



**THE USE OF BINGO GAME TECHNIQUE
TO IMPROVE STUDENTS' VOCABULARY MASTERY**

(A case Study of Eighth Grade Students of SMPN 1 Batealit, Jepara
in the Academic Year 2014/2015)

A Final Project

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in English

by

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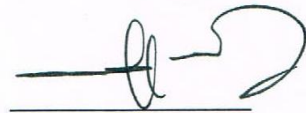
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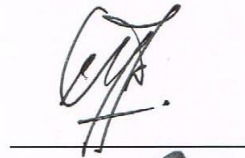
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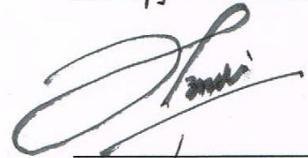
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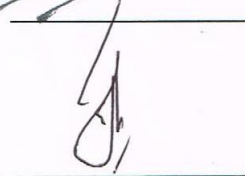
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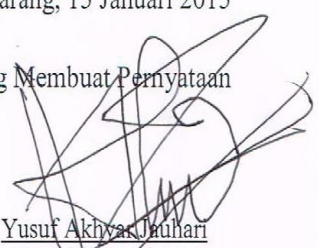
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in the Academic Year 2014/2015)

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Yusuf Akhyar Jauhari

Motto and Dedication

*In the name of Allah The most Gracious The ever Merciful.
(The Holly Quran, Surah Al-Fatihah: 1)*

*Kawula mung sadermo, mobah-mosik kersaning Hyang Sukmo
(Javanese Quote)*

*Think, Do, and Never Regret.
(Me, myself)*

*Berkah atau musibah kejadian tiada yang tahu, nalar manusia
terlampau pendek untuk mengerti kebijaksanaan Tuhan, ambillah
setiap hikmah.
(Me, myself)*

To my mom and dad.

ABSTRACT

Jauhari, Yusuf Akhyar. 2015. *The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery (A case Study of Eighth Grade Students of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015)*. Final Project. English Department. S1 Degree of Education. Advisor: Galuh Kirana Dwi Areni, S.S., M. Pd.

Key words: *Bingo Game technique, vocabulary mastery*

The objective of the study was to describe how effective Bingo Game Technique in improving vocabulary mastery. The material which will be tested is vocabulary which is usually used in invitation card and greeting card.

Experimental method approach was adopted by conducting four meetings in this study. This first meeting was try out. The second meeting was treatment and pretest. The third meeting was treatment. The fourth meeting was treatment and posttest. The population of the study was the eighth graders of SMP N 1 Batealit, Jepara in the academic year of 2014 / 2015). There were 6 classes with 220 students. I chose VIII A with 35 students as the experimental group and VIII B with 34 students as the control group.

The result of the students' progress during the teaching learning process by using Bingo Game Technique was very good. The students' achievement increased from the first meeting to fourth meeting. It could be seen from the average score of post-test between Control Group and Experimental Group. The result of post-test was 74.14 and 60.44 respectively for experimental group and control group. T-test was also employed to test whether or not the result improvement in post-test was significant. From the analysis used t-test, it was obtained that the value of experimental class was 6.18 and control class was only 2.64 at 0.05 alpha significant values. It meant that the improvement in post-test was statistically significant for experimental class.

From the results, it can be concluded that bingo game technique significantly improve students' vocabulary mastery. In line with the result of the research, I suggest to teachers to use bingo game technique more often in teaching process since it can increase students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

This chapter gives introduction about the study. It contains the background of the study, reasons for choosing the topic, research problem, objective of the study, significances of the study, and outline of the report.

1.1 Background of the Study

There are many factors of students' difficulty in mastering English. One of those main factors is the lack of vocabulary mastery.

“In spite of the importance of this element, vocabulary is often the least systematized and most neglected of all aspects of learning a second language, not only in EGP but in ESP as well” (Kennedy & Bolitho, 1984:65). Vocabulary mastery is a very important factor since it contains the message which the speaker wants to convey to the opposite. No matter how good a speaker masters in grammar, but without enough vocabulary he cannot express himself fluently unless he reaches the level of vocabulary needed. The problem which has been observed on the field shows that the English teaching tends to concentrate on grammar and gives less attention on vocabulary mastery.

As has been stated by Dubin & Olshtain, “This lack of attention is not only characteristic of older grammatical syllabuses but of more recent communicative approaches. On the contrary, the emphasis is rather placed on structures, function,

notions, and communicative strategies” (1986:111-112). The lack of vocabulary will be likely to decrease the meaning of the message or even change the meaning which will create a condition named “miscommunication”. It is a duty for the teacher to teach students in appropriate amount of each field of the language skills.

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (Harmer 153). The lack of vocabulary will influence the dictions which are used in a conversation; this means it will create a problem. For example, it is common for a speaker who lacks of vocabulary to say “right/left” in a ship rather than “starboard/port” which is more appropriate.

It is very important for a teacher to make his students interested in the vocabulary learning. It is true that when students feel interested already, it will ease the job of the teacher to make such an optimum learning process. In order to accomplish a level of the learning, the teacher should provide a teaching technique which enables the learning process becomes fun and challenging. By adding those two factors to the learning process, it will create an atmosphere which is very effective to the learning process. Games can be the answer of the fun and challenging technique needed in teaching vocabulary.

The writer will use a technique called “Bingo Technique” as a technique in teaching vocabulary. Bingo technique is taken from bingo game which has been modified in order to make vocabulary learning becomes fun and challenging. This technique is a student-centered medium which places students as the center of the

learning process and the teacher as the facilitator. The teacher will let students to make some efforts in order to solve the problem given. When students are actively involved in problem solving process, students will memorize the new words deeply and be able to recall them easily instead of when the teacher just tells the students some new words.

Vocabulary consists of series of interrelating system not just a random collection of words. The grouping of the vocabulary to be taught is done in order to ease the students in memorizing the new words which they will learn. The focus will be put in a group of words which will influence the learning process to be optimum. In this case, the writer decides to choose vocabulary which is usually used in invitation card and greeting card, considering that the material is commonly used in social life.

1.2 Reasons for Choosing the Topic

There are several reasons why the writer chooses the topic “The Use of Bingo Game Technique to Improve Students’ Vocabulary Mastery”, they are as follows:

- 1) Vocabulary is seen as a not really important part compared to grammar.
- 2) Students are often not able to express their ideas because the lack of vocabulary.
- 3) As a student of English department I have a big interest to solve this problem.

1.3 Research Problems

The problems stated in this study are:

- 1) Is there any significant effect of using bingo game technique to improve students' vocabulary mastery at eight grade students of SMP Negeri 01 Batealit in the academic year of 2014/2015?
- 2) What are the advantages & disadvantages of using bingo game in teaching vocabulary at eight grade students of SMP Negeri 01 Batealit in the academic year of 2014/2015?

1.4 Objectives of the Study

Based on the problems stated above, the purposes of this study are:

- 1) To identify whether there is significant effect in the use of bingo game technique to improve students' vocabulary mastery at eight grade students of SMP Negeri 01 Batealit in the academic year of 2014/2015.
- 2) To show the advantages & disadvantages of using bingo game technique in teaching vocabulary at eight grade students of SMP Negeri 01 Batealit in the academic year of 2014/2015.

1.5 Research Variables and Hypotheses

Variables:

In this study, the variables are:

- 1) The independent variable is the bingo game as a strategy in mastering English vocabulary.

- 2) The dependent variable is the students' achievement in mastering English vocabulary after being taught by using bingo game technique.

Hypotheses:

In this study, there are two hypotheses, they are:

H₀: There is no significant effect in the use of bingo game as a medium in improving students' ability in mastering English vocabulary.

H₁: There is significant effect in the use of bingo game as a medium in improving students' ability in mastering English vocabulary.

1.6 Significance of the Study

Some advantages which can be gained from this study are:

- 1) For students

It will help students to learn vocabulary easily and effectively. The learning process becomes fun and challenging, and this will influence the students' motivation.

- 2) For teacher

It will ease the job of the teacher to teach vocabulary. The teaching will be effective and fun. The English acquisition teaching process also becomes more balanced and not only grammar-centered.

- 3) For other researchers

I hope this study can help the next researchers of vocabulary learning as their inspiration and reference to conduct their studies.

1.7 Outline of the Report

Chapter I consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, variables and hypotheses, significance of the study, and outline of the study.

Chapter II presents the review of the related literature. This chapter concerns with review of previous studies and some theories and ideas related to the study.

Chapter III discusses the method of investigation. It includes the research design, population and sample, instrument of the study, method of collecting data, and method of analyzing data.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V is the conclusion and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with review of previous studies, review of related literature and figure of the theoretical framework.

2.1 Review of Previous Studies

There are some previous studies related to the topic. Many researches have been done related to vocabulary mastery. It proves that vocabulary mastery is important in learning English besides grammar.

The study entitled *The Use of Narrative Texts to Improve Students' English Vocabulary (The Case of year XI Students of SMA Kesatrian 1 Semarang)*. The objectives of the study were to find out whether students like to have narrative texts, to find out the mastery of English vocabulary, and to decide if the improvement of English vocabulary is caused by the narrative texts. This was an experimental research which was done by Nuryanto (2008).

Another study entitled *Songs Text Usage as a Media to Improve Vocabulary Proficiency the case of year eighth students of SMP N 13 Semarang*. The purpose of the study was to find out to what extent song usage can help teachers in teaching English vocabulary to improve students' vocabulary proficiency. The conclusion of the study, text song usage enriches the teachers' strategy in teaching vocabulary and improve students' ability in vocabulary. The study was conducted by Widyastuti Setyaningsih (2008)

There is also a research entitled *The Use of Pictures-Board-Game as a Vocabulary Teaching Technique: the Case of the Fifth Graders of SD Negeri Sekaran 01 Gunungpati Semarang*. The objectives of the study were to investigate whether there is a significant difference of the vocabulary achievement between the students who have been taught using Pictures-Board-Game technique and those who have been taught using the conventional one, and also to know whether the use of Pictures-Board-Game technique is more effective than the conventional technique. To determine whether the Pictures-Board-Game technique is more effective than the conventional or not, t-test formula was used. The mean scores were obtained from the difference between pre- and posttest of each group. The computation result of the t-test is 2.29. One tailed level of significant was used. The critical value of t is 1.68 in which for $\alpha = 5\%$ and $df = 38$. Because the t value is higher than the critical value of t, it means there is significant difference on the mean of the difference scores between pre- and posttests scores of both groups. Therefore, the working hypothesis saying “ The use of Pictures-Board-Game technique is more effective than the conventional technique in teaching vocabulary to the fifth graders of Elementary School” is accepted. The study was conducted by Khabibah (2006).

The similar study entitled *The Effectiveness of Using a Picture Dictionary CD Based on Context Clues to Improve Students' Vocabulary (The Case of the Fifth Graders of SD Negeri 01 Bendan Semarang in the Academic Year of 2010/2011)*. It was an experimental research which aimed to find out the extent of the students' achievement in vocabulary mastery at SDN Bendan 01 Semarang by

the use of a Picture Dictionary CD. The design was using “pre-test and post-test techniques”. Before the experiment, the writer held the try-out test to try out class to get its validity, reliability, item difficulty, and item discrimination. The result of the test was then analyzed by using t-test formula. The t-test or value obtained is 2.79. Since the t-test (2.79) is higher than the t-table (1.68), so the working hypothesis is accepted. It means that there is a significant difference in achievement between students who were taught by using Picture Dictionary CD and those who were taught by using the conventional one. The study is done by Iva Istiana (2010).

Based on the researches above, I concluded that teaching vocabulary using media is effective. It is proved by that there have been so many researchers who did researches on using media in teaching English. In this study, I also used media in teaching vocabulary. Different from the previous studies above, I used Bingo Game as the medium in teaching vocabulary for the eighth graders students of SMPN 01 Batealit Jepara.

2.2 Review of Related Literature

Some related literature is presented to support the study:

2.2.1 Vocabulary

Language is a means of communication. Communication itself is a way of conveying message. There are many factors which effect the process of conveying messages: language aspects and language skills. Language skills consist of listening, reading, writing and speaking. Whereas language aspects consist of

grammar, vocabulary, and punctuation. Vocabulary has an important role in teaching and learning English. Vocabulary becomes one of many issues today in English acquisition. It becomes an important aspect besides grammar and punctuation. Therefore, vocabulary should be placed as the main factor rather than supporting factor in English acquisition.

There are some definitions of vocabulary based on experts' opinion. Meriem webster states that vocabulary is "an alphabetical list of the words used in a book, often including their translation or definition" (Webster, 1986:2560). There is also another definition comes from Collins Cobuild English language dictionary that "the vocabulary of a language is the total number of words in it" (Collins, 1989: 1629).

In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words. Further, he states that:

in term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like *for, and, them, to* that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornburry, 2002:4).

Furthermore, Hornby (2006: 1645) defines vocabulary as:

- 1) All the words that a person knows or uses;
- 2) All the words in a particular language;
- 3) The words that people use when they are talking about a particular subject;
- 4) A list of words with their meanings.

From the definitions above, I conclude that vocabulary is an alphabetical list of the words used in a language which can be divided into two main groups; they are function and content words. Vocabulary is one of the important things in learning a language since it is one of the primary things in building a sentence in a language.

2.2.2 Definitions of Learning Strategy

Learning strategy is one of the important things to be considered in achieving the goal within the teaching and learning process. There are some definitions of learning strategy stated by some experts. There is a definition comes from Scarcella that “learning strategies are defined as “specific actions, behaviours, steps, or techniques – such as seeking out conversation partners, or giving one-self encouragement to tackle a difficult language task – used by students to enhance their own learning” (Scarcella, 1992:63). In line with her, Chamot et. Al (1999: 2) states that “learning strategies are procedures or techniques that learners can use to facilitate a learning task.” Another definition of learning strategies comes from Cohen. He states that:

language learning strategies include strategies for identifying the material (e.g. grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g. through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique) (Cohen, 1998:5).

In addition, Muria states that “language learning styles and strategies are among the main factors that help determine how- and how well- our students learn a second or foreign language” (2001:359). Furthermore, there is a kind of classification of the instructional media as learning strategy, quoted by Budiastuti (2007), Sadiman et al (2003) argue that the instructional media for teaching learning process in Indonesia can be classified into five categories as follows:

a) Games and Simulation; e.g. words, people, and role playing.

b) Visual media

Media that can be seen and its function are distributing the message from the sources to the receiver. The example of visual media are pictures/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

c) Audio media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or Compact Disk.

d) Audio-Visual media

It is a media that are useful because of their sounds and pictures. TV, Video, Computer, DVD, and so forth are the example of this kind of media.

e) Still projected media

Slides, film strip, OHP, opaque projector, micro film, film are the model of still projected media.

Based on the theories above, I conclude that learning strategy is like a weapon in teaching and learning process. It's one of the important things that teachers have to consider in achieving the goal in the process of teaching and learning a language. The better strategy used by the teacher, the more effective the teaching and learning process will be.

2.2.3 Game as a Means in Teaching English

There are some interesting media that can be used in teaching and learning English. Game is one of the good media to be used in teaching and learning English, especially for young learners. Games can be successful media to bring an interesting atmosphere to the language class. Celce-Murcia (1979:54) argue that "in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be." In line with them, Vernon, as cited by Shaheen Ara (2009:166) states that "just like songs and rhymes, games also provide wonderful atmosphere in the children's language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools."

Taken from (Vernon, www.teachingenglishgames.com), there are some reasons why games are useful to be used in teaching and learning language. They are as follows :

- 1) The first reason why games are so useful is that since games make learning fun, children are willing participants and are not just present in class because they have to be. Students pay more attention because when they enjoy

themselves, they do better, feel better about themselves, and do even better – it is a learning cycle working in their favor.

- 2) Next reason is playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible.
- 3) The proverb ‘repetition is the mother of skill’ becomes very meaningful during the games in children’s language class as students get to use the language all the time with a lot of repetition. Although repetition is boring in some cases, during games it is fun for children. Also because of the fun involved in the game a massive amount of vocabulary and grammar can be revised in a short time because it is very difficult for learners to remember vocabulary if they never use it. Furthermore, the physical movement involved in some of the games also helps keep children stimulated and alert. Children naturally have a lot of energy and are not good at attending formal lessons for long periods, and so if they participate in a game involving physical movements from time to time, they will never get impatient and bored. Most importantly, the philosophy of encouragement incorporated into these games increases confidence in all students. Usually this does not just mean they get better at only English, but in all subjects inschool. This in turn makes the

teachers more motivated and optimistic, and they can really make a difference in their lessons.

- 4) Apart from all this, language games like any other games involve learners in a healthy competition that can help them learn more. “As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning.”
- 5) Finally language games create a bond between the teacher and their students, which is fulfilling for the teacher and students alike. In short, if used properly by the teacher, games are excellent ways whereby children have fun and at the same time acquire a language.

Based on the theories above, I conclude that game is one of the successful media to be used in teaching English. The advantages of using game are it can make a fun learning, able to involve learners in a healthy competition that can help them learn more, and create a bond between the teacher and their students.

2.2.4 *Bingo Game*

Bingo is played in halls. Bingo rules have many variations from place to place. Many Bingo brochures detailing particular games and rules are usually available at each country. However, basically players get cards with numbers on them in a 5 x 5 grid corresponding to the five letters in the word B-I-N-G-O. The numbers are randomly arranged until one player completes a 'Bingo' pattern, such as a line with five numbers in a vertical, horizontal or diagonal row on his card. There are many possible patterns to play for. However, there is exact rules of many variations of bingo game: the numbers in the B column are between 1 and 15, in the I column between 16 and 30, in the N column

(containing four numbers and the free space) between 31 and 45, in the G column between 46 and 60, and in the O column between 61 and 75.

After all equipment is completed, the numbers are announced quickly by the caller, so the players must pay careful attention to the numbers that are called and they must mark them quickly and accurately on their cards. The caller keeps calling numbers until one or more players claim Bingo. Then the game stops and the numbers are verified. If there is a winner, the prize is awarded and a new bingo game begins with new cards. If there is more than one winner, the prize is split among all the winners.

Nowadays, Bingo game starts to be applied in education world. Ward (1997) states that “bingo is often used as an instructional tool in American schools and in teaching English as a foreign language in many countries. Typically, the numbers are replaced with beginning reader words, pictures, or unsolved math problems.”

The characteristics of Bingo Game :

1) Materials

To play Bingo Game, we need two worksheet (about irregular verbs in the form of past tense and past participle), one worksheet for the teacher and another one is for the students. We also need one marker for each student in the class.

2) Dynamic

The game is played individually by the students.

3) Time

The time will depend on how fast one student win the game.

Based on the theories above, I conclude that Bingo is one of the games that can be used in teaching and learning English. Bingo is not only a good game to be used as a medium in teaching vocabulary but also an interesting method to make a fun classroom's atmosphere.

2.2.5 Characteristics of Junior High School Students

Knowing the characteristics of the students is somehow important for teachers. It will be much helpful for the teacher to know what the students feel, what they need, and how the suitable learning method is. Jeremy (2001:37) states that:

the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

Students of junior high school are typically those who are in the age of 12-15 years old. They can be categorized as teenagers or adolescents. At this age, adolescents are looking for their identity and so that they have labil emotion. "It is widely accepted that one of the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group" (Harmer, 2001:39).

Furthermore, another characteristic of students of junior high school is that they are so enthusiasm and have passionate commitment to things which interest them. As what has been stated by Harmer (2001:39),

teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm". He also adds that "we have some way from the teaching

of young children. We can ask teenagers to address learning issues directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them. Indeed part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves-though still with our guidance.

Based on the theories above, I conclude that the students of junior high school is on the process of finding their self-identity. They have labil emotion and like interesting atmsophere as what they like when they are still children. Moreover, they also have great enthusiam whenever they are engaged in the classroom's activity. Therefore, it is important for teachers that they should find an interesting method to attract the students and engage them to be involved in a teaching and learning process.

2.3 Figure of Theoretical Framework

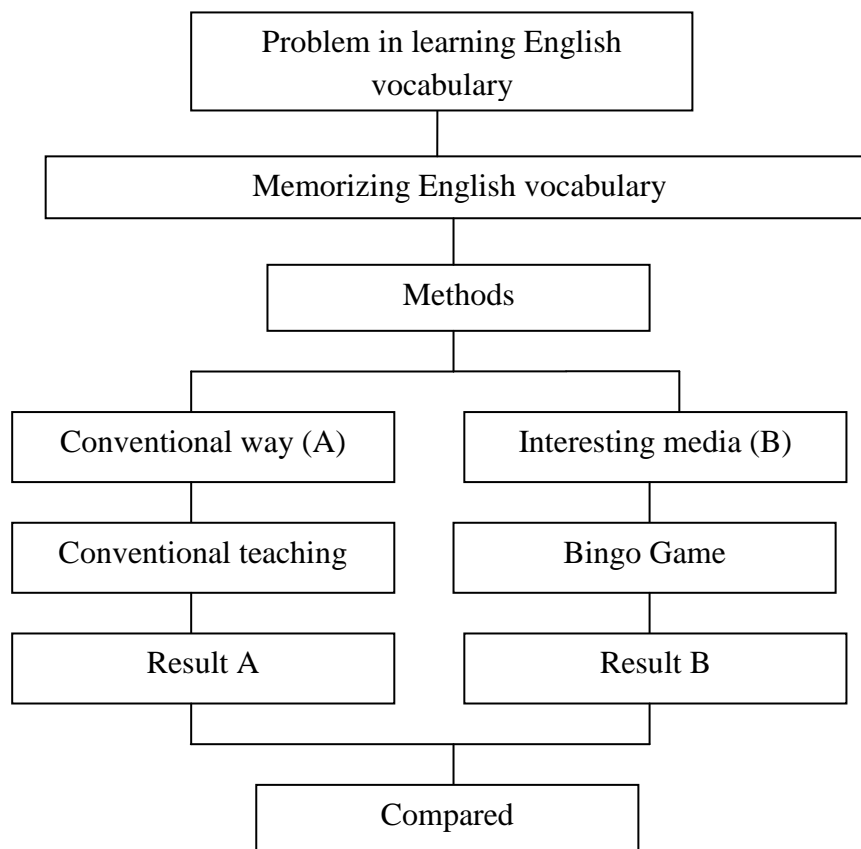


Figure 2.1 Theoretical Framework

Based on the observation and interview which had been done with the English teacher of SMPN 01 Batealit, there are some problems which are faced by the students of eighth grade in learning English. One of them is learning the vocabulary. The students still feel hard in memorizing the English vocabulary. Vocabulary is one of the important aspects in learning English. Therefore, effective method is needed to give a solution to this problem. I decided to use Bingo Game technique to teach English vocabulary and then test the effectiveness of the medium through experimental research. There will be two classes. One is as control group, another one is as experimental group. Control group will be taught by using conventional method while the experimental group will be taught by using Bingo Game technique. The result of the tests are compared to know whether there is significant difference of both group tests and to know whether Bingo game is an effective method in teaching English vocabulary.

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents research design, subject of the study, instrument of the study, methods of collecting data, and methods of analyzing data.

3.1 Research Design

In this research, I used experimental study. Best (1981:68) states that “experimental research is of the blueprint of the procedures which enable the researcher to test hypothesis by reaching valid conclusion about relationship between dependent and independent variable”. Arikunto (2002:272) states that “experimental research has a purpose to investigate whether there is an effect on ‘something’ that is treated as the subject of the research. Comparing on or more experimental group which get a treatment with one or more control groups which get no treatment is the way to conduct experimental research.” In other words, experimental research tries to observe the cause and effect relation. Experiment refers to the effort to obtain the data from experimental group and control group. “An experiment, then, is a series of controlled observation which will inevitably need to use of one or more tests” (Allen and Davies, 1977:3). The design of this research will be quantitative research. According to Aliaga and Gunderson (2002) in Mujis (2004:1), quantitative research is

explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” The first element is explaining the phenomena. This is a key element of all

research, be it quantitative or qualitative. When we set out do some research, we are always looking to explain something. The specificity of quantitative research lies in the next part of the definition. In quantitative research, we collect statistical data. This is closely connected to the final part of the definition: analysis using mathematically based methods.

Generally, experimental research involves two groups, an experimental and control groups in which experimental group typically receives new treatment, while the control group either receives the different treatment, or treated as usual. Here, Bingo game technique was used to teach students in helping them memorizing vocabulary. The experimental group was taught using bingo game technique and the control group was taught using conventional technique. According to Isaac and Michael (1971:37-34), there are “eight designs in experimental research: one group pretest posttest design, randomized control group pretest posttest design, randomized Solomon four-group design, randomized control group posttest only design, nonrandomized control group pretest posttest design, counterbalance design, one group time-series design, and control group time-series design.” Nonrandomized control group pretest and posttest design was chosen as the research design of this study. The quality of the subjects was firstly checked by giving a pre-test and then the experimental group was given the treatment. They were treated by using bingo game technique and the control group was treated by using conventional method. Lastly, both of the groups were given a posttest to see the effect of the treatment and to see the range between groups. In this research, I used this following design:

<u>E</u>	<u>O1</u>	<u>X</u>	<u>O2</u>
C	O3		O4

Explanation:

E : Experimental Group

C : Control Group

O1 : Pre-test for Experimental Group

O2 : Post test for Experimental Group

O3 : Pre-test for Control Group

O4 : Post test for Control Group

X : Treatment using Bingo game technique

(Creswell, 1994:133)

3.2 Subjects of the Study

3.2.1 Population

Gay (1987:20) argues that “population is the group of interest to the researcher; the group he or she would like the result of the study to be generalized.” While according to Brown (1988:8), “a population is any group individual that has one or more characteristic in common that are of the interest to the researchers.”

The population which I used to conduct my research was the eighth grade students of SMP Negeri 1 Batealit, Jepara. There were eight classes of eighth grade. Each class consisted of 35-40 students. I chose SMP Negeri 1 Batealit because the students always find English as one of most difficult courses besides mathematic. I was challenged to offer a new method for students to ease them in learning English better.

3.2.2 Sample

Arikunto (2002:109) states that “sample is part of population that represents all the population observed.” While according to Mursid shaleh as quoted by Novinda (2011:26), “sample is a group of people, goods, or about place of data is taken. Sample is a part that is assumed to represent a population.”

As mentioned by Gay (2008:99), “nonrandom sampling is a sampling technique which is used when it cannot be ensured that each item has an equal chance of being selected or if selection is based on expert knowledge of the population from the writer.” I used nonrandom sampling technique as stated by Gay as my technique in choosing the sample of my research. Streubert & Carpenter (1995) state that “there is no need to randomly select individuals because manipulation and control are not the purpose of the exercise.” I used classes which were suggested by teachers because no need to select the individuals and also to ease the process of the research. The sample of the study is VIII B as the experimental group and VIII C as the control group.

3.2.3 Variable

Best (1981:59) states that “variables are the conditions or characteristics that the experimenter manipulates, control and observes.” It can be concluded that variable is something that can be manipulated, controlled, and also observed. Variable is something which is able to influence the process of the study and it should be able also to be observed.

Brown (1989:7-8) states that “variable is something that may vary, or differ.” While Wiersma (1987:2005), “a variable is characteristic that takes on

different values or conditions for different individual.” In this research, there are two variables, they are:

a) Independent variable

Tuckmann (1978:58) states that “independent variable is the factor that is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon”. Independent variable is a stimulus variable or an input which is introduced to the experimental group. Based on the definition above, the independent variable of this study was the use of bingo game technique.

b) Dependent variable

Dependent variable is measured in a study. This is the response of independent variable. This variable is not manipulated by the researcher, but is affected by the independent variable. The dependent variable of this study was the students’ vocabulary mastery.

3.3 Instrument of the Study

An Instrument was very useful in collecting data. Saleh (2001:31) states that “the word instrument refers to research tools for data collecting. It is therefore, a fundamental thing to be well thought – out by a researcher before she/he conducts an experiment.” The instrument was used to measure the achievement which is based from the data which was gotten from students. The instrument was a very important part in conducting a research since it is how the real life was turned into data on papers. According to Kerlinger (1965:48), “instrument is an important

device for collecting the data in a research study.” Saleh (2001:31) states that “four types of instruments for gathering data: questionnaire, observation, interview, and test.” This study used tests: pretest, posttest, and questionnaire as the instruments to collect the data. The Guidelines of the test and questionnaire can be seen in appendix 9 and 10.

Tinambunan (1988:27) states “achievement test is designed to indicate degree of success in some past learning activity. Test is a set of questions, each of which has correct answer, the examinee usually answers orally or in writing.” In this study I used written test to collect the data. Harris (1974:6) states that “there are two basic kinds of written test. They are objective test and essay test.” The essay test was usually used to measure the four language skills. The focus point of this study was to find out the achievement in students’ vocabulary mastery, so the test which was applied in this study was objective test. Tinambunan (1988:55-56) states that:

An objective test includes a variety of item types. Objective items can be classified into supply-type and selection-type. Supply-type which is known as “short-answer” or “completion” requires a pupil to supply the answer. And the selection-type test is one which requires pupil to select the answer from a given number of alternatives.

The success accuracy of the study could be said it depended on the instruments. The well-thought instrument would guarantee the accuracy of the data which was gotten from the research. In this study, written test was chosen as an instrument to collect data. Written test would be both applied to pretest and posttest which were given to both control group and experimental group.

3.4 Methods of Collecting Data

The study was carried through three activities. They were pretest, treatment, and posttest. The objective was to prove whether bingo game technique was more

effective rather than conventional method in teaching vocabulary and as a medium for eighth grade students in SMP Negeri 1 Batealit Jepara in improving their vocabulary mastery in academic year 2014/2015. If the result showed that the posttest result was higher than the pretest result, the hypothesis that “There is a significant difference of the result of vocabulary mastery between students who are taught using bingo game technique and conventional method in eighth grade in SMP Negeri 1 Batealit Jepara” was accurate.

According to Sujana (2002:8) there are several ways in collecting the data such as:

- (1) Conducting direct research to the subject of the study or at a laboratory, concerning the subject of the study. The result of the research is recorded than analyzed.
- (2) Taking or using a whole or a part of reported data from various sources,
- (3) Arranging a questionnaire, that is the way of collecting the data using a list of questionnaires which has been prepared.

In this study, the first and the second steps were more appropriate on collecting the data because the study is about vocabulary. The test was used to measure the students' ability in recognizing the highlighted words in an essay which was given to the students. The test items were in the form of multiple choice items.

a) Pretest

Pretest was given before the treatment. Pretest was an observation that was done before the experiment or a treatment. A pretest in this study had a purpose to

know the students' basic ability in writing. First, the writer came to the class and explained what they were going to do. Then, the answer sheets of pretest were distributed to the students and they were asked to do the pretest. In this research, both control group and experimental groups were given an essay text, and they had to analyze the highlighted words.

b) Treatment

The treatment was given to the experimental group by teaching them using bingo game technique, while the control group was taught using conventional method. Lesson plans played important role in learning and teaching activities, therefore, the lesson plans should have been made in terms of the method which would be given for each meeting.

c) Posttest

After the treatment was given to the experimental group, the posttest was given to both control group and experimental groups. They were given an essay, and they had to analyze the highlighted words. The posttest was conducted to measure the students' ability after the treatment for experimental group compared to control group. The test contained the same items as in the pretest. Then, the data would be collected to be analyzed.

3.5 Methods of Analyzing Data

Some procedures were used to analyze the data. First, scoring the result of the test. Second, the mean was counted from the test result of the group.

a) Mean or Average

The mean or average is computed by adding a list of scores and then dividing it with the number of scores. The formula used is:

$$Mx = \frac{\sum x}{N}$$

Notes:

$\sum x$: The sum of the X's or individual scores

N : The number of the scores

(Tuckman, 1972: 225)

The third, analyzing the data by using t-test. The t-test was used to know the influence of using bingo game technique in teaching vocabulary.

b) T-test

Before counting the t-test, standard deviation should be computed. The formula is as follows:

$$s = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 1}$$

(Saleh, 2008:145-154)

After that, the t-test formula was applied to measure the significant difference between the experimental group and the control group. The formula of t-test is as follows:

$$t = \frac{x_1^- - x_2^-}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes:

t : t-test

x_1^- : The mean of the posttest of the experimental group

- \bar{x}_2 : The mean of the posttest of the control group
 s : Standard deviation
 n_1 : The sum of the experimental group
 n_2 : The sum of the control group
 x_1 : The average score of the experimental group
 x_2 : The average score of the control group
 n : Number of students
 s^2 : Variance

(Saleh, 2008:145-154)

In order to prove the pretest/posttest of each group to be normally distributed, I will use SPSS program to calculate the normality value.

c) Validity and Realibility

Heaton (1957:152) states that “every test, whether it is short, informal classroom test or public examination, should be as the constructor can make it. Briefly, the validity of the test is the extent to which it measures what it is supposed to measure and nothing else.” An important thing of conducting a research is to make sure whether the research would get what it is supposed to collect by measuring appropriate data.

There are many factors influencing validity such as “factor in the test itself, factor in pupils’ response” (Gronlund, 1981:87-89). According to Gronlund, as quoted by Tinambunan (1988:13), in the construction of a test there are some factors that tend to influence the validity of the results. They are as follows:

- 1) Unclear direction. Before the test is administered, the directions of the test are carefully examined, so the students can response to the items.
- 2) Word and sentence structure of the items should not be too difficult. Vocabulary and sentence structure which are too complicated for the students taking the test will tend to influence the students' answer.
- 3) Inappropriate level of the difficulty of the test items. Items constructed are not too easy and too difficult. If the items are too easy or too difficult, they will not provide reliable discrimination among students and will therefore have lower validity.
- 4) Avoid test items which are poorly constructed. In the construction of a test, avoid test items that unintentionally provide clues to the answer.
- 5) Ambiguity. Ambiguous statement of a test item will make misinterpretations and confusions.
- 6) Improper arrangement to the items. The test items should be arranged in order of difficulty, with the easiest items first. Placing difficult items early will cause the students spend too much time on these items and prevent them from reaching items which they could easily answer.

In order to know whether the test items were valid or not, I used “product moment” as the formula. The formula is as the following:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

r_{xy} : Coefficient of correlation between x and y variable or validity of each item

N : The number of the students or subjects participating in the test

$\sum X$: The sum of scores in each item

$\sum Y$: The sum of total scores from each student

$\sum X^2$: The sum of square scores in each item

$\sum Y^2$: The sum of square scores from each student

$\sum XY$: The sum of multiple scores from each student with the total score in each item

(Arikunto, 2013:87)

This formula was used for validating each score, and the result was consulted to critical value for r-product moment. When the obtain coefficient of correlation is higher than the critical value for r-product moment, it means that the scoring is valid at 5% alpha level of significances. The result was being consulted with r product moment, $r_{xy} > r$ was valid.

As stated by Gronlund (1981:93), “reliability refers to consistency measurement that is, to how consistent test score or other evaluation results are from one measurement to another.” Reliability means consistency of the study to measure the examinee’s ability. To measure the reliability I used alpha formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

Explanation:

- r_{11} : Reliability
 p : Proportion the subject answering the item correctly
 q : Proportion the subject answering the item incorrectly
 $\sum pq$: Sum of the multiplication between p and q
 k : Items
 V_t : Total Variance

(Arikunto, 2013:115)

To Find out Total Variance, the formula is below:

$$V_t = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

- Y : Sum of Students' Score
 N : Sum of Students

(Arikunto, 2006: 187)

d) Item Difficulty

Heaton (1974:173) states that “the index of difficulty of an item simply shows how easy or difficult the particular item proved in the test.” I applied the formula as follows:

$$P = \frac{B}{JS}$$

Explanation:

- P : The Facility Value (Index of Difficulty)
 B : The number of student who answered the items correctly
 JS : The Total Number of Students

The criteria determining the difficulty level are:

Difficulty Level	Category
$0,00 < ID \leq 0,30$	Difficult
$0,30 < ID \leq 0,70$	Medium
$0,70 < ID < 1,00$	Easy

(Arikunto, 2002:210)

Table 3.1 Difficulty Level

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter presents the conclusion of the study and some suggestions.

5.1 Conclusion

First, based on the conducted research and discussion in the previous chapter, the conclusion can be drawn that there was a significant difference of score between the experimental and the control groups. It was proved by the result of the two tests; pre-test and post-test where the experimental group got better achievement than control group. In the statistical analysis of the average of pre-test and post-test scores of both groups showed the improvement of students' achievement. The experimental group got better achievement, the average increased 16.14 point (from 58 to 74.14), whereas the control group only increased 9.12 point (from 51.32 to 60.44). In conclusion, the students' achievement improved. Based on the data analysis, it can be concluded that "Bingo Game Technique" can improve students' ability in mastering vocabulary to the eighth graders of SMPN 1 Batealit, Jepara.

Second, "Bingo Game Technique" can be used to teach vocabulary by helping students to learn and memorize new vocabulary in interesting way. "Bingo Game Technique" provides a technique of teaching which enables the students to learn actively and be involved to the whole process of teaching. The competition atmosphere to win the game is a positive factor which is able to make

students passionate to be the winner. This indirectly makes students to put all their attention and concentration during the learning process.

Third, “Bingo Game Technique” can be applied to every material based on curriculum which is used. It does not a tool which is only able to teach some particular vocabulary and then being useless. Moreover, “Bingo Game Technique” is a medium of teaching which can be used to help students to master vocabulary based on the aim of the teacher.

Fourth, based on the students’ answers of the questionnaires, they are interested in using “Bingo Game Technique” as the medium of teaching. It proves that “Bingo Game Technique” does not become a burden for them. On the other hand, it becomes a game for students which is very interesting to be played. As the result, it will make students achieve better understanding to the material.

5.2 Suggestions

There are several suggestions can be offered to improve students’ achievement in vocabulary mastery. They include English teachers, students, and other researchers who are interested to the same topic. They are as follows:

1) To teachers

It is very important for teachers to choose carefully the vocabulary which will be included in the bingo card. After determining the material which will be given, teacher should make bingo cards. In making bingo cards, they should select the words which are appropriate or frequently used in the material. It

will enable students to absorb exact vocabulary which they need based on the material which is being given.

2) To students

Students should be more frequent to consult their dictionaries to look for the meanings during their self-study.

3) To next researchers

Hopefully, there will be an improvement for the next study. It is really possible to optimize many sectors of teaching vocabulary. They can make this study as a reference to conduct another research in the same field.

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Appendix 1 Students list of control group

NO	NAME	CODE
1	Alex Feri Ananto	C-1
2	A Syarifudin	C-2
3	A Rudianto	C-3
4	Anna Zunia Safitri	C-4
5	Aulia Nur Mufida	C-5
6	Ayu Alfian Sari	C-6
7	Ayu Lisdamayanti	C-7
8	Deni Setiawan	C-8
9	Dony Muhammad Prayogi	C-9
10	Erisa Astuti Azmi	C-10
11	Erlinda Ratnasari	C-11
12	Ika Adelia	C-12
13	Jauhari Nur	C-13
14	Lailis Sofa	C-14
15	Lisa Ariyati	C-15
16	M Farid Faisal	C-16
17	Muhammad Izam	C-17
18	Meylisa Dewi	C-18
19	Muazizatur Rohmah	C-19
20	Muhammad Arwani	C-20
21	M Nailul Niam	C-21
22	Nur Jannah	C-22
23	Putri Amaliyatun Nis'ah	C-23
24	Rofiando Irawan	C-24
25	Rizam Mishod A	C-25
26	Rohmat Aji Kusuma	C-26
27	Sri Rejeki Puji Astuti	C-27
28	Syafi'udin	C-28
29	Tria Devi Nofita Sari	C-29
30	Trio Mustofa	C-30
31	Viviana Novia W A	C-31
32	Yana Damayanti	C-32
33	Zakiatul Fakhroh	C-33
34	Zulyan Istafiq Abdoi Idhom	C-34

Appendix 2 Students list of experimental group

NO	NAME	CODE
1	Adellia Sabila	E-1
2	A Rois	E-2
3	Adha Ardiana Putri	E-3
4	A Maulana Alvian Z	E-4
5	Ahmad Yudha	E-5
6	Aldi Mas Khoiri	E-6
7	Anisya Mega Rifdiana	E-7
8	Arif Dwi R	E-8
9	Arif Rikhwanto	E-9
10	Arifatun Sholicha	E-10
11	Chatrina Magdalena R	E-11
12	Dina Atiqo'	E-12
13	Elisa Ananda Safitri	E-13
14	Elsa Wulandari	E-14
15	Eryana Hayyu Ardhini	E-15
16	Eva Ariyanti	E-16
17	Fani Masturiyah	E-17
18	Hilda Eka Syavalina	E-18
19	Ika Apriliana	E-19
20	Is Faizah	E-20
21	Isfarul Maayisy	E-21
22	M Arif Ardiansyah	E-22
23	M Azhar	E-23
24	Miftakhul Ulum	E-24
25	M Ahlis Kurniawan	E-25
26	M Reza Bayu Setiawan	E-26
27	M Rifqi Khoiruddin	E-27
28	Nely Oktaviani Awwaliyah	E-28
29	Nofita Hidayati	E-29
30	Putri Febri Nur	E-30
31	Rifqi Dwi A	E-31
32	Septia Dwi Ayu Winianda	E-32
33	Umi Khasanah	E-33
34	Yazid Rahmadan	E-34
35	Zulia Dwi Safira	E-35

Appendix 3 Lesson plan of the control group

Rencana Pelaksanaan Pembelajaran

Sekolah : SMP Negeri 1 Batealit
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Materi Pokok : Teks tulis (a) undangan pribadi dan (b) ucapan selamat (*greeting card*)
 Alokasi Waktu : 12 jam pelajaran (6 x 40 menit)

A. Kompetensi Inti (KI)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

B. Kompetensi Dasar (KD)

- 3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan kartu ucapan (*greeting card*) sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana.
- 4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator :

1. Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi sesuai dengan konteks penggunaannya.
2. Siswa dapat menangkap makna undangan pribadi (*Invitation card*) sangat pendek dan sederhana.
3. Siswa dapat menyusun struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan kartu ucapan sesuai dengan konteks penggunaannya.
4. Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks *greeting card* sesuai dengan konteks penggunaannya.
5. Siswa dapat menangkap makna yang ada dalam kartu ucapan selamat (*greeting card*) sangat pendek dan sederhana.
6. Siswa dapat menyusun struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks kartu ucapan selamat (*greeting card*) sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Siswa terampil dalam dalam membuat teks tulis (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) sangat pendek dan sederhana untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai. (sikap, pengetahuan, ketrampilan).

D. Materi Pembelajaran

- 1) Fungsi sosial
Menjaga hubungan interpersonal dengan guru dan teman
- 2) Unsur kebahasaan
 - a. Kosakata yang terkait (attend, come, join, invite, dll)
 - b. Tata bahasa
 - c. Ucapan, tekanan kata, intonasi yang tepat
 - d. Ejaan dan tanda baca
- 3) Struktur teks
 - a. Menyebutkan tujuan dari (a) undangan pribadi (invitation) dan (b) ucapan selamat (greeting).
 - b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (greeting card).

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model : Project Based Learning

F. Media, Alat dan Sumber Pembelajaran

1. Sumber : Buku Siswa "When English Rings a bell" kelas VIII.
2. Media : LCD Projector, Gambar, White board, board marker.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan ke-1

a. Kegiatan Awal (10 menit)

Dalam kegiatan pendahuluan, guru:

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari yaitu "To create a personal invitation";
- mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran indikator 1 dan 2 dari KD 1, 2, 3.4, 4.4 dan 4.5 yang akan dicapai;
- menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pada materi pokok tentang Teks tulis undangan pribadi yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti (60 menit)

1) Observing

- Guru memandu siswa membentuk kelompok terdiri dari 5 siswa per kelompok.
- Guru memperlihatkan beberapa kata terkait kosakata undangan di monitor.
- Guru dan siswa membacakan kata-kata yang ada pada monitor.
- Siswa menirukan dan menyebutkan arti kata-kata tersebut.

2) Questioning & Experimenting

- Guru menayangkan beberapa gambar undangan melalui LCD proyektor.
- Guru memberi contoh apa yang bisa ditanyakan dari gambar tersebut tentang struktur teks, unsur bahasa dan fungsi sosial dari teks undangan.
- Siswa merespon pertanyaan guru.
- Tanya jawab antar kelompok dilakukan bergantian.

3) Associating

- Guru membagi contoh undangan kepada setiap kelompok.
- Siswa berkomunikasi untuk mengamati fungsi sosial teks, struktur teks, dan unsur bahasa dari teks undangan tersebut.

- Guru memantau kegiatan siswa untuk mengambil nilai sikap kerjasama dan tanggung jawab.
 - Guru mengecek pemahaman siswa tentang struktur teks, unsur bahasa dan fungsi sosial teks dengan menampung pendapat kelompok.
- c. Kegiatan Akhir (10 menit)
- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/ simpulan materi pembelajaran.
 - Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilaksanakan.

2. Pertemuan ke-2

a. Kegiatan Awal (10 menit)

Dalam kegiatan pendahuluan, guru:

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;
- mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan indikator 3 dan 4 dari KD (1), (2), (3.4), (4.4) dan (4.5) yang akan dicapai;
- menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pada materi pokok tentang Teks tulis undangan pribadi yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti

1) Associating

- Guru menampilkan berbagai jenis undangan lewat tayangan LCD projector.
- Siswa diminta mendeskripsikan fungsi sosial undangan-undangan berdasar pengalaman dan pengetahuan tentang undangan.
- Siswa mempresentasikan hasil komunikasi dalam kelompok.
- Guru menampilkan berbagai jenis undangan lewat tayangan LCD projector.
- Siswa diminta mendeskripsikan fungsi sosial undangan-undangan berdasar pengalaman dan pengetahuan tentang undangan.
- Siswa mempresentasikan hasil komunikasi dalam kelompok.

2) Communicating

- Setiap kelompok dibagikan masing-masing satu kertas kosong dan spidol.
- Siswa dalam kelompok diminta membuat kartu undangan dengan bahasa mereka.
- Guru menyediakan beberapa topik undangan yang akan dibuat, kelompok boleh memilih satu topik.
- Siswa membuat kartu undangan yang dikerjakan secara berkelompok.
- Guru memonitor kegiatan siswa untuk menilai ketrampilan proses.
- Kelompok yang sudah menyelesaikan tugasnya diminta memasang hasilnya.
- Guru dan siswa memonitor hasil karya kelompok yang dipajang di papan tulis.
- Kelompok saling memberi komentar terhadap produk yang dibuat kelompok lain.

c. Kegiatan Akhir (10 menit)

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/ simpulan materi pembelajaran.
- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilaksanakan.
- Guru memberikan umpan balik terhadap kegiatan dan produk yang sudah dihasilkan siswa.
- Guru mengumumkan kepada siswa untuk membawa kertas karton ukuran 20 x 30 cm, spidol warna warni, gunting, pita-pita, atau hiasan yang lain pada pertemuan depan.
- Guru menginformasikan tugas membuat kartu undangan pada pertemuan depan.

3. Pertemuan ke-3

a. Kegiatan Awal (10 menit)

Dalam kegiatan pendahuluan, guru:

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;
- mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran indikator 3 dari KD 1, 2, 3.4, 4.4 dan 4.5 yang akan dicapai;
- menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pada materi pokok tentang Teks tulis undangan pribadi yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti (60 menit)

1) Communicating

- Guru memberikan tugas mandiri terstruktur.
- Guru menyediakan beberapa topik undangan yang akan dibuat, siswa boleh memilih satu topik.
- Guru menyampaikan kriteria penilaian dalam pelaksanaan tugas mandiri membuat kartu undangan kali ini.
- Guru memberi kesempatan kepada siswa untuk menyelesaikan tugas.
- Guru memonitor kegiatan siswa dan menilai ketrampilan proses.

c. Kegiatan Akhir (10 menit)

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan materi pembelajaran hari ini.
- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilaksanakan.
- Guru dan siswa saling memberi umpan balik terhadap proses pembelajaran hari ini.

4. Pertemuan ke-4

a. Kegiatan Awal (10 menit)

Dalam kegiatan pendahuluan, guru:

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;
- mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran indikator 4 dari KD 1, 2, 3.4, 4.4 dan 4.5 yang akan dicapai;
- menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan pada materi pokok tentang kartu ucapan (greeting card) yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti

1) Observing

- Guru memandu siswa membentuk kelompok terdiri dari 5 siswa per kelompok.
- Guru memperlihatkan beberapa kata terkait kosa kata kartu ucapan dalam bentuk flash card.
- Guru dan siswa membacakan kata-kata yang ada pada flash card.
- Siswa menirukan dan menyebutkan arti kata-kata tersebut.

2) Questioning & Experimenting

- Guru menayangkan beberapa gambar kartu ucapan melalui LCD proyektor.
- Guru memberi contoh apa yang bisa ditanyakan dari gambar tersebut tentang struktur teks, unsur bahasa dan fungsi social dari teks kartu ucapan.

- Siswa merespon pertanyaan guru.
- Tanya jawab antar kelompok dilakukan bergantian.

3) Associating

- Guru membagi contoh kartu ucapan kepada setiap kelompok.
- Siswa berkomunikasi untuk mengamati fungsi sosial teks, struktur teks, dan unsur bahasa dari teks kartu ucapan tersebut.
- Guru memonitor kegiatan siswa untuk mengambil nilai sikap kerjasama dan tanggung jawab.
- Guru mengecek pemahaman siswa tentang struktur teks, unsur bahasa dan fungsi sosial teks dengan menampung pendapat kelompok.
- Guru menampilkan berbagai jenis kartu ucapan lewat tayangan LCD projector.
- Siswa diminta mendeskripsikan fungsi sosial kartu ucapan berdasar pengalaman dan pengetahuan tentang undangan.
- Siswa mempresentasikan hasil komunikasi dalam kelompok.

c. Kegiatan Akhir (10 menit)

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan materi pembelajaran.
- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilaksanakan.
- Guru memberikan umpan balik terhadap kegiatan yang sudah dihasilkan siswa.
- Guru mengumumkan kepada siswa untuk membawa kertas karton ukuran 10 x 20 cm spidol warna warni, gunting, pita-pita, atau hiasan yang lain pada pertemuan depan.
- Guru menginformasikan tugas membuat kartu ucapan pada pertemuan depan.

G. Penilaian

1. Jenis/teknik penilaian
 - a) Penilaian Sikap/observasi
 - b) Penilaian Pengetahuan/tes tertulis dan lisan
 - c) Penilaian Keterampilan/tertulis & lisan
2. Bentuk instrumen dan instrumen (terlampir)
3. Pedoman penskoran (terlampir)

Mengetahui
Kepala SMP



ANWAR, S.Pd
NIP. 19620617 198501 1 001



Jepara, 22 Oktober 2014

Guru Mata Pelajaran



AGUS CAHYONO, S.Pd
NIP. 19790406 200801 1 010

Lampiran :**PENILAIAN**

Satuan Pendidikan	: SMP Negeri 1 Batcalit
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII / 1
Kompetensi dasar	:
	3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi (<i>Invitation card</i>) dan kartu ucapan (<i>greeting card</i>) sesuai dengan konteks penggunaannya.
	4.4 Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.
	4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

PENILAIAN SIKAP

Indikator	:
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

I. Instrument Observasi Penilaian Sikap

No	Nama Siswa	Indikator						Jml
		Mengamati Pembelajaran dengan sungguh-sungguh	Melaksanakan tugas yang diberikan	Mengamati benda-benda yang ditunjukkan	Mengamati gambar benda-benda	Aktif berdiskusi dengan teman kelompok	Bekerjasama dengan kelompoknya	
1								
2								
dst								

II. Pedoman penskoran nilai sikap

1. Rentang nilai setiap aspek 1-4.
2. Skor yang diperoleh x 100

PENILAIAN PENGETAHUAN

I. Pedoman Penilaian Pengetahuan

TES LISAN

Indikator : Mendeskripsikan kartu undangan

Instrumen :

1. What can you tell me about an invitation?

Rubrik Penilaian

	Aspek yang dinilai	Skor			
		1	2	3	4
1	Spelling	1	2	3	4
2	Vocabulary	1	2	3	4
3	Accuracy	1	2	3	4
4	Pronunciation	1	2	3	4
	Skor maksimum				16

Keterangan penilaian:

1 = kurang

2 = sedang

3 = baik

4 = sangat baik

Nilai: $\frac{\text{Skor yg diperoleh}}{16} \times 100$

TES TERTULIS

Indikator: Mengidentifikasi struktur text invitation dan greeting card.
Disediakan 10 gambar undangan dan kartu ucapan . Siswa dapat menentukan dengan benar tujuan komunikasi dari teks tersebut

Instrumen

What the purpose of an invitation or a greeting card for is!

No	Pictures given	Social purpose
1	1	
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	
10	10	

Rubrik Penilaian :

Setiap jawaban betul nilai 10

Nilai : Jumlah jawaban betul x 10 = 100

PENILAIAN KETRAMPILAN

PENUGASAN

Indikator : Menyusun teks tulis undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

PORTFOLIO EVALUATION

Student's Name :
 Evaluator's Name :
 Class :

Date :

Items	Score
1. Effort (15)	
2. Neatness (5)	
3. Organization (15)	
4. Attractive, colourful (10)	
5. Meaningfulness (10)	
6. Understandable (15)	
7. Used imagination, creativity, originality (15)	
8. Completeness (15)	
Teacher's score	

Appendix 4 Lesson plan of the experimental group

Rencana Pelaksanaan Pembelajaran

(RPP)

LESSON PLAN

Subject : English
Grade/Semester : VIII / Semester 1
Theme : Invitation and Greeting Card
Time allocation : 6 x 40

I. Standard Competence

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

II. Basic Competence

3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks khusus lisan dan tulis, berbentuk undangan pribadi, ucapan selamat (greeting card), pesan singkat, pengumuman singkat (notice), sangat pendek dan sederhana..

III. Indicators

1. Knowing the structure of invitation card.
2. Knowing the structure of greeting card.
3. Recognizing the vocabulary usually used in invitation card.
4. Recognizing the vocabulary usually used in greeting card.
5. Being able to use vocabulary in the context of sentences in invitation card.
6. Being able to use vocabulary in the context of sentences in greeting card.

IV. Learning Objectivity

1. Students are able to know the structure of invitation card and greeting card.
2. Students are able to recognize vocabulary usually used in invitation and greeting card.
3. Students are able to use vocabulary in the context of sentences in invitation and greeting card.

V. Learning Material

Invitation card and greeting card

Social function:

Understanding the importance of invitation card and greeting card in social life.

Definition:

Invitation is a text containing an invitation to an event for someone to come.

Generic structure:

1. Title or type of event: including the purpose or type of event will be held.
2. Orientation: inform about what will or who will come.
3. Date and time: including when or where the event will be held.
4. Closing: including hope of the writer to the reader to come to his/ her event.

Specific text:

1. Using simple future tense.
2. Including detail time, date, and place of event.

Purpose:

The purpose of invitation is to invite someone to come to some event.

Definition:

Greeting is a text containing a greeting to someone for an event/achievement.

Inviting Card:

- Join us on....
- Save the date...
- I'd very much like
- Would you care to
- I'll really happy if you come to....
- You are invited...

Greeting Card

- Happy New Year
- Happy Birthday
- Happy Eid Mubarrak
- Congratulations
- Dear...
- Thanks for...

VI. Learning Methods

Lecturing

Bingo Game

Individual work

Discussion

VII. Teaching and Learning Activities

First Treatment

i. Pre-Activity

Learning Activities	Teacher Talks	Time
Teacher greets students and introduce himself	Good morning, How are you? My name is Yusuf Akhyar J.	45'
Teacher checks attendance	Let's call the roll	
Teacher prepares the students to follow the process of learning by giving teacher's personal experience	Once, I was invited to my friend's birthday party..	
Teacher gives some questions and students answer them	Have you ever been invited to your friend's birthday party?	
Teacher explains the topic and the purpose of the study	After this, I hope you are able to understand what invitation and greeting card are.	
Teacher gives a pretest to students.	Please have a piece of paper. We are going to have a pretest.	

ii. Main Activity

Learning Activities	Time
<p>A. Observing Students take a look on the examples of invitation card and greeting card on the text book and teacher reads aloud those examples for students.</p>	
<p>B. Questioning Students are able to know the social function, the definition, generic structure, specific text, and the purpose of invitation card and greeting card.</p>	
<p>C. Experimenting Students analyze the vocabulary used in invitation card and greeting card.</p>	
<p>D. Associating Students are given cards containing some words usually used in invitation card and greeting card and teacher says aloud some words in Bahasa. Then students make some notes on their cards to choose the right translation. (Playing bingo game)</p>	
<p>E. Networking Teacher and students start the discussion to correct and analyze the students' answer on the cards.</p>	

iii. Post Activity

Activities	Teacher talks	Time
Teacher asks students whether they still have some problems relating to the material.	Do you still have questions in your mind? Do you still find it difficult?	5'
Teacher summarizes the material which has been given.	We have learned about inviting and greeting card. Those are...	
Teacher appreciates what	Well done class. You have	

class has done	done great.	
Teacher closes the class.	Thank you for your attention. See you students...	

Second Treatment

B. Pre Activity

Learning Activities	Teacher Talks	Time
Teacher greets students	Good morning, How are you?	10'
Teacher checks attendance	Let's call the roll	
Teacher prepares the students to follow the process of learning by asking students the learning they have got in the last meeting.	What did we learn in the last meeting?	
Teacher gives some questions and students answer them	What is invitation card? What is greeting card?	
Teacher explains and the purpose of the study	After this, I hope you are really able to understand about invitation card and greeting card.	

C. Main Activity

Learning Activities	Time
A. Observing Students take a look on the examples of invitation card and greeting card on the text book and students read aloud those examples.	65'
B. Questioning Students are stimulated by the teacher by being	

brainstormed to know more about the social function, generic structure, specific terms of invitation card and greeting card.	
C. Experimenting Students analyze the vocabulary used in invitation card and greeting card.	
D. Associating Students are given new cards containing some words usually used in invitation card and greeting card and teacher says aloud some words in Bahasa. Then students make some notes on their new cards to choose the right translation. (Playing bingo game)	

D. Post Activity

Activities	Teacher talks	Time
Teacher asks students whether they still have some problems relating to the material.	Do you still have questions in your mind? Do you still find it difficult?	5'
Teacher summarizes the material which has been given.	We have learned about inviting and greeting card. Those are...	
Teacher appreciates what class has done	Well done class. You have done great.	
Teacher closes the class.	Thank you for your attention. See you students...	

Third Treatment

i. Pre-Activity

Learning Activities	Teacher Talks	Time
Teacher greets students	Good morning, How are you?	5'

Teacher checks attendance	Let's call the roll	
Teacher prepares the students to follow the process of learning by asking them about the material	What is invitation card? What is greeting card?	
Teacher explains the topic and the purpose of the study	After this, I hope you are able to create your own invitation card and greeting card	

b. Main Activity

Learning Activities	Time
A. Associating Students are given new cards containing some words usually used in invitation card and greeting card and teacher says aloud some words in Bahasa. Then students make some notes on their new cards to choose the right translation. (Playing bingo game)	30'
B. Networking Students create their own invitation card and greeting card.	

c. Post Activity

Activities	Teacher talks	Time
Teacher asks students whether they still have some problems relating to the material.	Do you still have questions in your mind? Do you still find it difficult?	40'
Teacher summarizes the material which has been given.	We have learned about inviting and greeting card. Those are...	
Teacher gives posttest to	Please have a piece of paper. We are going to	

students.	have a posttest.	
Teacher appreciates what class has done	Well done class. You have done great.	
Teacher closes the class.	Thank you for your attention. Thank you very much for the cooperation students.	

VIII. Learning Media

1. Whiteboard
2. Handout
3. English book

IX. Scoring

$$\text{Nilai akhir} = \frac{\text{Jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$$

Jepara, 23 Oktober
2014

Mengetahui
Guru Pamong Bahasa Inggris

Praktikan

Agus Cahyono, S.Pd
NIP 197904062008011010

Yusuf Akhyar J.
NIM 2201410064

Appendix 5 Material of the experimental group

Greeting Card



Greeting Card

- Happy New Year
- Happy Birthday
- Happy Eid Mubarrak
- Congratulations
- Dear...
- Thanks for...

Invitation Card



Social function:

Understanding the importance of invitation card and greeting card in social life.

Definition:

Invitation is a text containing an invitation to an event for someone to come.

Generic structure:

1. Title or type of event: including the purpose or type of event will be held.
2. Orientation: inform about what will or who will come.
3. Date and time: including when or where the event will be held.
4. Closing: including hope of the writer to the reader to come to his/ her event.

Specific text:

1. Using simple future tense.
2. Including detail time, date, and place of event.

Purpose:

The purpose of invitation is to invite someone to come to some event.

Definition:

Greeting is a text containing a greeting to someone for an event/achievement.

Inviting Card:

- Join us on....
- Save the date...
- I'll really happy if you come to....
- You are invited...

Appendix 6 Teacher's bingo board

The words of bingo treatment 3 and 4

- | | |
|--------------------|-----------------------|
| 1. Undangan | 1. Tulus |
| 2. Mengundang | 2. Selamat Idul Fitri |
| 3. Tuan | 3. Sayangku |
| 4. Nyonya | 4. Manis |
| 5. Mengumumkan | 5. Spesial |
| 6. Kelulusan | 6. Dirahmati |
| 7. Kelas | 7. Senyum |
| 8. Berbagi | 8. Cinta |
| 9. Makanan | 9. Persahabatan |
| 10. Minuman | 10. Dunia |
| 11. Jalan | 11. Merasa |
| 12. Merayakan | 12. Ramadan |
| 13. Bergabung | 13. Syawal |
| 14. Tolong | 14. Fajar |
| 15. Pesta | 15. Damai |
| 16. Kehormatan/Yth | 16. Kemenangan |
| 17. Tolong Dibalas | 17. Maaf |
| 18. Masjid | 18. Selamanya |
| 19. Datang | 19. Baik |
| 20. Bangga | 20. Hari |
| 21. Orang Tua | 21. Puasa |
| 22. Hadiah | 22. Kue |
| 23. Laki-laki | 23. Bunga |
| 24. Anak Perempuan | 24. Hadiah |
| 25. Anak laki-laki | 25. Tuhan |

Appendix 7 Students' bingo card

Card 1

Treatment 3

Party	Come	Celebrate	Drink	Present
Parent	Announce	Join	Please	Street
RSVP	Mosque	Girl	Mrs.	Boy
Invite	Proud	Food	Mr.	Class
Honor	Share	Invitation	Son	Graduation

Card 2

Party	Present	Celebrate	Invitation	Please
Mosque	Announce	Proud	Street	Class
Honor	Girl	Graduation	Boy	Invite
Drink	Come	Mr.	RSVP	Son
Parent	Share	Food	Mrs.	Join

Card 3

Parent	Son	Street	Graduation	Invite
Celebrate	Mr.	Proud	Food	Join
Girl	Class	Boy	Present	Share
Drink	RSVP	Mrs.	Announce	Mosque
Honor	Invitation	Please	Come	Party

Card 4

Girl	Party	Please	Announce	Share
Invite	Boy	Street	Come	Join
Honor	Graduation	Present	Class	Parent
Son	RSVP	Mrs.	Invitation	Mosque
Food	Mr.	Celebrate	Proud	Drink

Appendix 8 Sample of student's bingo card

Card 1			Treatment 3	
15 Party	Come	12 Celebrate	10 Drink	16 Present
Parent	10 Announce	10 Join	15 Please	15 Street
18 RSVP	18 Mosque	Girl	15 Mrs.	Boy
17 Invite	Proud	10 Food	16 Mr.	17 Class
Honor	18 Share	10 Invitation	Son	15 Graduation

Card 2				
15 Party	Present	12 Celebrate	2 Invitation	14 Please
18 Mosque	5 Announce	6 Proud	11 Street	7 Class
Honor	Girl	16 Graduation	Boy	1 Invite
10 Drink	Come	3 Mr.	17 RSVP	Son
Parent	Share	9 Food	4 Mrs.	13 Join

Card 2				
Party 15	Present	Celebrate	Invitation 1	Please 14
Mosque	Announce 5	Proud	Street 11	Class 7
Honor	Girl	Graduation	Boy	Invite
Drink 10	Come	Mr. 3	RSVP 17	Son
Parent	Share 8	Food 9	Mrs. 4	Join

Card 3				
Parent	Son	Street	Graduation	Invite
16 Celebrate	4 Mr.	Proud	Food 9	Join
Girl	7 Class	Boy	Present	12 Share
10 Drink	RSVP	5 Mrs.	Announce	18 Mosque
Honor	Invitation	17 Please	Come	Party 15

Card 4				
Girl	Party 15	Please 14	Announce 5	Share 8
Invite 1	Boy	Street 11	Come	Join
Honor	Graduation	Present	Class 7	Parent
Son	RSVP 17	Mrs. 4	Invitation 2	Mosque 18
	Mr.	Celebrate	Proud	Drink 10

Appendix 9 Guidelines of the test

No	Theme	Content	Object	Item Type	Item Number
1	Wedding Anniversary	Greeting card	Vocabulary which is commonly used in greeting card of wedding anniversary	Multiple choice	1,2
2	Birthday	Greeting card	Vocabulary which is commonly used in greeting card of Birthday	Multiple choice	3,4
3	Chinese New Year	Greeting card	Vocabulary which is commonly used in greeting card of Chinese new year	Multiple choice	5,6,7,8
4	Christian New Year	Greeting card	Vocabulary which is commonly used in greeting card of Christian New Year	Multiple choice	9,10
5	<u>Eid Mubarrak</u>	Greeting card	Vocabulary which is commonly used in greeting card of <u>Eid Mubarrak</u>	Multiple choice	11,12
6	Graduation Party	Invitation card	Vocabulary which is commonly used in invitation card of Graduation Party	Multiple choice	13,14,15, 16,17, 23, 24, 25
7	Birthday Party	Invitation card	Vocabulary which is commonly used in invitation card of Birthday Party	Multiple choice	18,19,20 21,22
8	Graduation Party	Invitation card	The blank space of a sentence	Multiple choice	26, 30
9	Birthday	Greeting card	The blank space of a sentence	Multiple choice	27,29
10	Christian New Year	Greeting card	The blank space of a sentence	Multiple choice	28

Appendix 10 Guidelines of questionnaire

No	Object	Item Type	Number
1	Students' opinion toward English	Multiple Choice	1
2	Students' interest in using bingo game for learning invitation and greeting card	Multiple Choice	2,3,4,5,6,7,7,9
3	Students' opinion using bingo game for learning other material	Multiple Choice	10

Appendix 11 Student's try out test

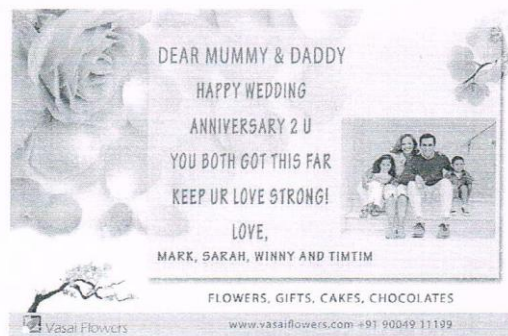
TRY OUT TEST

Name : M. KEMAL PASHA

No : 19

Class : VIII D

A. Greeting Card



1. What is the meaning of the word "wedding"?
 - a. Sunatan
 - b. Pernikahan
 - ~~c. Ulang Tahun~~
 - d. Wisuda
2. What is the synonym of the word "strong"?
 - a. Powerful
 - b. Sharp
 - c. Weak
 - d. Hard

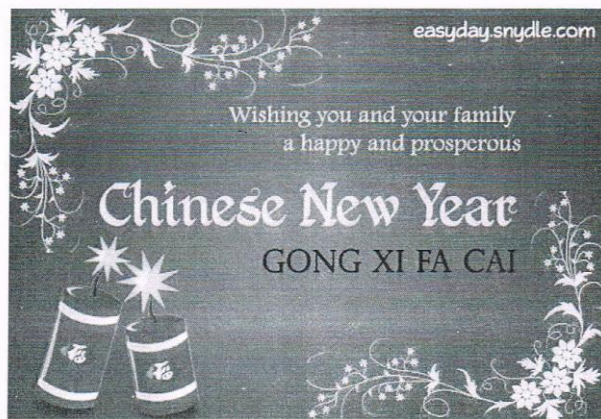
B = 19
S = 11

WISH YOU

A SUPER DUPER HAPPY BIRTHDAY.
 Let the GOU decorate
 each GOLDEN RAY OF THE SUN reaching u with
 wishes of Success, HAPPINESS AND
 PROSPERITY 4 U



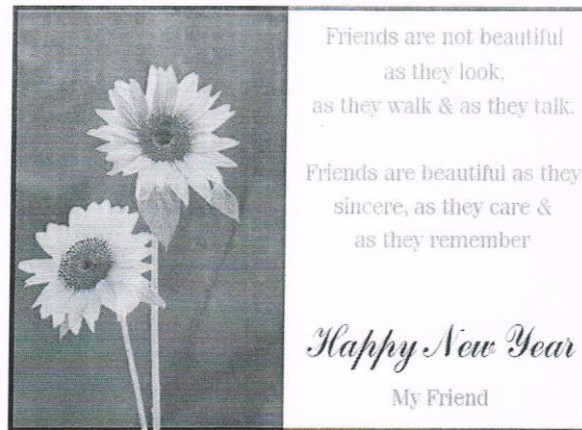
3. What is the meaning of the word "golden"?
 - a. Keemas-emasan
 - b. Kekuning-kuningan
 - c. Kemerah-merahan
 - d. Keberhasilan
4. What is the synonym of the word "wish"?
 - a. Dream
 - b. Beautiful
 - c. Want
 - d. Hope



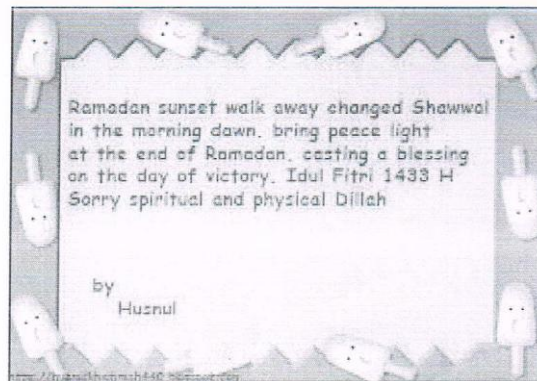
5. What is the meaning of the word "family"?
- a. Teman Sekelas
 - b. Persaudaraan
 - c. Persahabatan
 - d. Keluarga
6. What is the antonym of the word "happy"?
- a. Glad
 - b. Sad
 - c. Mad
 - d. Content



7. What is the meaning of the word "Prosperous"?
- a. Kebahagiaan
 - b. Kemandirian
 - c. Kesehatan
 - d. Kesejahteraan
8. What is the antonym of the word "good"?
- a. Bad
 - b. Well
 - c. Better
 - d. Worst



9. What is the meaning of the word "sincere"?
- a. Baik
 - b. Tulus
 - c. Jujur
 - d. Peduli
10. What is the synonym of the word "remember"?
- a. Forgive
 - b. Forget
 - c. Master
 - d. Memorize



11. What is the meaning of the word "Dawn"?

- a. Magrib
- b. Sore
- c. Tengah Hari
- d. Fajar

12. What is the antonym of the word "sunset"?

- a. Sundown
- b. Sundial
- c. Sunrise
- d. Sunlight

B. Invitation Card



13. What day is after Sunday?

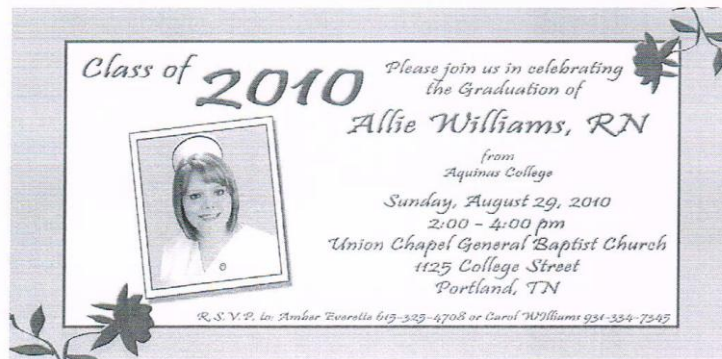
- a. Tuesday
- b. Thursday
- c. Monday
- ~~d. Saturday~~

14. What month is the next three months after May?

- a. July
- b. August
- c. September
- d. October

15. What is the meaning of R.S.V.P?

- a. Orang yang Penting
- b. Pejabat Negara
- c. Tolong Dijawab
- d. Tolong Segera Datang

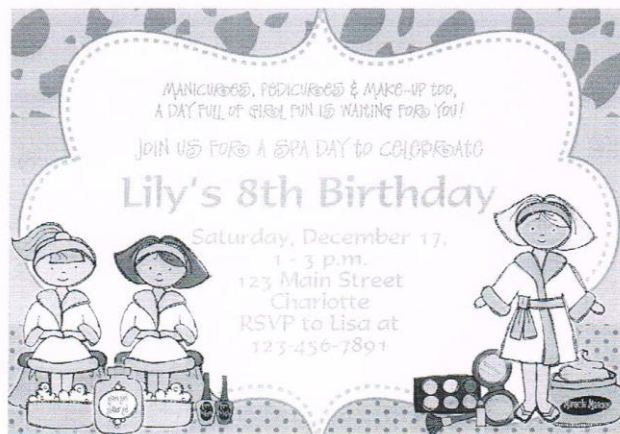


16. What is the meaning of the word "graduation"?

- a. Wisuda
- b. Pelepasan
- c. Kelulusan
- d. Sarasehan

17. What is the synonym of the word "join"?

- a. Follow
- b. Include
- c. Go
- d. Leave



18. What is the meaning of the word "celebrate"?

- a. Pesta
- b. Arisan
- c. Mendoakan
- d. Merayakan

19. What is the antonym of the word "fun"?

- a. Interesting
- b. Boring
- c. Impressive
- d. Disappointing



20. What day is before Saturday?

- a. Tuesday
- b. Wednesday
- c. Thursday
- d. Friday

21. When will the occasion be held?

- a. Twentieth of June
- b. Twenty fourth of June
- c. Thirtieth of June
- d. Thirty first of June

22. What is the meaning of the word "our"?

- a. Punyamu
- b. Punyanya
- c. Punya mereka
- d. Punya kita



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23. When will the occasion be held?
- Seven o'clock
 - Six o'clock
 - Five o'clock
 - Four o'clock
24. What month is the previous three months before May?
- January
 - February
 - March
 - April



25. What is the meaning of the word "open"?

- a. Terbuka
- b. Tertutup
- c. Rahasia
- d. Tersamar

C. Please complete into a proper sentence.

26. Please join us to _____ our beloved son's graduation

- a. Make
- b. Celebrate
- c. Pray
- d. Feast

27. _____ you a healthy and a happy life.

- a. What
- b. Dream
- c. Think
- d. Wish

28. A year has been passed, _____ new year my friend !!

- a. Good
- b. Wish
- c. Hope
- d. Happy

29. _____ my friend, wish you a lot of happiness in your life.

- a. Hello
- b. Dear
- c. Wish
- d. Bye

30. The party will be _____ on Saturday.

- a. Held
- b. Hold
- c. Show
- d. shown

Appendix 13 Instrument of pre-test and post-test

Name :

No :

Class :

A. Greeting Card



1. What is the meaning of the word “wedding”?
 - a. Sunatan
 - b. Pernikahan
 - c. Ulang Tahun
 - d. Wisuda
2. What is the synonym of the word “strong”?
 - a. Powerful
 - b. Sharp
 - c. Weak
 - d. Hard



3. What is the synonym of the word “wish”?
- Dream
 - Beautiful
 - Want
 - Hope

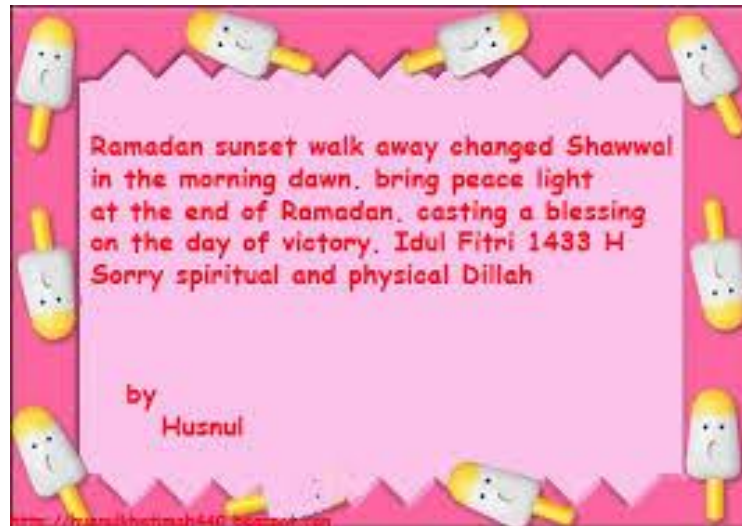


4. What is the meaning of the word “family”?
- Teman Sekelas
 - Persaudaraan

- c. Persahabatan
 - d. Keluarga
5. What is the antonym of the word “happy”?
- a. Glad
 - b. Sad
 - c. Mad
 - d. Content



6. What is the antonym of the word “good”?
- a. Bad
 - b. Well
 - c. Better
 - d. Worst



7. What is the meaning of the word “Dawn”?
 - a. Magrib
 - b. Sore
 - c. Tengah Hari
 - d. Fajar
8. What is the antonym of the word “sunset”?
 - a. Sundown
 - b. Sundial
 - c. Sunrise
 - d. Sunlight

B. Invitation Card



9. What day is after Sunday?
 - a. Tuesday
 - b. Thursday
 - c. Monday
 - d. Saturday

10. What month is the next three months after May?
 - a. July
 - b. August
 - c. September
 - d. October



11. What is the meaning of the word “celebrate”?
- Pesta
 - Arisan
 - Mendoakan
 - Merayakan
12. What is the antonym of the word “fun”?
- Interesting
 - Boring
 - Impressive
 - Disappointing



13. What day is before Saturday?
- Tuesday
 - Wednesday
 - Thursday
 - Friday
14. When will the occasion be held?
- Twentieth of June
 - Twenty fourth of June
 - Thirtieth of June
 - Thirty first of June





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15. When will the occasion be held?
- Seven o'clock
 - Six o'clock
 - Five o'clock
 - Four o'clock
16. What month is the previous three months before May?
- January
 - February
 - March
 - April

C. Please complete into a proper sentence.

17. Please join us to _____ our beloved son's graduation
- Make
 - Celebrate
 - Pray
 - Feast
18. _____ you a healthy and a happy life.
- What
 - Dream
 - Think
 - Wish
19. A year has been passed, _____ new year my friend !!
- Good
 - Wish
 - Hope
 - Happy
20. The party will be _____ on Saturday.
- Held
 - Hold
 - Show
 - shown

Appendix 14 Pretest sample of control group


SWEET LITTLE THINGS


PRETEST

No.: _____ Date: _____

Name : Zakiatul Fakhroh

No : 37


class : VIII B

A. Greeting card

Jawab :

<input checked="" type="checkbox"/> 1. D	<input checked="" type="checkbox"/> 6. C	<input type="checkbox"/> 11. D	<input checked="" type="checkbox"/> 16. D
<input type="checkbox"/> 2. A	<input type="checkbox"/> 7. D	<input checked="" type="checkbox"/> 12. A	<input type="checkbox"/> 17. B
<input checked="" type="checkbox"/> 3. A	<input checked="" type="checkbox"/> 8. A	<input type="checkbox"/> 13. D	<input type="checkbox"/> 18. D
<input type="checkbox"/> 4. D	<input type="checkbox"/> 9. C	<input checked="" type="checkbox"/> 14. A	<input type="checkbox"/> 19. D
<input type="checkbox"/> 5. B	<input type="checkbox"/> 10. B	<input type="checkbox"/> 15. B	<input type="checkbox"/> 20. A

B⁰B



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Appendix 15 Pretest Sample of experimental group

<input type="checkbox"/>	Nama : Zulia Dwi Safira	
<input type="checkbox"/>	Kelas = VIII A	
<input type="checkbox"/>	No. = 37	
<input type="checkbox"/>		
<input type="checkbox"/>	<u>A.</u>	
<input type="checkbox"/>	1. b. pernikahan	B = 10
<input checked="" type="checkbox"/>	2. c. weak	
<input checked="" type="checkbox"/>	3. a. Dream	
<input type="checkbox"/>	4. d. keluarga	
<input type="checkbox"/>	5. b. sad	
<input checked="" type="checkbox"/>	6. b. well	
<input type="checkbox"/>	7. d. Fajar	
<input checked="" type="checkbox"/>	8. a. SunDown	
<input type="checkbox"/>	<u>B.</u>	
<input checked="" type="checkbox"/>	9. d. Saturday	
<input type="checkbox"/>	10. b. August	
<input checked="" type="checkbox"/>	11. a. pesto	
<input type="checkbox"/>	12. b. boring	
<input type="checkbox"/>	13. d. Friday	
<input checked="" type="checkbox"/>	14. a. Twentieth OF june.	
<input type="checkbox"/>	15. b. Six o'clock	
<input checked="" type="checkbox"/>	16. c. march	
<input type="checkbox"/>	<u>C.</u>	
<input type="checkbox"/>	17. a. make	
<input checked="" type="checkbox"/>	18. a. what	

You'll never know till you have tried



Appendix 16 Posttest sample of control group

POST TEST

Nama: M. Nailul Ni'AM
No : 22
Class : 8B

1 b	11 a	$B = 12$
2 a	12 a	
3 c	13 b	
4 d	14 d	
5 b	15 b	
6 b	16 d	
7 d	17 b	
8 d	18 d	
9 c	19 d	
10 b	20 a	

A pen mightier than a sword

VISION

Appendix 17 Posttest sample of experimental group

POSTTEST

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday

NAME = ANISYA MEGA RIFDIANA

NO = 07

CLASS = VII A / BA.

1.	B	1. D	
2.	B	2. B	S. 7
3.	A	3. C	B. 13
4.	D	4. D	
5.	B	5. B	
6.	B	6. B	
7.	D	7. C	DIREKTOR. ANFATUN
8.	C	8. C	
9.	C	9. D	
10.	B	10. A	
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

STO/13

Appendix 18 Pre-test result of the control group

Pretest			Pretest	
Code	Score		Code	Score
C-1	70		C-18	50
C-2	30		C-19	50
C-3	50		C-20	50
C-4	45		C-21	55
C-5	60		C-22	50
C-6	45		C-23	50
C-7	60		C-24	60
C-8	60		C-25	45
C-9	60		C-26	25
C-10	75		C-27	20
C-11	65		C-28	40
C-12	60		C-29	60
C-13	35		C-30	45
C-14	65		C-31	50
C-15	40		C-32	55
C-16	65		C-33	65
C-17	40		C-34	50

Total Score: 1745

Average: 51.32

Appendix 19 Pre-test result of the experimental group

Pretest			Pretest	
Code	Score		Code	Score
E-1	60		E-19	80
E-2	70		E-20	80
E-3	60		E-21	50
E-4	50		E-22	40
E-5	50		E-23	80
E-6	40		E-24	55
E-7	70		E-25	50
E-8	60		E-26	60
E-9	70		E-27	60
E-10	50		E-28	45
E-11	55		E-29	60
E-12	60		E-30	50
E-13	50		E-31	80
E-14	30		E-32	55
E-15	45		E-33	50
E-16	65		E-34	55
E-17	90		E-35	50
E-18	55			

Total Score: 2030

Average: 58

Appendix 20 Post-test result of the control group

Posttest			Posttest	
Code	Score		Code	Score
C-1	75		C-18	70
C-2	75		C-19	65
C-3	55		C-20	65
C-4	40		C-21	60
C-5	40		C-22	55
C-6	55		C-23	50
C-7	80		C-24	90
C-8	50		C-25	45
C-9	55		C-26	60
C-10	80		C-27	55
C-11	45		C-28	45
C-12	60		C-29	90
C-13	40		C-30	55
C-14	70		C-31	60
C-15	55		C-32	90
C-16	55		C-33	50
C-17	35		C-34	65

Total Score: 2055

Average: 60.44

Appendix 21 Post-test result of the Experimental group

Posttest		Posttest	
Code	Score	Code	Score
E-1	80	E-19	90
E-2	80	E-20	90
E-3	60	E-21	60
E-4	90	E-22	85
E-5	75	E-23	80
E-6	50	E-24	60
E-7	65	E-25	70
E-8	80	E-26	70
E-9	80	E-27	80
E-10	75	E-28	60
E-11	70	E-29	65
E-12	70	E-30	65
E-13	75	E-31	80
E-14	60	E-32	80
E-15	65	E-33	75
E-16	85	E-34	65
E-17	90	E-35	60
E-18	70		

Total Score: 2595

Average: 74.14

Appendix 22 Questionnaire

KUESIONER

Pilihlah jawaban berdasarkan pendapat kalian masing-masing

1. Saya menyukai pelajaran bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju

Alasan memilih jawaban tersebut ____
2. Saya menyukai metode pembelajaran bingo game dalam pembelajaran personal invitation & greeting card.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju

alasan memilih jawaban tersebut:_____
3. Metode pembelajaran bingo game lebih menarik ketimbang metode pembelajaran biasa dalam pembelajaran personal invitation & greeting card.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju

alasan memilih jawaban tersebut:_____
4. Metode pembelajaran bingo game membuat pelajaran personal invitation & greeting card lebih mudah dipahami.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju

alasan memilih jawaban tersebut:_____
5. Metode pembelajaran bingo game membuat pengajaran personal invitation & greeting card menjadi lebih santai.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju

alasan memilih jawaban tersebut:_____

6. Metode pembelajaran bingo game membuat konsentrasi pembelajaran personal invitation & greeting card menjadi lebih tinggi.
- Sangat setuju
 - Setuju
 - Tidak setuju

alasan memilih jawaban tersebut:_____

7. Metode pembelajaran bingo game dapat membantu saya mengingat kata-kata yang biasa digunakan dalam personal invitation & greeting card menjadi lebih baik.
- Sangat setuju
 - Setuju
 - Tidak setuju

alasan memilih jawaban tersebut:_____

8. Menambah perbendaharaan kata menggunakan bingo game dalam pembelajaran dalam pembelajaran personal invitation & greeting card dapat menambah semangat saya belajar bahasa Inggris.
- Sangat setuju
 - Setuju
 - Tidak setuju

alasan memilih jawaban tersebut:_____

9. Bingo game merupakan metode yang tepat untuk pembelajaran personal invitation & greeting card.
- Sangat setuju
 - Setuju
 - Tidak setuju

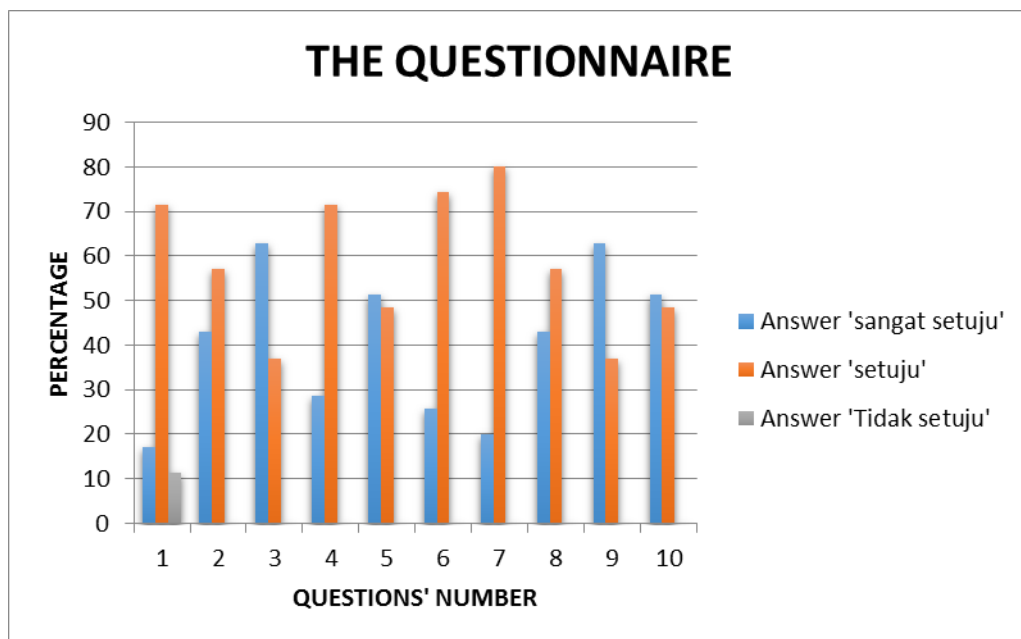
alasan memilih jawaban tersebut:_____

10. Metode pembelajaran bingo game perlu digunakan untuk materi-materi lain dalam pembelajaran bahasa Inggris.
- Sangat setuju
 - Setuju
 - Tidak setuju

alasan memilih jawaban tersebut:_____

Appendix 23 Result of questionnaire

No	Question Number	Sangat Setuju		Setuju		Tidak Setuju	
		Σ	P (%)	Σ	P (%)	Σ	P (%)
1.	1	6	17.1	25	71.4	4	11.4
2.	2	15	42.9	20	57.1	0	0
3.	3	22	62.9	13	37.1	0	0
4.	4	10	28.6	25	71.4	0	0
5.	5	18	51.4	17	48.6	0	0
6.	6	9	25.7	26	74.3	0	0
7.	7	7	20	28	80	0	0
8.	8	15	42.9	20	57.1	0	0
9.	9	22	62.9	13	37.1	0	0
10.	10	18	51.4	17	48.6	0	0



Appendix 24 Research documentation



Appendix 25 SK dosen pembimbing



**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 1786/FBS/2013
Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2013/2014**

- Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
- Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 27 Desember 2013

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk dan menugaskan kepada:
Nama : Galuh Kirana Dwi Areni, S.S., M.Pd.
NIP : 197411042006042001
Pangkat/Golongan : III/C
Jabatan Akademik : Lektor
Sebagai Pembimbing
Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
Nama : YUSUF AKHYAR J
NIM : 2201410064
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : The Use of Bingo Game to Improve Students' Vocabulary
- KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal



DITETAPKAN DI : SEMARANG
TANGGAL : 30 Desember 2013
DEKAN

Agus Nuryatin
NIP. 196008031989011001

Appendix 26 Surat Permohonan Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010, email : fbs@unnes.ac.id
Laman : <http://fbs.unnes.ac.id>

Nomor: 3957/UN37.1.2/LT/2014

24 oktober 2014

Lamp. :-

Hal : Permohonan Izin Penelitian

Yth. Kepala SMPN 1 Batealit Jepara
di Jepara

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : Yusuf Akhyar
nim : 2201410064
jurusan : Pendidikan Bahasa Inggris
jenjang program : S1
tahun akademik : 2014-2015
judul : The Use of Bingo Game Technique to Improve Students Vocabulary Mastery

akan mengadakan penelitian di: SMPN 1 Batealit Jepara.

Waktu pelaksanaan : Oktober 2014 s.d selesai.

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Dekan.

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 1960080319890011001

Tembusan:

1. Ketjur. Pendidikan Bahasa Inggris
2. Ybs.

Appendix 27 Surat keterangan perijinan penelitian di sekolah



PEMERINTAH KABUPATEN JEPARA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
UNIT PELAKSANA TEKNIS
SMP NEGERI 1 BATEALIT
Jalan Raya Mindahan 280 telp.593080 Batealit Jepara
E-mail: smpn1batealitjpr@gmail.com



SURAT KETERANGAN

Nomor : 422.7/488/2014

Yang bertanda tangan di bawah ini :

- a. Nama : ANWAR, S.Pd
- b. NIP : 19620617 198501 1 001
- c. Jabatan : Kepala SMP Negeri 1 Batealit

Dengan ini menerangkan bahwa :

- a. Nama : Yusuf Akhyar
- b. NIM : 2201410064
- c. Jurusan : Pendidikan Bahasa Inggris
- d. Jenjang Program : S1
- e. Tahun Akademik : 2014/2015
- f. Universitas : Universitas Negeri Semarang

Telah melaksanakan observasi guna memenuhi tugas penyusunan skripsi di SMP Negeri 1 Batealit mulai tanggal 22 Oktober sampai dengan 31 Oktober 2014..

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.



Batealit, 31 Oktober 2014
Kepala Sekolah

ANWAR, S.Pd
NIP. 19620617 198501 1 001