Malay that is used by the Malaysian people. Therefore, to increase knowledge about the English language, the government provides English lessons in schools.

Learning English is indeed not as easy as turning over your hand, however, learning English is not as difficult as we imagine (Wati,

Maysuroh, and Nazri 2024). There are certain ways so that English lessons are not considered difficult by students (Jaelani, Handini, and Prasetyaningrum 2022). Learning English in class can also be done by learning while playing. Playing here is not playing frivolous things, but playing according to instructions. Currently, English language learning in schools is still less effective.

English language learning in schools is still not prioritized too much even though English is one of the main subjects in schools. However, many schools still consider English as a sidelined subject. English language learning in schools is less favored by students because they perceive English as very difficult. They do not realize that English is not difficult, but rather their learning methods are not quite appropriate, resulting in students having a negative perception of English (Handini, Jaelani, and Hamdini 2022). In schools, English lessons emphasize more on theories which can confuse students. Actually, it's not the lessons that confuse them, but rather they do not understand the language being used. They lack vocabulary. In schools, students do learn vocabulary but they are deficient in terms of remembering and memorizing vocabulary, which leads to confusion.

The most important stage of English language learning is vocabulary. According to (Husnu4 and THE 2024) English vocabulary is extensive, encompassing not only common words but also frequently updated terms. Learning vocabulary can be done through games to make it less boring for students. Learning vocabulary may seem easy, but many

students only remember it until the lesson is over. So, with the introduction of new methods, students will remember it better and may be able to practice it in their daily lives.

Based on the observation results in each school institution, students find it very difficult to understand English lessons because sometimes the teachers fully use English and the teaching methods used are outdated. In fact, there are many highly recommended methods to be implemented to prevent students from getting bored and to help them quickly understand the material being taught. Therefore, in this research, one of the methods chosen is learning through play, which will be implemented at Madrasah Tsanawiyah Mukhtarul Amin NWDI Rensing Bat.

The game suitable for enhancing vocabulary memory is bingo. According to (Husnu4 and THE 2024), Bingo is a game that is highly effective in boosting students' learning spirit, preventing them from getting easily bored, sleepy, or tired. Bingo is very easy to implement, especially for middle school students, particularly those in grade 7, as they still carry their childish nature (Prasetyaningrum n.d.). This game has been frequently used by other teachers and seems to be an easy way to improve students' memory of vocabulary taught and provided by the teacher at that time.

The current phenomenon is that school children often get bored and consider English lessons to be very difficult. Therefore, implementing learning through play with the game of Bingo will attract students and prevent them from perceiving English as a difficult and boring subject.

## **B. Scope of the Study**

The subjects in this study were limited only to seventh-grade students of Mts Mukhtarul Amin NWDI Rensing Bat in the academic year 2023-2024. The learning material is vocabulary about daily activity and animal as the learning material through Bingo game.

## **C. Statement of the Problem**

In this research, there are several main issues identified those were:

1. Is Bingo Game effective in improving vocabulary mastery of the seventh grade in Mts Mukhtarul Amin NWDI Rensing Bat?
2. How is the effectiveness of Bingo Game for learner's vocabulary mastery of the seventh graders at Mts Mukhtarul Amin NWDI Rensing Bat?

## **D. Purpose of the Study**

The aim of this study was to evaluate the effectiveness of using Bingo game in enhancing students' comprehension.

## **E. Significant of the Study**

The importance of this research is to provide new educational insights in learning and teaching English, especially in the field of vocabulary, through games, thus making students more interested in learning English. It is hoped that this research can serve as a reference for teachers and students to develop more effective and appropriate English learning methods.

In addition, this study can be a reference for other researchers who make related research on theories using interesting methods especially

Bingo Game to improve or build students' vocabulary mastery. Practically, for teachers, the result of this study can contribute to providing alternative solutions to solve problems in teaching vocabulary for students. For students, this research can help them develop new method to improve their vocabulary mastery, builds their vocabulary, can motivate them to be more interested in learning to memorize and understand English words through Bingo Game and give them power of observation.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. The Nature of the teaching and Learning process**

The nature of the teaching and learning process refers to the activities conducted in school, especially inside the classroom, by teachers and students (M Junaidi Marzuki et al. 2024). In this process, students and teachers interact with each other, making the classroom lively and engaging. In this regard, teachers are not only responsible for explaining concepts to students but much more than that. In the teaching-learning process, teachers should prioritize methods that make it easier for students to understand and prevent them from getting bored quickly. This way, teachers can achieve their desired targets more efficiently.

Moreover, the teaching-learning process is crucial for enhancing students' curiosity about the subjects they are studying. This approach helps students to digest and comprehend the teacher's explanations more easily. According to (Husnu4 and THE 2024) Students are also encouraged to seek additional references related to the subjects they are learning in class. This is especially important in English language lessons, as students cannot rely solely on classroom learning. There are still many skills and lessons to be learned beyond the classroom.

In learning English, students will start by learning vocabulary, so they will become familiar with the conversations and sentences provided or spoken by their teacher. This way, students will find it easy to understand their lessons. In this case, both teachers and students must be more active than usual, as students' nature is dynamic or easily changeable. This is especially true regarding the classroom environment. The atmosphere in the classroom must remain stable; the teacher should not appear weak or lethargic so that students do not follow suit (Usuluddin et al. 2024). If students become lethargic or weak, their focus will shift. They will no longer pay attention to their teacher and may become distracted. This emphasizes the importance of focus and firmness in the teaching and learning process.

## **B. Vocabulary**

### **1. Definition of Vocabulary**

Vocabulary is a collection of words that can be used for communication, expressing opinions, exchanging ideas and thoughts, or conveying information. Vocabulary serves as a tool for smooth communication between individuals, whether in pairs or groups (Wati et al. 2024). In English language lessons, vocabulary is an essential element in achieving goals. The goals referred to are the abilities present in the English language, namely speaking, writing, reading, and listening. Speaking ability plays a crucial role because when vocabulary is inadequate, there will be inefficiency in speaking, leading to stiffness and lack of confidence in the speaker (Jaelani et al.

2022). In speaking, we need to have a wide range of vocabulary stored in our minds. This applies not only to speaking but also to listening, writing, and reading, as it enhances understanding of the topic being discussed.

In English, vocabulary is inseparable from these four skills. These four skills are the basic principles of learning English. They prove that vocabulary is vital and cannot be disregarded.

## 2. Types of Vocabulary

Types of vocabulary are one way to facilitate distinguishing between one type and another. Vocabulary is not just ordinary words; it has many types, making it easier to remember and differentiate one word from another. With the different types of vocabulary, we can learn many things, from words that have the same meaning but different pronunciations to many more aspects.

According to (Nababan et al. 2023), there are six types of vocabulary related to the use of parts of speech.

### a. Word Classess

Word classes refer to the use of words related to morphology, which can take the form of nouns, verbs, pronouns, adverbs, adjectives, prepositions, and conjunctions.

### b. Word Families

Word families are words that describe affixes used to form sentences.

### c. Word Formation

Word formation refers to compound words, blending, clipping, and conversion.

d. Multi Word Units

Multi-word units are types of vocabulary formed as verb phrases or idioms. Examples include "look after," "look for," "throw away," "put on," "put off," etc.

e. Collocations

Collocations are defined as two or more words that have a shared or associated meaning, so they cannot be separated when interpreting them.

f. Homonyms

Homonyms are words that have different meanings but the same pronunciation. For example, "well" can mean a water source or can mean in good health.

3. The Importance of Vocabulary

When you learn English, indirectly you will learn about vocabulary. Vocabulary, especially in English, cannot be separated as it is a fundamental element of the language. According to (Prasetyaningrum, Fikni, and Wati 2020) Vocabulary is one of the most important aspects used when communicating or conveying ideas. Instead of using body language to communicate with foreigners, vocabulary plays a crucial role.

Vocabulary is also important because it can be a key factor if you want to be successful in the future or want to attend an exceptional

school. One of the ways to enter an era like the present is by developing English language skills, which is crucial for the broader community, especially for students.

Vocabulary is a support for achieving good and correct English language skills (Asrobi, Maysuroh, and Farizi 2023).

#### 4. Teaching Vocabulary in Junior High School

Vocabulary is an essential component, so the primary focus of teaching English is on vocabulary. Teaching vocabulary in middle school is an important step to expand students' knowledge, understanding, and usage of the language (Fikni et al. 2024). In the context of teaching, teachers need to provide relevant and interesting content to engage students so that they do not feel bored and find it difficult to learn the language.

Teaching language, especially vocabulary, also requires using games to help students remember the vocabulary they have learned, such as using Bingo games (Suherman and Kertawijaya 2023). Not only using manual games, but teaching in class can also utilize technology to broaden students' understanding of the topics being taught. Additionally, student engagement in the teaching-learning atmosphere is crucial because if students only listen to explanations from the teacher, it will make it increasingly difficult for them to understand and they may feel uncomfortable during learning. Students may also feel sleepy because they are not moving or speaking at all. Therefore, teachers need to repeat explanations related to the material,

especially parts of the material that are difficult for students to understand. If teaching vocabulary, teachers should frequently repeat pronunciation while instructing students to follow along.

When teaching, teachers and students must have motivation or positive thinking. If a teacher is in a bad mood or experiencing problems, it is advisable for the teacher to control their emotions and not let emotions affect their teaching in class, as it may become a new problem if students are affected by the atmosphere. After finishing teaching, it would be good for the teacher to evaluate students regarding what they have learned during the lesson. Teachers should also frequently evaluate or quiz students before starting to learn new material.

##### 5. Assessing Vocabulary

According to (Rahman, Hassan, and Manu 2024) Assessing vocabulary is important to gauge students' proficiency after receiving material from the teacher. Assessment aims to observe students' abilities, not to compare one student to another. Assessment also aims to enhance students' learning motivation when they see differences in grades among students.

Vocabulary assessment can be done in various ways depending on the learning objectives and students' levels. There are several methods for assessing vocabulary, including:

###### 1. Multiple-Choice Question Formats (MCQs)

Multiple-choice questions are one of the common methods used to assess students' vocabulary level. This method involves providing one correct answer among four other options for each question. The answer can be a suitable word to fill in the blank in a sentence, a synonym, an antonym, or a definition.

According to (Sobolevská 2022) Multiple-choice questions can be used to assess vocabulary with various variations, including synonym recognition, definition, meaning in context, and odd man out.

## 2. Matching Formats

Matching formats are one of the common ways to assess vocabulary in tests, exercises, and learning activities. This format involves elements to be matched presented in two or more columns. According to (Wang et al. 2021) Students or participants are asked to match words or phrases that correspond between the columns.

## C. Bingo Game

### 1. Definition of Bingo Game

Bingo is an extremely enjoyable game when played in groups, it's very simple, and it can train vocabulary in languages, mathematics, and other subjects. As a teaching technique, bingo is a game used by teachers in the classroom to assist students in learning concepts, sharpening vocabulary, or enhancing their understanding of a specific subject (Oleksandra and Alexandra 2023). To play this game, players

must search for answers based on concepts or facts provided by the game leader, then match or identify the cards on the bingo board with the correct answers.

In educational settings, Bingo is often used in conjunction with the existing curriculum. There may be words, phrases, pictures, or other ideas related to the learning objectives on each card in the bingo set. According to (Sun, Tang, and Zeng 2020) Players then attempt to match the tokens provided by the game leader. Usually, the game continues until players achieve the current level of success, which could involve matching diagonal, vertical, or horizontal lines on their bingo cards.

Students using Bingo as a teaching technique not only fully participate in the learning process but also provide interesting and amusing stories. Bingo has the ability to increase student motivation, improve information retention, and enhance conceptual understanding (Berkessa, Ferede, and Gebeyehu 2023). Furthermore, by promoting social connections, players can collaborate, communicate, and share knowledge with each other through this game.

Bingo can be used as an efficient teaching tool that can be adapted to various educational settings to help students focus more and gain a deeper understanding of the subjects discussed in class.

## 2. Benefits of Bingo Game

Bingo game can provide various benefits for middle school students (Yowa, Beeh, and Snae 2023):

a. Vocabulary Improvement

This game helps students expand their vocabulary in a fun way.

b. Development of Word Processing Skills

Students are trained to process words quickly when matching them with the words on the bingo grid.

c. Increased Concentration

This game requires high concentration to listen to the words called out and begin matching them with those on the bingo grid.

d. Learning Coordination and Cooperation

In this bingo game, solid cooperation and coordination among group members are highly necessary.

e. Enhancement of Social Skills

This game can help improve social relationships among students to become better and more relaxed.

Thus, the Bingo Game can be an effective and enjoyable activity for students to enhance vocabulary, language skills, and more.

3. Types of Bingo Games

Finch (2006, p.2) stated that there are ten types of bingo games:

a. Picture Bingo

In this type, the teacher uses pictures to play the game. The teacher shows the pictures to the class and asks the students to guess the meaning of the pictures.

b. Word Bingo

The teacher uses sentences to describe words. The teacher will provide clues.

c. Synonym Bingo (thesaurus)

The teacher uses synonyms when giving clues to students. Students must find words that have similar meanings to the words stated by the teacher.

d. Antonym Bingo (opposite words)

The teacher uses antonyms when giving clues to students. Students must find words that have opposite meanings to the words stated by the teacher.

e. Translation Bingo (Indonesian-English, English-Indonesian)

In this type, the teacher provides clues with translated words (Indonesian words). Then, students must find the meanings (English words).

f. Matching Bingo (matching athletes with sports, singers with songs, etc.)

The teacher uses several pictures to give clues to students. The teacher asks students to match the pictures with other pictures.

g. 20 Questions Bingo (asking about words)

The teacher gives students 20 questions, each question provides a clue to its answer. Students only answer questions by circling "yes" or "no", depending on their answer.

h. Riddle Bingo (dictionary definitions)

The teacher gives word definitions to students as clues. Then, the teacher asks students to find the words related to the word definitions stated by the teacher.

i. Pyramid Bingo (using different formats for Bingo cards)

As we know, the format of Bingo cards is a table consisting of several rows and columns. Usually, to get Bingo, we have to get a straight horizontal or vertical pattern. However, in this type, the teacher uses different patterns of Bingo cards, such as pyramid, tree, airplane patterns, etc.

j. Idiom Bingo (Explanation)

In this type, the teacher gives students the meaning of one idiom as a clue. The teacher asks students to find the appropriate idiom related to the meaning given by the teacher.

4. Advantages and Disadvantages Bingo Game

According to (Bozkurt 2023) In learning media, there will inevitably be advantages and disadvantages. Here are the advantages and disadvantages of the Bingo Game:

a. Advantages of Bingo Game

The advantages of using the Bingo Game in learning include:

1) Interactive

Allows active student participation in the learning process, strengthening their engagement and understanding.

2) Enhanced Concentration

Requires students' attention to focus on the called numbers, improving their concentration.

3) Skill Reinforcement

Can be used to reinforce skills such as letter, number, word recognition, or other concepts according to the learning objectives.

4) Flexibility

Can be customized to various learning topics and difficulty levels, making it suitable for various age groups and subjects.

5) Collaboration

Encourages cooperation among students in achieving game objectives, developing social skills.

b. Disadvantages of Bingo Game

However, there are also some disadvantages:

1) Limited Engagement

Although involving students actively, some students may become passive if they do not receive called numbers.

Proneness to Monotony: If not managed well, the bingo game can become monotonous, losing students' interest over time.

#### 2) Lack of Depth

Although it can reinforce basic understanding, the bingo game does not always cover a deep understanding of the learning material.

#### 3) Limitation in Skill Development

Not all learning skills can be developed through the bingo game, especially those requiring higher problem-solving or creativity.

#### 4) Dependence on Chance

Sometimes, the outcome of the game depends on luck rather than students' understanding or skills, which can diminish the educational value of the activity.

### **D. Relevant Study**

In this section, the researcher will compare other relevant research with the study entitled "The Use Of Bingo Game In English Language Learning As A Way To Boost Student's Vocabulary". By following.

Firstly, the research titled "The Effectiveness of Using Bingo Games Media to Improve Students Vocabulary Mastery" written by Mohamad Farhan Syukron and Yon A E from Panca Sakti University

Bekasi. This study uses an experimental quantitative research design. According to Arikunto (2010:233), experimental research is the only type of research that can test hypotheses to establish cause-effect relationships. Furthermore, Wireman (1991:99) explains that experimental research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher.

Secondly, with the research title "Improving Students' Vocabulary by Using Bingo Game at the Eighth Grade of SMP Swasta Idanoi in 2022/2023" written by Hendrik Gea 1205 from Nias University. This study employs two data collection techniques, namely observation sheets and evaluation sheets. Observation is an activity carried out by researchers during the activity to obtain data. The results of assessing students' vocabulary are analyzed using Sharakhimov's scoring rubric (2019).

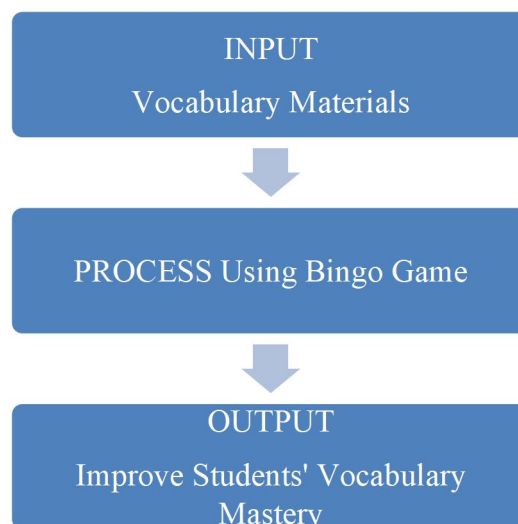
The similarity between previous research and the current is the dependent variable, which is vocabulary. However, the three studies have differences in the research design. The previous research used experimental research design. In addition, the fact that this study used two distinct methods for data collection sets it apart from earlier research even more observation sheets and evaluation sheets. Observation is an activity carried out by researchers during the activity to obtain data. The results of assessing students' vocabulary are analyzed using Sharakhimov's scoring rubric (2019). Then, for this research, the design used is pre-experimental

research with data collection techniques using pre-tests and post-tests compared and analyzed using descriptive statistics.

### E. Theoretical Framework

In the field of education, educators can use a variety of strategies to encourage creativity and enjoyment in the learning process. Due to its emphasis on hands-on learning and immersive experiences, the Bingo Game is an excellent tool for teaching vocabulary to kids.

According to (Ghofur 2022), Instructors can encourage students to express themselves more freely and confidently by using Bingo Game. You may educate vocabulary through the Bingo game and then apply it to pertinent concepts (Qomariyah and Utama 2020). This can improve students' recall and comprehension of the subject matter and aid in the creation of effective lesson plans.



*Figure 1.* Diagram of Theoretical Framework

The three variables of conceptual framework above are including input, process, and output. First, the input refers to the game that use in pre-experimental class which consists of vocabulary materials. Second, the process refers to Bingo Game and the last, the output refers to improve students' vocabulary.

#### **F. Hypothesis**

The hypothesis of this study is Bingo Game effective in improving vocabulary mastery of the seventh grade in Mts Mukhtarul Amin NWDI Rensing Bat

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

This research was a pre-experimental design. The researcher conducted a pre-test first, then treatment, and afterward, researcher conducted a post-test at the end to see how effective the method that the researcher implemented is.

**Table 1**

*The design of one group pre-test and post test*

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Y1</b>	<b>X</b>	<b>Y2</b>

Y1 : Pre-test

X : Treatment

Y2 : Post-test

## **B. Setting of the Study**

This research was completed within two months. It started on April 2024 and ended on June. The study was conducted at MTs Mukhtarul Amin NWDI Rensing Bat. Table 2 shows the schedule of the research.

**Table 2**

*Research Schedule*

<b>No</b>	<b>Activities</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
1.	Writing proposal	✓	✓	✓		
2.	Making instrument	✓	✓	✓		
3.	Conduct Research				✓	
4;	Analyzing the data				✓	
5.	Making report					✓

## **C. Population and Sample**

1. Population

Population is a term used to refer to individuals within a specific group, which can include people, animals, or similar entities (Obilor 2023).

The population of this study consists of the first-grade students at MTs Mukhtarul Amin NWDI Rensing Bat with one class consisting of 30 students.

## 2. Sample

Sample refers to an individual or element drawn from a larger population to be evaluated or analyzed in a study or survey. According to (Pebrianty, Maupa, and Baumassepe n.d.) Sample is used with the intention of providing general population information, assuming that the sample is representative of the population as a whole.

The researchers collected data by sampling attendance. Thus, the research sample consists of all class members totaling 30 students.

## **D. Data Collection**

### 1. Variable Identification

The variable in this research is only one variable, which is the investigated variable. The variable was vocabulary mastery.

### 2. Variable Definition

One of the language elements that must be learned is vocabulary. Vocabulary is crucial as a tool to master all skills in English, namely speaking, writing, reading, and listening (Suryanto, Imron, and Prasetyo 2021). Significant knowledge of vocabulary is categorized as mastery. In learning vocabulary, its meaning can be recognized by us

when something unfamiliar is encountered. This indicates that mastering vocabulary requires students to be able to understand the context of the sentences use. The vocabulary in this research is related to daily activity and animal.

### 3. Research Instrument

Tests are used by the researcher as instrument. According to Salendab (2021), test refers to a tool or instrument use to assess or gauge an individual's or group's specific abilities, knowledge, skills, or characteristics. Test can be a series of questions, tasks, or activities designed to gather information or data relevant to research or evaluation goals (Romero and Ventura 2020). Depending on the type of information that needs to be gathered or evaluated, tests may be write, tongue, practical, or other.

The most important characteristics of a test are reliability and validity. The degree to which a test captures what it purports to capture is referred to as validity. Conversely, measurement procedure consistency is measured by reliability. Microsoft Excel trial data is a useful tool for evaluating validity and dependability. Next, legitimate indications will be use to test the data collection process for the sample. This will allow for an evaluation of the test's validity and reliability for both the pre- and post-test questions. To determine the level of students' vocabulary proficiency, the researcher used multiple-choice and matching format tests.

### 4. Technique of Data Collection

In collecting data, the researcher used three steps. Those were:

a. Pre-test

The pre-test was given to students before any learning takes place using Bingo Game.

b. treatment

After conducting the pre-test, students taught using Bingo Game to improve their vocabulary.

c. Post-test

The post-test was conducted after the pre-test and treatment. It aims to determine the effectiveness of teaching English vocabulary using the Bingo Game as a medium.

## **E. Analyzing the Data**

### 1. Descriptive Statistics

Data analysis technique in the research employed descriptive statistics to determine the mean and standard deviation of students' vocabulary improvement scores for the speaking development test (Feng et al. 2023). The researcher calculated the mean score and standard deviation using the SPSS 22 for Windows program.

### 2. Statistics Required for Testing Hypothesis

#### a. Normality Testing

Determining whether a particular dataset has a normal distribution is influenced by the normality criterion. The long-range simetris kurva defines the normal distribution, which is also known as the Gaussian distribution or the long-range distribution.

According to Arnastauskaitė, Ruzgas, and Bražėnas (2021) Statistical techniques are employed in normality assessments to ascertain if the data satisfies the properties of a normal distribution.

The normality test seeks to measure the assumptions that underpin numerous statistical methods, most of which presume a normally distributed set of data. These methods include regression analysis, ANOVAs, t-tests, and many more parametric tests. The validity of this approach may be jeopardized when statistical data deviates greatly from a normal distribution, thereby producing incorrect results.

The data was evaluated using the Shapiro-Wilk test for normality. Furthermore, normality testing is performed to determine whether or not the data has a normal distribution. Additionally, the normal distribution of the data indicated that if the pre- and post-test significance levels are greater than the significance level (p)=0.05. On the other hand, if the pre-test and post-test significance levels are less than 0.05, the data distribution is not normal. The pre-test result was 0.15, the post-test result was 0.70. It established that the data distribution was normal. It was shown by table 3.

**Table 3**  
*Tests of Normality*

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.

Pre Test	.113	30	.200*	.976	30	.708
Post Test	.138	30	.152	.949	30	.156

\* This is a lower bound of the true significance

a. Lilliefors Significance Correction

b. Homogeneity

There's variances in sample size or group makeup, the homogeneity test in SPSS 22 helps to ascertain whether they are equal. It's especially important when doing statistical analyses like ANOVA analyses, since correct comprehension of the results depends on the assumption of homogeneity of variance.

The data were analyzed using One-Way ANOVA during the homogeneity test. Furthermore, a homogeneity test was performed to see whether the data were homogeneous. Additionally, it was said that the data was homogeneous if the level significant values were greater than  $p = 0.05$ . On the other hand, if the level significant levels are less than  $p=0.05$ , the data was not homogeneous. The significance level was found to be 0.083, with a Levene's statistic of 3.117. More than 0.05 was the significance level value. It indicates that the data was homogeneous. It was shown by table 4.

**Table 4**  
*Test of Homogeneity of Variances*

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Pretestposttest
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Levene Statistic	df1	df2	Sig.
3.117	1	58	.083

### 3. Testing Hypothesis

Testing hypothesis is the statistical analysis procedure that tests population hypotheses or assertions based on sample data using SPSS version 22's software (Ambalao, Mandagi, and Lule 2022). Developing hypotheses, choosing relevant statistical tests, putting data into a logical framework, carrying out analyses, interpreting findings, and drawing conclusions from the statistical tests that are run are some of the tasks involved. Using verifiable evidence to support a claim or assumption is the aim of hypothesis testing. In order to test hypotheses and ascertain whether or not the alternative hypothesis is accepted, this study makes use of SPSS 22 statistics.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

The data in this study were analyzed by the researcher using descriptive statistics. The researcher employed 25 items to gather the data. The researcher determined the top and lowest scores among these 25 items. With an average score of 60.80 and a standard deviation of 16.886, the pre-test results showed that the highest score was 92 out of 30 students, and the lowest score was 24. With an average score of 75.87 and a standard deviation of 12.091, the post-test results showed that the highest score was 96 and the lowest score was 52.

Based on the results of the pre-test and post-test, it is possible to conclude that the mean score and standard deviation of students in the

post-test were higher than the mean score in the pretest. This suggests that there was a change in the students' vocabulary mastery after and before using Bingo Game for treatment. The table 5 below showed it.

**Table 5**  
*Descriptive Statistics on pre-test and post-test*

N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	24	92	60.80	16.886
Post Test	52	96	75.87	12.091
Valid N (listwise)	25			

Source: Primary data (pre-test post-test) was processed in June 2024 by SPSS 22

Hypothesis testing was done to determine whether the alternative hypothesis was accepted or rejected. To determine whether or if "Bingo Game" was effective in increasing students' vocabulary knowledge at MTs Mukhtarul Amin NWDI Rensing, the current researcher, employed a pair sample T-test. The matched Sample T-test determines if matched samples have significant changes based on their significance value. This value determines the study's decisions. A significance value of  $< 0.05$  indicates a significant difference between before and after teaching vocabulary using Bingo Game. While a significance value greater than 0.05 suggests that there is no significant difference between before and after teaching vocabulary using Bingo Game.

The study found a significant difference in mean scores between pre-test and post-test ( $df=29$ )-10.52,  $p < 0.000$ . It signifies

that the hypothesis was approved that Bingo Game was significantly effective in vocabulary training. It was shown by table 6.

**Table 6**  
*Paired Samples Test*

		Mean	Paired Differences				Df	Sig. (2-tailed)
			Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
				Mean	Lower	Upper	T	
P a i r l t	Pre	-	7.839	1.4	-	-	-	
	test	15.067		31	17.994	12.140	10.528	
	Pos							
	ttes							

## B. Discussion

After gathering and analyzing the data, the current researcher discovered that the mean score and standard deviation of the post-test were higher than the pre-test. It was obvious that students' motivation for vocabulary acquisition improved after treatment with Corpus Web in the

learning process. Tentatively, it may be stated that the current researcher's treatment of the seventh grade children of MTs Mukhtarul Amin NWDI Rensing Bat was effective.

Based on normality testing, the significance level of any pre-test score was greater than ( $p=0.05$ ). The data was homogenous and normal, according to the results of the homogeneity test, where the significant level value was more than level ( $p$ )= $0.05$ . Meanwhile, the current researcher discovered that the significance level was less than  $0.05$ , indicating that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was obviously rejected. So the conclusion of this research can be concluded that "Bingo Game" was helpful in teaching the learning process to enhance students' vocabulary based on the researcher saw while treating the seventh grade students of MTs Mukhtarul Amin NWDI Rensing Bat in academic year 2023-2024.

In this research, compared to other studies, the results are not much different. For instance, in the study titled "The Effectiveness of Using Bingo Games Media to Improve Students' Vocabulary Mastery" written by Mohamad Farhan Syukron and Yon A.E, and the study titled "The Effect of Bingo Media to Improve Students' Vocabulary of the Eighth Grade Students at SMP S AL – Washliyah 27 Medan" written by Indah Eka Destry, Yulia Sari Harahap, both studies used experimental methods but the results were still effective. According to (Wulandari and Mandasari 2024) In fact, learning vocabulary using bingo games is said to be very

interesting, making students more enthusiastic about learning and resulting in higher scores.

Furthermore, in another study titled "The Effect of Bingo Game in Teaching Vocabulary" written by Puspa Aprilia Ningtias, Ujang Suparman, Ari Nurweni, it is stated that the purpose of this study was to see students' perceptions and find problems from both teachers and students in using the Bingo Game. The Bingo Game has proven to be effective even when using different research designs (Ningtias, Suparman, and Nurweni 2020). However, although the purpose of the previous study was different from this one, the results were still the same, namely effective. The conclusion from this research and previous studies is that learning vocabulary using Bingo Games is effective for students from elementary to high school levels.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

That teaching vocabulary with Bingo Game was significantly beneficial in enhancing students' vocabulary ability in the seventh grade of MTs. Mukhtarul Amin NWDI Rensing Bat on teaching the learning process. Based on the results, the pre-test value was 0.708, and the post-test value was 0.156. Meanwhile, the present researcher discovered that the significance level was 0.000, indicating that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was obviously rejected. Furthermore, the findings of this study indicate that "Bingo Game" was helpful in teaching the learning process to enhance students' vocabulary, as noticed by the researcher while treating MTs. Mukhtarul Amin NWDI Rensing Bat seventh-grade pupils in the academic year 2023-2024.

## B. Suggestion

Based on the findings of this study, which show that Bingo Game can improve students' vocabulary skills. Teaching EFL learners' vocabulary using Bingo Game as an alternate teaching method, as well as varying teaching and learning processes to pique students' interest in acquiring vocabulary. The teacher integrates the Bingo Game into vocabulary lessons and creates a detailed guide for implementing the Bingo Game in English language instruction.

Learning vocabulary using the Bingo Game can boost students' interest and motivation to satisfy their daily vocabulary requirements. Students advised to discuss their experience and insights with their friends, as this aids in solidifying their comprehension. Additionally, they should recognize the skills they have honed throughout the research process.

Bingo Game is beneficial in enhancing students' vocabulary, but it would be much more effective if the researcher included some approach such as creating good communication between teachers and students, because teachers teach students in diverse eras, cultures, and situation.

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## APPENDICES

### Appendix 1

#### LESSON PLAN

School : Mts Mukhtarul Amin NWDI Rensing Bat

Subject : English Language

Calss :VII

Subject Material : Daily Activity

Time Allocation : 4x40 Minutes (2 meetings)

A. Core Competencies

K1: Appreciate and internalize the teachings of the religion they adhere to.

K2: Appreciate and internalize honest, disciplined, responsible, caring, tolerant, cooperative, polite, and confident behavior in interacting effectively with the social and natural environment within the scope of their social interactions and existence.

K3: Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, and culture related to observable phenomena and events.

K4: Process, present, and reason with data in the concrete domain (using, analyzing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same perspective/theory.

#### B. Basic Competencies and Indicator

No	Basic Competencies	Indicator
1.	1.1 Being grateful for the opportunity to learn English as an international communication language, which is manifested in a spirit of learning.	1.1.1 Expressing gratitude for the opportunity to earnestly learn English.
	2.1 Demonstrating polite and caring behavior in conducting international	2.1.1 Students are able to speak politely and

	communication with teachers and friends	respectfully to teachers and peers during the lesson.
	2.2 Demonstrate honest, disciplined, confident, and responsible behavior in conducting international communication with teachers and friends.	<p>2.2.1 Do not cheat during exams.</p> <p>2.2.2 Copy someone else's work with proper citation when completing assignments.</p> <p>2.2.3 Courageous enough to admit mistakes.</p>
	2.3 Demonstrate responsibility, care, cooperation, and love for peace in conducting functional communication.	<p>2.3.1 Courageously admitting mistakes that have been made.</p> <p>2.3.2 Taking responsibility for the actions of their team members when serving as a group leader.</p> <p>2.3.3 Not blaming</p>

		others for their own actions.
3.	3.1 Understanding the social function, text structure, and linguistic elements in texts to state and inquire about the daily activity and animals.	3.1.1 Practice using vocabulary about daily activity and animals.  3.1.2 Demonstrating the use of vocabulary about daily activity and animals.
4.	4.1 Compose oral and written texts to state and inquire about daily activity and animals, paying attention to the correct social function, text structure, and linguistic elements appropriate to the context.	4.1.1 Creating or constructing simple sentences related to vocabulary about daily activity and animals.

### C. Materi Pembelajaran

Subject Matter	Oral and written texts to state and inquire vocabulary about daily activity and animals.
Social Function	Introducing and identifying vocabulary about daily activity

	and animals.
Linguistic Elements	Verbs to state a job or work that is around.
Teks structure	<p>(1) Daily activity: sleep, stand up, sit down, walk, work, wash, read, talk, swim, speak, write, take a bath, teach, study, play, quick, fast, breakfast, lunch, dinner, fly, cook, fry, buy, sell, pay, open, give, receive.</p> <p>(2) Animals: lion, elephant, tiger, giraffe, kangaroo, panda, dolphin, eagle, shark, zebra, snake, chicken, cat, ant, dog, cow, horse, wolf, bee, fish, monkey, mouse, crocodile, duck, rabbit, frog, pig.</p>

#### D. Learning Methods

Metode : Scientific Approach

Strategy: Bingo Game

E. Tools dan Media

1. Media : Paper, Whiteboard and Picture
2. Tools/Material : Board marker and Paper
3. Learning resources : Book dan Internet

## 1. First Meeting

Activity	Description of Activity	Allocation
Pre-activity	<ol style="list-style-type: none"> <li>1. Teacher greets students'</li> <li>2. Teacher instruct students to pray before starting lesson.</li> <li>3. Teacher checks students' attendance.</li> <li>4. Teacher informs about the teaching objectives.</li> </ol>	10 minutes
Core	<ol style="list-style-type: none"> <li>1. Teacher gives instructions to sit apart.</li> <li>2. Teacher hands out papers containing the pre-test questions to students.</li> <li>3. Students are asked to work on the questions.</li> <li>4. Teacher waits for the students' work results.</li> </ol>	60 minutes
Closing	<ol style="list-style-type: none"> <li>1. Students and teachers provide feedback on the learning process.</li> <li>2. Teacher introduces the methods and learning media to be used.</li> <li>3. Students and teachers say goodbye/pray before leaving..</li> </ol>	10 minutes

## 2. Second Meeting

Activity	Description of Activity	Allocation
Pre-activity	<ol style="list-style-type: none"> <li>1. Teacher greets students'</li> <li>2. Teacher checks students' attendance.</li> <li>3. Teacher prepares students psychologically and fictitiously.</li> <li>4. Teacher provides ice-breaking activities to the students.</li> </ol>	10 minutes
Core	<ol style="list-style-type: none"> <li>1. The teacher divides the students into groups. Each group consists of five students.</li> <li>2. Each group appoints one member to be the caller. The game leader will randomly select and read words from a list.</li> <li>3. Each player marks or covers the words that are read if they appear on their bingo card.</li> <li>4. Teacher provides Bingo Cards</li> <li>5. The player who successfully covers or marks all the words in a horizontal, vertical, or diagonal line</li> </ol>	60 minutes

	<p>must shout "Bingo!" to win.</p> <p>6. The player who wins the round will become the game leader for the next round.</p> <p>7. The game continues in the same way until one group wins the game or until the predetermined time limit is reached.</p>	
Closing	<p>1. Students and teachers provide feedback on the process and results of learning.</p> <p>2. Students pay attention to information about the learning plan for the next meeting.</p> <p>3. Students and teachers say closing greetings/pray before leaving.</p>	10 menit

### 3. Third Meeting

Activity	Description of Activity	Allocation
Pre-activity	<p>1. Teacher greets students' using English.</p> <p>2. Teacher ensures that students respond. If not, the teacher will not</p>	10 minutes

	<p>proceed; if most students do not understand, it can be combined with Bahasa Indonesia.</p> <ol style="list-style-type: none"> <li>3. Teacher checks students' attendance.</li> <li>4. Teacher prepares students psychologically and physically.</li> <li>5. Teacher instructs a student representative to lead the prayer before the lesson.</li> <li>6. Teacher provides ice-breaking activities to the students.</li> </ol>	
Core	<ol style="list-style-type: none"> <li>1. The teacher divides the students into groups. Each group consists of five students.</li> <li>2. Each group appoints one member to be the caller. The game leader will randomly select and read words from a list.</li> <li>3. Each player marks or covers the words that are read if they appear on their bingo card.</li> <li>4. Teacher provides Bingo Cards</li> </ol>	60 minutes

	<ol style="list-style-type: none"> <li>5. The player who successfully covers or marks all the words in a horizontal, vertical, or diagonal line must shout "Bingo!" to win.</li> <li>6. The player who wins the round will become the game leader for the next round.</li> <li>7. The game continues in the same way until one group wins the game or until the predetermined time limit is reached.</li> </ol>	
Closing	<ol style="list-style-type: none"> <li>1. Students and teachers provide feedback on the process and outcomes of learning.</li> <li>2. Students pay attention to information about the plans for the next learning activities.</li> <li>3. Students and teachers say goodbye/pray before leaving.</li> </ol>	10 minutes

#### 4. Fourth Meeting

Activity	Description of Activity	Allocation
Pre-activity	<ol style="list-style-type: none"> <li>1. Teacher greets students'</li> <li>2. Teacher checks students' attendance.</li> </ol>	10 minutes

	<p>3. Teacher prepares students psychologically and fictitiously.</p> <p>4. Teacher provides ice-breaking activities to the students..</p>	
Core	<p>1. Prepare the Bingo cards</p> <ul style="list-style-type: none"> <li>• The Bingo cards contain different images in different orders.</li> </ul> <p>2. Prepare the images to be called</p> <ul style="list-style-type: none"> <li>• A set of images that correspond to the images on the Bingo cards. These images will be used by the game leader to be called randomly.</li> </ul> <p>3. Distribute the Bingo cards</p> <ul style="list-style-type: none"> <li>• Distribute the Bingo cards to each group that will be playing.</li> <li>• Teacher provides Bingo Cards</li> </ul> <p>4. Prepare the markers</p> <ul style="list-style-type: none"> <li>• Markers such as coins or</li> </ul>	60 minutes

	<p>special markers to cover the images that have been called on the Bingo cards.</p> <ol style="list-style-type: none"><li>5. Select a game leader<ul style="list-style-type: none"><li>• The game leader will call the images randomly. The leader will use a container to shuffle the images.</li></ul></li><li>6. Start the game<ul style="list-style-type: none"><li>• The leader starts the game by calling the images one by one. Players must find the called image on their cards and cover it with a marker if it is on their card.</li></ul></li><li>7. Check for Bingo<ul style="list-style-type: none"><li>• Players who successfully cover images in a horizontal, vertical, or diagonal line must shout "Bingo!" to win.</li></ul></li><li>8. Determine the winner<ul style="list-style-type: none"><li>• If the claimed card is</li></ul></li></ol>	
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	correct, that player wins the game.	
Closing	<ol style="list-style-type: none"> <li>1. Students and teachers provide feedback on the process and results of learning.</li> <li>2. Students pay attention to information about the learning plan for the next meeting.</li> <li>3. Students and teachers say closing greetings/pray before leaving.</li> </ol>	10 menit

#### 5. Fifth Meeting

Activity	Description of Activity	Allocation
Pre-activity	<ol style="list-style-type: none"> <li>1. Teacher greets students'</li> <li>2. Teacher checks students' attendance.</li> <li>3. Teacher prepares students psychologically and fictitiously.</li> <li>4. Teacher provides ice-breaking activities to the students.</li> </ol>	10 minutes
Core	<ol style="list-style-type: none"> <li>1. Prepare the Bingo cards <ul style="list-style-type: none"> <li>• The Bingo cards contain different images in different</li> </ul> </li> </ol>	60 minutes

	<p>orders.</p> <ol style="list-style-type: none"><li>2. Prepare the images to be called<ul style="list-style-type: none"><li>• A set of images that correspond to the images on the Bingo cards. These images will be used by the game leader to be called randomly.</li></ul></li><li>3. Distribute the Bingo cards<ul style="list-style-type: none"><li>• Distribute the Bingo cards to each group that will be playing.</li><li>• Teacher provides Bingo Cards</li></ul></li><li>4. Prepare the markers<ul style="list-style-type: none"><li>• Markers such as coins or special markers to cover the images that have been called on the Bingo cards.</li></ul></li><li>5. Select a game leader<ul style="list-style-type: none"><li>• The game leader will call the images randomly. The leader will use a container to shuffle the images.</li></ul></li><li>6. Start the game</li></ol>	
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	<ul style="list-style-type: none"> <li>• The leader starts the game by calling the images one by one. Players must find the called image on their cards and cover it with a marker if it is on their card.</li> </ul> <p>7. Check for Bingo</p> <ul style="list-style-type: none"> <li>• Players who successfully cover images in a horizontal, vertical, or diagonal line must shout "Bingo!" to win.</li> </ul> <p>8. Determine the winner</p> <ul style="list-style-type: none"> <li>• If the claimed card is correct, that player wins the game.</li> </ul>	
Closing	<ol style="list-style-type: none"> <li>1. Students and teachers provide feedback on the process and results of learning.</li> <li>2. Students pay attention to information about the learning plan for the next meeting.</li> <li>3. Students and teachers say closing</li> </ol>	10 menit

	greetings/pray before leaving.	
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5. Sixth meeting

Activity	Description of Activity	Allocation
Pre-activity	<ol style="list-style-type: none"> <li>1. Teacher greets using English.</li> <li>2. Teacher checks student attendance.</li> <li>3. Teacher ensures that students respond.</li> <li>4. Teacher instructs a class representative to lead the prayer.</li> <li>5. Teacher provides ice-breaking activities to the students.</li> <li>6. Teacher reinforces the information about today's lesson, which is evaluation.</li> </ol>	10 minutes
Core	<ol style="list-style-type: none"> <li>1. Teacher instructs students to sit at a distance from each other.</li> <li>2. Teacher gives students a question sheet and answers.</li> <li>3. Students are asked to work on the available questions.</li> <li>4. Teacher waits for the students' work results.</li> </ol>	60 minutes
Closing	<ol style="list-style-type: none"> <li>1. Students and teachers provide</li> </ol>	10

	<p>feedback on today's learning process.</p> <p>2. Students pay attention to information about the plans for the next learning activities.</p> <p>3. Students and teachers say goodbye, give closing remarks, and pray before leaving.</p>	minutes
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Pancor, ...../...../...../.....

Researcher

Rohima Nurfarahin Fairus

NPM: 200202089

## APPENDIX 2

### 1. Material

#### a. Vocabulary related to daily activities

Sleep	Wash	Write
wake up	Read	Take a bath
Sit down	Talk	Teach
Walk	Swim	Study
Work	Speak	Quick
Breakfast	Play	Fast
Lunch	Dinner	Fly
Cook	Fry	Buy
Sell	Open	Give

#### b. Animals

Lion	Tiger	Panda
Cow	Elephant	Dolphin
Giraffe	Kangaroo	Eagle
Shark	Zebra	Snake
Ant	Cat	Chicken
Dog	Cow	Bird
Horse	Wolf	Bee
Fish	Monkey	Mouse
Crocodile	Duck	Rabbit
Frog	Pig	

### APPENDIX 3

#### 1. LKPD 1

Sleep	Sit down	Get up	Walk
Wash	Read	Talk	Work
Swim	Speak	Write	Take a bath
Teach	Study	Play	Quick

Play	Breakfast	Dinner	Lunch
Fast	Sleep	Work	Fly
Wash	Buy	Sell	Pay
Teach	Receive	Give	Open

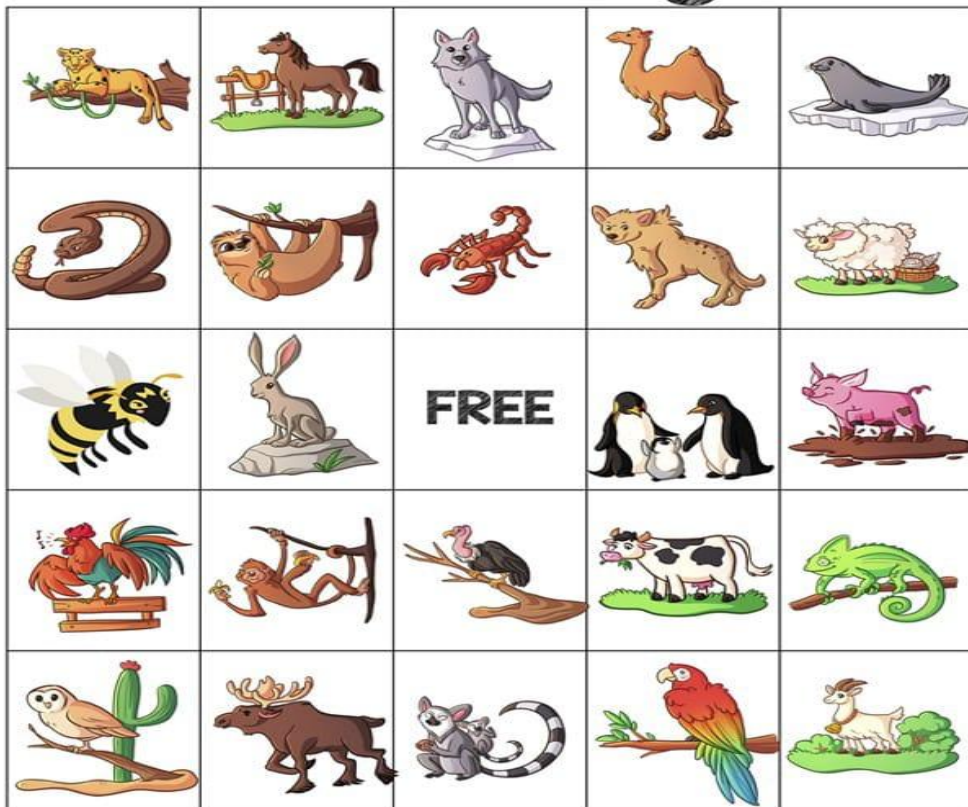
Cook	Fast	Quick	Dinner
Buy	Fly	Play	Study
Lunch	Speak	Write	Take a bath
Teach	Study	Play	Quick

Sleep	Sit down	Breakfast	Fly
Wash	Sell	Give	Work
Cook	Speak	Swim	Receive
Lunch	Study	Write	Quick

Wake up	Dinner	Breakfast	Walk
Wash	Read	Talk	Open
Teach	Speak	Fry	Close
Write	Sleep	Buy	Quick

2. LKPD 2







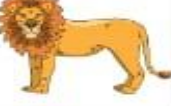

















# Animal Bingo



**A N I M A L**  
**B I N G O**

				
				
		<b>FREE</b>		
				
				

**B I N G O**

				
				
		<b>Free!</b>		
				
				

**A N I M A L**  
**B I N G O**

				
				
		<b>FREE</b>		
				
				

**A N I M A L**  
**B I N G O**

ANIMAL  
**BINGO**

				
				
		<b>FREE SPACE</b>		
				
				

## APPENDIX 4

### Data Collection Instrument

#### 1. Try Out

A. Please choose the correct answer, A, B, C, or D, from the following options!

Time: 15 minutes

Assessment: 1 question = 4

1. She always brings her \_\_\_ to school
  - a. Homework
  - b. Food
  - c. Dog
  - d. friend
  
2. Ana is \_\_\_ at bedroom
  - a. Playing
  - b. Sleep
  - c. Watching
  - d. Cook
  
3. Rio : Hi Rina, what are you doing in the field?  
Rina : I am \_\_\_ football
  - a. Eating
  - b. playing

- c. whatch
  - d. Drinking
4. Now my sister is \_\_\_ at restaurant
- a. Buy
  - b. Cooking
  - c. Eating
  - d. Playing
5. Manda is \_\_\_ a water.
- a. Reading
  - b. Cooking
  - c. Drinking
  - d. Eating
6. You are **Small**. What is the antonym of the underlined word?
- a. Smell
  - b. Smile
  - c. Big
  - d. Soft
7. "Rabbit" refers to...
- a. Kelinci
  - b. Badak
  - c. Kuda

d. Anjing

8. I'm Happy everyday . What is the synonym of the underlined word?

a. Happened

b. Unhappy

c. Boring

d. Amazing

9. "Owl" refers to...

a. Buaya

b. Burung Hantu

c. Burung

d. Semut

10. Anna is \_\_\_ television..

a. Drinking

b. Reading

c. Swimming

d. Watching

11. Father : It is 11 p.m now. Where is Hanna?

Mother : Hanna is \_\_\_ in kitchen.

- a. Cooking
- b. Sleeping
- c. Swimming
- d. Washing

12. Arnold is \_\_\_ music.

- a. Reading
- b. Drinking
- c. Listening
- d. Flying

13. I am \_\_\_ at 12.00 p.m at restaurant with my mother.

- a. Breakfast
- b. Lunch
- c. Dinner
- d. watching

14. "Cook" refers to...

- a. Memasak
- b. Menerima
- c. Mengembalikan
- d. Makan

15. My name is Reza. I have many kind of movies. My hobby is...

- a. Reading

- b. Cooking
- c. Watching
- d. Cycling

16. My book on the table. What is the antonym of the underlined word?

- a. Between
- b. Under
- c. In front of
- d. In

17. “Dia perempuan akan pergi ke sekolah” refers to...

- a. She will go school
- b. She is will go to school
- c. She will go to school
- d. She is go to school

18. I have a new bicycle. Refers to?

- a. saya mempunyai sepeda baru
- b. sepeda baru saya sudah punya
- c. saya sudah punya sepeda baru
- d. saya memiliki sesuatu yang baru dari sepeda

19. We are going to the park. Refers to?

- a. kita akan ke taman

- b. kita akan ke taman nanti
  - c. kita akan pergi ke taman
  - d. kita pergi ke taman
20. He is slow runner. What is the synonym of the underlined word?
- a. Quick
  - b. Enjoy
  - c. Energetic
  - d. Calm
21. Do you think I am smart. What is the synonym of the underlined word?
- a. Dumb
  - b. Stupid
  - c. Brilliant
  - d. Fast
22. He is intelligent. What is the antonym of the underlined word?
- a. Short
  - b. Lazy
  - c. Huge
  - d. Long
23. It is cold outside. What is the antonym of the underlined word?
- a. Warm

- b. Breezy
- c. Hot
- d. Stormy

24. Ibu saya masak di dapur. Refers to....

- a. My mother cook in the kitchen
- b. My mother cook the kitchen
- c. My mother cook kitchen
- d. My mother cooking in the kitchen

25. Hungry. Refers to...

- a. Makan malam
- b. Makan siang
- c. Sarapan
- d. Lapar

B. Match the words below with the correct answers.

Time: 15 minutes

Assessment: 1 question = 4

No	Question	Answer
1.	I eat in ...	Katak
2.	Lion	Kitchen
3.	Frog	Singa

4.	I study in...	Bangun
5.	Get up	School

C. Pre-test

A. Please choose the correct answer, A, B, C, or D, from the following options!

Time: 15 minutes

Assessment: 1 question = 4

1. Ana is \_\_\_ at bedroom

- a. Playing
- b. Sleep
- c. Watching
- d. Cook

2. Rio : Hi Rina, what are you doing in the field?

Rina : I am \_\_\_ football

- a. Eating
- b. playing
- c. whatch
- d. Drinking

3. Now my sister is \_\_\_ at restaurant

- a. Buy
  - b. Cooking
  - c. Eating
  - d. Playing
4. Manda is \_\_\_ a water.
- a. Reading
  - b. Cooking
  - c. Drinking
  - d. Eating
5. "Rabbit" refers to...
- a. Kelinci
  - b. Badak
  - c. Kuda
  - d. Anjing
6. "Owl" refers to...
- a. Buaya
  - b. Burung Hantu
  - c. Burung
  - d. Semut
7. Anna is \_\_\_ television..
- a. Drinking

- b. Reading
- c. Swimming
- d. Watching

8. Father : It is 11 p.m now. Where is Hanna?

Mother : Hanna is \_\_\_ in kitchen.

- a. Cooking
- b. Sleeping
- c. Swimming
- d. Washing

9. Arnold is \_\_\_ music.

- a. Reading
- b. Drinking
- c. Listening
- d. Flying

10. I am \_\_\_ at 12.00 p.m at restaurant with my mother.

- a. Breakfast
- b. Lunch
- c. Dinner
- d. watching

11. "Cook" refers to...

- a. Memasak
- b. Menerima
- c. Mengembalikan
- d. Makan

12. My name is Reza. I have many kind of movies. My hobby is...

- a. Reading
- b. Cooking
- c. Watching
- d. Cycling

13. My book on the table. What is the antonym of the underlined word?

- a. Between
- b. Under
- c. In front of
- d. In

14. “Dia perempuan akan pergi ke sekolah” refers to...

- a. She will go school
- b. She is will go to school
- c. She will go to school
- d. She is go to school

15. He is slow runner. What is the synonym of the underlined word?

- a. Quick

- b. Enjoy
- c. Energetic
- d. Calm

16. Do you think I am smart. What is the synonym of the underlined word?

- a. Dumb
- b. Stupid
- c. Brilliant
- d. Fast

17. He is intelligent. What is the antonym of the underlined word?

- a. Short
- b. Lazy
- c. Huge
- d. Long

18. It is cold outside. What is the antonym of the underlined word?

- a. Warm
- b. Breezy
- c. Hot
- d. Stormy

19. Ibu saya masak di dapur. Refers to....

- a. My mother cook in the kitchen

- b. My mother cook the kitchen
- c. My mother cook kitchen
- d. My mother cooking in the kitchen

20. Hungry. Refers to...

- a. Makan malam
- b. Makan siang
- c. Sarapan
- d. Lapar

B. Match the words below with the correct answers.

Time: 15 minutes

Assessment: 1 question = 4

No	Question	Answer
1.	I eat in ...	Katak
2.	Lion	Kitchen
3.	Frog	Singa
4.	I study in...	Bangun
5.	Get up	School

C. Post-Test

- a. Please choose the correct answer, A, B, C, or D, from the following options!

Time: 15 minutes

Assessment: 1 question = 4

1. Julia is \_\_\_ at kitchen

- a. Playing
- b. Flying
- c. Watching
- d. Cook

2. Rio : Hi Rina, what are you doing?

Rina : I am \_\_\_ television

- a. Eating
- b. Playing
- c. Whatch
- d. Drinking

3. Now my mother is \_\_\_ food in the market

- a. Buy
- b. Cook
- c. Studying
- d. Playing

4. Tina is \_\_\_ a book now.

- a. Reading

- b. Cooking
  - c. Drinking
  - d. Eating
5. "Horse" refers to...
- a. Kucing
  - b. Badak
  - c. Kuda
  - d. Anjing
6. "Crocodile" refers to...
- a. Buaya
  - b. Katak
  - c. Burung
  - d. Semut
7. Anna is \_\_\_ in the swimming pool now.
- a. drinking
  - b. reading
  - c. swimming
  - d. watching
8. Father : It is 11 p.m now. Where is Hanna?  
Mother : Hanna is \_\_\_ in her bedroom.

- a. Cooking
- b. Sleeping
- c. Swimming
- d. Washing

9. Arnold is \_\_\_ his kite with his friends.

- a. Reading
- b. Drinking
- c. Listening
- d. Flying

10. I am \_\_\_ a letter for my uncle in the village.

- a. Writing
- b. Studying
- c. Swimming
- d. Watching

11. "Rceive" refers to...

- a. Memasak
- b. Menerima
- c. Mengembalikan
- d. Makan

12. My name is Reza. I have many kind of books. My hobby is...

- a. Reading

- b. Cooking
- c. Watching
- d. Cycling

13. Please open the door. What is the antonym of the underlined word?

- a. Sell
- b. Give
- c. Pay
- d. Close

14. "Saya mau makan" refers to...

- a. I want meat
- b. I want sate
- c. I want to eat
- d. I want swim

15. He is fast runner. What is the synonym of the underlined word?

- a. Quick
- b. Slow
- c. Energetic
- d. Calm

16. Do you think I am stupid. What is the synonym of the underlined word?

- a. Dumb
- b. Intelegent
- c. Brilliant
- d. Fast

17. He is tall. What is the antonym of the underlined word?

- a. Short
- b. Big
- c. Huge
- d. Long

18. It is hot outside. What is the antonym of the underlined word?

- a. Warm
- b. Breezy
- c. Cold
- d. Stormy

19. Saya pergi ke pasar. Refers to....

- a. I go to market
- b. I want to go to market
- c. I went go to market
- d. I wanna go to market

20. Breakfast. Refers to...

- a. Makan malam

- b. Makan siang
- c. Sarapan
- d. Lapar

b. Match the words below with the correct answers.

Time: 15 minutes

Assessment: 1 question = 4

No	Question	Answer
1.	I take a bath in...	Burung
2.	Lebah	Bathroom
3.	Bird	Bee
4.	I sleep in a ...room	Bangun
5.	Wake up	Bedroom

## APPENDIX 5

Assesment Pre-Test and Post-Test
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No	Name	Pre-Test	Post-Test
1	Syahida	84	92
2	Alawiyah	92	96
3	Nurul	84	92
4	Zaima	80	88
5	Fazira	76	88
6	Nezia	72	80
7	Aulia	72	76
8	Sazwin	76	84
9	Azam	60	76
10	Fakhira	76	84
11	Zulfan	68	80
12	Ridwan	64	84
13	Safik	40	76
14	Fatima	56	84
15	Hur	40	68
16	Mutiara	56	68
17	Faizul	64	84
18	Sofana	72	80
19	Marisa	52	72
20	Fajri	32	56
21	Abiratul	64	80
22	Maria	56	68
23	Syamsul	24	52
24	Sopi	60	76
25	Ardanu	60	68
26	Kholqi	48	64
27	Melati	48	64
28	Zakira	36	52
29	Affan	40	56
30	Alfin	72	88
	Standard Deviation	16.886	60.80
	Mean	12.091	75.87

## APPENDIX 6

- Documentation

PRE-TEST



TREATMENT



POST-TEST



THANK YOU

