THE EFFECT OF BINGO WORD GAME ON STUDENTS' VOCABULARY MASTERY AT GRADE VIII STUDENTS MTS ROBIUL ISLAM PASAR LATONG

A Thesis

Submitted to State Isalmic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as Partial Fulfilment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written by :

MUHAMMAD RASYID PULUNGAN
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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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LETTER OF AGREEMENT

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Padangsidimpuan, July 2024
To: Dean of Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Muhammad Rasyid Pulungan**, entitled ***"The Effect of Bingo Word Game on Students' Vocabulary Mastery at Grade VIII Students MTS Robiul Islam Pasar Latong"***, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

This study aims to examine the significant effect of Bingo Word Game on students' vocabulary mastery. This research used quantitative methods with experimental research type and pre-test post-test group control design. The population of this research was the students at VIII grade MTS Robiul Islam Pasar Laong that consisted 199 students. In taking the sample, researcher used cluster random sampling where there were two classes as samples which were class VIII A (41 students) as control class and VIII B (41 students) as experimental class. To collect the data, researcher gave pre-test and post-test in the form of multiple choice. To analyze the data the researcher used requirement test of normality and homogenity test and then hypothesis test. The researcher found that the mean score on the pre-test in the experimental class was 32.24 the category is low and the mean score on the post-test in the experimental class was 62.82 the category is good. The hypothesis test was > (19.22 > 2.000). According to the t-test results, it is known that is accepted and is rejected. It can be concluded that there is a significant effect of Bingo Word Game on vocabulary acquisition of eighth grade students of MTS Robiul Islam Pasar Latong.

Keywords: ***Bingo Word Game, Vocabulary Mastery, Experimental Research***

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Judul : Pengaruh Bingo Word Game Terhadap Penguasaan Kosakata Siswa Kelas Delapan MTS Robiul Islam Pasar Latong

ABSTRAK

Penelitian ini bertujuan untuk melihat pengaruh yang signifikan dari Bingo Word Game terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian eksperimen dan desain penelitian pre-test post-test group control design. Populasi dari penelitian ini adalah siswa kelas VIII MTS Robiul Islam Pasar Laong yang terdiri dari 199 siswa. Dalam pengambilan sampel, peneliti menggunakan cluster random sampling dimana terdapat dua kelas sebagai sampel yaitu kelas VIII A (41 siswa) sebagai kelas control dan kelas VIII B (41 siswa) sebagai kelas eksperimen. Untuk mengumpulkan data, peneliti memberikan pre-test dan post-test dalam bentuk pilihan ganda. Untuk menganalisis data, peneliti menggunakan uji kelayakan yaitu uji normalitas dan uji homogenitas dan kemudian uji hipotesis. Peneliti menemukan bahwa nilai rata-rata pre-test di kelas eksperimen adalah 32,24 kategori ini termasuk rendah dan nilai rata-rata post-test di kelas eksperimen adalah 62,82 kategori ini termasuk bagus. Uji hipotesis yang dilakukan adalah > (19,22 > 2,000). Berdasarkan hasil uji-t tersebut, diketahui bahwa diterima dan ditolak. Ini bisa diisimpulkan bahwa ada pengaruh yang signifikan dari permainan Bingo Word Game terhadap penguasaan kosakata siswa kelas VIII MTs Robiul Islam Pasar Latong.

Kata Kunci: ***Bingo Word Game, Penguasaan Kosakata, Penelitian Eksperimen***

الاسم : **محمد رشيد بولونجان**

رقم التسجيل : **٢٠٢٠٣٠٠٠٦٤**

عنوان البحث : **تأثير لعبة بينجو للكلمات على إتقان الطلاب للمفردات اللغوية لدى طلاب الصف الثامن الإعدادي في مدرسة روبيول إسلام باسار لاتونج الثانوية**

ملخص البحث

تهدف هذه الدراسة إلى دراسة التأثير الكبير على إتقان الطلاب للمفردات اللغوية باستخدام لعبة بينجو للكلمات. تمثل استراتيجية المعلم مشكلة في تعلم المفردات. لم يستخدم المعلم الأساليب المناسبة للطلاب لتسهيل تعليم المفردات. استخدم هذا البحث الأساليب الكمية مع نوع البحث التجريبي وتصميم المجموعة الضابطة قبل الاختبار وبعد الاختبار. وكان مجتمع هذا البحث هو طلاب الصف الثامن في الصف الثامن في مدرسة روبيول إسلام باسار لونج التي تتكون من ١٩٩ طالبًا. وعند أخذ العينة، استخدمت الباحثة أخذ عينات عشوائية عنقودية حيث كان هناك صفان كعينات هما الصف الثامن أ (٤١ طالباً) كصف ضابط، والصف الثامن ب (٤١ طالباً) كصف تجريبي. ولجمع البيانات، أجرى الباحث اختبارًا قبليًا وآخر بعديًا في شكل اختيار من متعدد. ووجدت الباحثة أن متوسط الدرجات في الاختبار القبلي في الفصل التجريبي كان ٣٢,٢٤ ومتوسط الدرجات في الاختبار البعدي في الفصل التجريبي ٦٢,٨٢. وكان اختبار الفرضية > (١٩,٢٢ > ٢,٠٠٠). وفقًا لنتائج اختبار الفرضية) اختبار ر-ت(، من المعروف أنها مقبولة ومرفوضة. واستنتج أن هناك تأثيرًا كبيرًا للعبة بينجو للكلمات على اكتساب المفردات لدى تلاميذ الصف الثامن من المدرسة الإعدادية روبيول إسلام باسار لاتونج.

الكلمات المفتاحية لعبة بينجو للكلمات، إتقان المفردات، بحث تجريبي.

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My gratitude goes to Allah SWT, the Almighty Creator, who has bestowed upon me health, opportunity, time, strength, and knowledge, enabling me to finish this assignment on "The Effect of Bingo Word Game on Students' Vocabulary Mastery at VIII Grade Students MTS Robiul Islam Pasar Latong". Then, offer prayers and salutations to the spirit of our lord, the revered prophet Muhammad SAW, who has led us from the age of darkness to the age of light.

It is a pleasure to acknowledge the assistance and contributions made by all of the lecturers, students, family members, and friends who have helped in various ways. As a result, this thesis is processed until it is finished. Throughout the completion of this thesis, numerous individuals provided me with guidance and motivation. Thus, I would want to use this opportunity to sincerely thank the following individuals:

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Because of the weaknesses in the research, this thesis is still far from ideal. Thus, it gives me great joy to get comments and advice from readers on how to improve this thesis.

Padangsidimpuan, 30 Juni 2024
Researcher

Muhammad Rasyid Pulungan
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Learning English is extremely important for a bunch of people in this world. Because, English is an international language. Nowadays, many of universities make the English test as a criteria to sign up the universities.English is auniversal language that use in all over the world.There are also some jobs that need to pass English test before sign up to the company. And then, some tourist place need English language to be able to go there. There are four primary language skills which are; speaking, writing, listening and reading. The receptive skills are listening and reading. And the productive skills are speaking and writing. The posterity of that four major skills are vocabulary, pronunciation, and grammar. In this research, the researcher will analyze students' vocabulary mastery.

Vocabulary is the basic important aspect for learning lanugage. Vocabulary is all about the words and the meanings. McCharthy and O'Dell explain that vocabulary is critical to your overall English development and to any academic, professional, or vocational needs you may have where spoken English is required[1]. The learners who want to master vocabulary they must not memorizing lots of vocabulary, but practice and content

[1]Michael Mccarthy and Felicity O'Dell, *English Vocabulary in Use*, Third edition (United Kingdom, 2017), www.cambridge.org.

identification. Lele explains that vocabulary is created by focused practice and context recognition rather than by memorization of word lists or some natural verbal ability that very few people possess[2]. So, the teacher should give the learners more practice instead of memorizing lots of vocabularies.

A key component of learning English is expanding one's vocabulary[3]. To be able to communicate in that language, pupils study English. The pupils want to be proficient in speaking, listening, reading, and writing English. The content includes functional skills, writing, reading, listening, spelling, and vocabulary as a foundation for basic language proficiency. Learning a vocabulary is one of the most crucial aspects of learning English. It serves as both a foundational element and one of the language's components. Children should be offered vocabulary developing exercises because of this. Having a large vocabulary is beneficial as it will provide a solid foundation for learning, but for students, basic vocabulary is the ideal option.

Based on the personal interview with the English teacher of VIII grade students MTS Robiul Islam Pasar Latong, Mrs. Wirda Halwi Siregar[4]. said there are some problems that were had by students. First, they are bad in English especially on the vocabulary. Vocabulary is all about the words and the meanings that is hard to remember for them. Vocabulary is so

[2]Chris Lele, *The Vocabulary Builder Workbook* (United States: Zephyros Press, 2018), www.cambridge.org.

[3]Richard Side and Guy Wellman, *Grammar and Vocabulary for Cambridge Advanced and Proficiency*, First Edit (England, 1999).

[4]Wirda Halwi Siregar, "Private Interview" (2023).

complicated to remember for them. Because of limited vocabulary, students find it challenging in responding to instructions or questions from the teacher. She did not have any teaching method to make students were motivated and get easy to understand vocabulary. Furthermore, based on an interview with Rohima and Daulay as a VIII grade students of MTS Robiul Islam Pasar Latong, they said vocabulary is complicated to remember and spell, because if one letter is different or missing the meaning will be wrong. They have less motivation to study vocabulary. They are lack of using dictionary. They also have difficulties in spelling the words, because it is not suit for their mother tongue. Furthermore, the students are often dizzy to learn vocabulary[5]. All this problems make students don't have desire to learn about vocabulary.

Based on the problems above, the problems above need to be solved. The students need a motivation to help them to master vocabulary. There are differences between teaching English at the junior high school and higher education levels. Students in junior high school still like playing. Teaching children is not the same as teaching adults because of the differences in their characteristics and motivations. Brown stated that motivation is a star player in the cast of characters assigned to second language learning scenarios around the world[6]. It can be done by developing attractive game in learning process. They need an facsinating teaching

[5]Nasida Rohima and Femi Andini Daulay, "Private Interview" (2023).
[6]H Douglas Brown, *Principle of Language Learning and Teaching*, 2006.

method. One of the teaching method that can support the students in order to master vocabulary is Bingo word game.

Bingo word game is also called sight words bingo. It is popular game in the world that has a fun variation. Bingo word game is easy to do and its fun[7]. This game is one of the good teaching method that is believed to improve students' vocaulary mastery. It can make student more creative and interest in learning vocabulary. Priyasudiarjo and Purwaningsih explain that this game is very useful in teaching vocabulary for remembering previous vocabulary[8]. On this game, they will write, read, listening and practice in one activities which is bingo word game.According to Rahmasari bingo word game can improve students' vocabulary mastery. It also improve their response to learn English, they become happy and enthusiastic[9]. So, bingo word game will have a good effect for students' vocabulary mastery.

Based on the explanation above, the researcher tries to make a game in students vocabulary learning to see if there is an effect of change on their vocabulary mastery.

---

[7]Oğuzhan Çınar and Cavide Demirci, "Using Bingo Games in Teaching 'Jobs' in English," *Osmangazi Journal of Educational Research* 10, no. 2 (2024): 22, https://doi.org/10.59409/ojer.1387682.

[8]Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning*, ed. Th. Arie Probawati (Yogyakarta: C.V Andi Offset, 2014).

[9]Brigitta Septatini Rahmasari, "Improving Students' Vocabulary Mastery Through Bingo Games," *Jurnal Kependidikan* 7, no. 1 (2021): 28–34, http://ojs.ikipmataram.ac.id/index.php/jurnalkependidikan/index.

B. The Identification of Problem

Base on the background of the study above, the researcher identifies that the students of grade VIII MTS Robiul Islam Pasar Latong:

1. The students have difficulties on remembering vocabulary.
2. The students are lack of using dictionary.
3. The students feel dizzy when study vocabularies.
4. The students have less motivation to study about English.
5. The teacher has no any teaching strategy to make the students are motivated.

C. The Limitation of the Problem

Based on the background of the problem above, the researcher focuses on the students' vocabulary mastery about verb especially about habbits. The researcher limited this study by employing lecture Bingo Word Game and vocabulary.

D. The Definition of Operational Variables

1. Bingo Word Game

   Bingo Word Game is a creative teaching strategy in practicing vocabulary. Bingo word game is used to make students interest and feel easy.

2. Students’ Vocabulary Mastery

   Students’ vocabulary mastery is a list of words that can be understood and mastered by students.

E. The Formulation of the Problem

Based on the point of view in the background of the problem above, the formulation ofthis reaserch is:

1. How is the students' vocabulary mastery result before using bingo word game of the VIII grade students' MTS Robiul Islam Pasar Latong?
2. How is the students' vocabulary mastery result using bingo word game of the VIII grade students' MTS Robiul Islam Pasar Latong?
3. Is there any significant effect Bingo Word Game on students' vocabulary mastery at VIII grade students' MTS Robiul Islam Pasar Latong?

F. The Objectives of the Research

The objectives of this research are:

1. To describe the students' vocabulary mastery before taught by bingo word game of VIII grade students' MTS Robiul Islam Pasar Latong.
2. To describe the students' vocabulary mastery taught by bingo word game of VIII grade students' MTS Robiul Islam Pasar Latong.
3. To examine the significant effect of using Bingo Word Game on students' vocabulary mastery at grade VIII students' MTS Robiul Islam Pasar Latong.

G. The Significances of the Research

It is expected that result of the research can give an effect theoretically and practically.

1. Theoritical significance

Theoritically this research is expected to effect the students' knowledge on the techniques or teaching method vocabulary for students by using bingo word game.

2. Practical significance

Practically, it is expected that this research is useful for:

a. The Students

It is expected that this reseach can help the students of VIII grade students' MTS Robiul Islam Pasar Latong to learn about vocabulary.

b. The English teacher

It is expected that English teacher can add references and strategies in teaching and learning vocabulary that can make it interesting and variable.

c. The researcher

The reseacrcher can get a new experience and knowledge. And also the researcher can give a contribution to make a best method for teaching vocabulary.

H. The Outline of the Thesis

The thesis outline of this research was divided into five chapters, Moreover, every chapter consists of sub chapter with detail, as follow:

Chapter I introduction that consisted of the background of the problem, the indentification of the problem, the objectives of the research, the significance of the research.

Chapter II consists of theoritical description which explained about Bingo Word Game and vocabulary, the related findings, the conceptual framework and the hypothesis. Chapter III methodology, it consisted of the research design, the time and the location of the research, the population and the sample, the instrument of data collection, the validity and the reliability of instrument, the research procedure, the technique and data analysis.

Chapter IV result of the research, it consisted of description data of pre-test, description of post-test, description of comparison score of pre-test and post-test. Then data analysis, hypothesis test, discussion, and threats of the research.Chapter V Closing it consisted of conclusion, Implication, and suggestion that were given by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

1. Bingo Word Game

a. Definition of Bingo Word Game

The popular game of chance known as bingo first appeared in Italy, and it eventually changed into the form it has today. Priyasudiarjo and Purwaningsih explain that bingo word game can be used to teach and repeat vocabulary such as fruits, vegetables, animals, jobs, transportation, numbers, singular or plural nouns, countable (CN) or uncountable, and even verbs[1]. So, this game is appropriate to use in teaching vocabulary.

Bingo Word Game is one of the simplest ways to teach vocabulary through the entertaining game of bingo.Kavaliauskiene also explain that bingo word is a useful vocabulary consolidation technique[2]. This technique can be used for teaching vocabulary because bingo game the students memorize the material easily, especially vocabulary. Rahmasari explains that Bingo games are the word game that consists of picture and word card[3]. A player who completes the needed pattern typically shouts "bingo" to indicate a win. So, bingo games are a fun and

[1]Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning, ed Th. Arie Probawati (Yogyakarta: C.V Andi Offset, 2014)*.

[2]Galina Kavaliauskiene, "A Learner-Centred Approach to Vocabulary Review Using Bingo," *The Internet TESL Journal* VI (2000), http://iteslj.org/Techniques/Kavaliauskiene-Bingo/.

[3]Rahmasari, "Improving Students' Vocabulary Mastery Through Bingo Games."

effective way to teach vocabulary, promoting engagement, cooperation, and quick learning.

b. Principle of Bingo Word Game

The principle of the bingo game is fairly straightforward.It's a game of chance where players mark off words on cards as words are randomly drawn by a caller. The first player to mark off a predetermined pattern of words on their card (such as a straight line horizontally, vertically, or diagonally) and call out "Bingo!" wins the game.

Here are some princples of bingo word game:

1) Setup for the Game:

Bingo cards with a grid of numbers on them are distributed to the players. The card numbers are arranged in B-I-N-G-O columns, with a range of numbers in each column (e.g., B column might include numbers 1-15, column 16-30, and so on). A container contains a matching set of word tiles or balls.

2) Cross the Word:

A caller calls out the word to the players after selecting word at random, one at a time. If the matching word shows on their cards, players cross it out.

3) Winning Patterns:

The goal of bingo players is to complete certain patterns on their cards before anybody else does. Across the card, filling a straight line in a horizontal, vertical, or diagonal direction is a common

winning pattern. Additional possibilities could be covering the full card (though this is rarely owing to its difficulty), filling the four corners, or forming an X.

4) Calling Bingo:

A player signals a win by shouting "Bingo!" after they complete the winning pattern. Next, by confirming that the indicated word match the word called throughout the game, the caller confirms the winning card. The player is proclaimed the winner if everything checks out.

5) Continuation:

Players may choose to play the game again, with fresh bingo cards for each round[4]. This allows students to reinforce their learning and build upon previously acquired vocabulary, ensuring a comprehensive understanding of the words. Additionally, the repetition helps in retaining the information in long-term memory.

The principle of bingo relies on random chance, as players have no control over which numbers are drawn. All ages can enjoy this game, In conclusion, this game can also be played more than once, more and more as the students' desire.

[4]Steve Sugar and Kim Kostoroski Sugar, *Primary Games* (San Francisco: Jossey-bass, 2002).

c. Steps of Bingo Word Game

There are some steps to make a teaching vocabulary by using bingo word game. The steps are written below:

1) The teacher asks the students to make 9 or 16 large squares of the same size.
2) The teacher mentions the categories and asks the students to write 9 or 16 vocabulary words in the box, one box per word.
3) Taking turns, students read one word they wrote while crossing out the word they read.
4) Whenever another student reads a word they have written, they have to cross the word out.
5) The winner of the game is the student who can cross all the words he/she wrote first[5].

In addition, there are steps to play this game according to Biech, as follow:

1) Create a table to convert the list of vocabulary into BINGO cards (9, 16, or 25squares). You may wish to create three to five versions by placing the acronyms indifferent locations on the table.
2) Within the first 30 minutes of the class, hand out one BINGO card to each participant.

[5]Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning*.

3) After vocabulary has been called, if participants have that vocabulary on their BINGO cards,they mark it off with an “X.”
4) When participants completely fill a vertical, horizontal, or diagonal row with crossed-off vocabularies, they shout “BINGO.”
5) The participant reads the vocabularies and identifies what the meaning is[6].

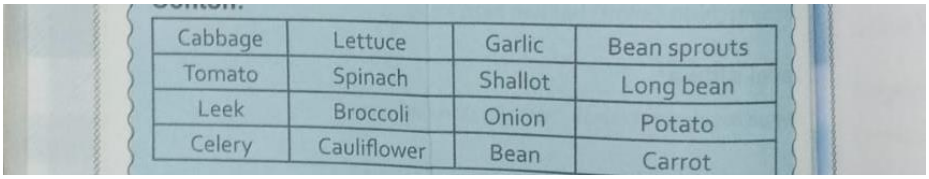
So, the researcher chose the first bingo word game step to be used in this study, because the procedure from Priyasudiarja and Purwaningsih can increase students' learning motivation in a fun and interactive way. Bingo Word Game not only makes the lesson more interesting, but also allows students to actively participate in the learning process.

d. Examples of Bingo Word Game

This game is very useful for recalling previous vocabulary lessons, especially for remembering the meaning, pronouncing the word, and remembering the writing of the word.

1) This game is hassle-free and can be used for all levels and classes. If the class size is above 20 people, to make the game more challenging, we can make 25 boxes at once. This game requires paper/books and pens. The example of bingo word cards will be given below:

[6]Elaine Biech, *101 More Ways to Make Training Active*, ed. Chaitanya Mella, Third (United States: John Wiley & Sons, Inc, 2015), https://libgen.is/book/index.php?md5=F870AD14DDD5F460EAD5F51A8F0EA549.



Cabbage	Lettuce	Garlic	Bean sprouts
Tomato	Spinach	Shallot	Long bean
Leek	Broccoli	Onion	Potato
Celery	Cauliflower	Bean	Carrot

Figure II. 1 Example of Bingo Word Game
(Source: Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning)*

Table II. 1 Example of Bingo Word Game

BINGO			
SELL	READ	WRITE	MANAGE
GO	COME	CHECK	START
HAVE	HELP	DELIVER	LIKE
OPEN	EAT	LIVE	VISIT

Students can learn and retain new words more effectively by using bingo cards that have definitions on them. The table below demonstrates that each word has a precise definition, which helps students understand context and word usage. Additionally, this method works well for a variety of student ability levels, making it more inclusive and effective in helping students improve their language skills overall.

2. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is all the words of language. Vocabulary is also an important past of learning language. People cannot talk anything without knowing the vocabulary. McCharthy and O'Dell explain that In order to

acquire a large vocabulary, you must: Carefully read through each unit in the book and complete all the activities. Verify your responses in the key[7]. Repetition of labor is crucial.

Then, Create your own study strategies to pick up new vocabulary that isn't included in this book. Mawar et.al explain that vocabulary is acknowledged as the ideal tool for communication in language and as the ideal instrument of language itself[8]. Keeping track of the contexts in which words are used will help you to remember them and to use them at the right moment. Hasibuan et.al stated that Effective vocabulary instruction is essential for teaching pupils a significant portion of the English language, as they should find the process enjoyable and engaging[9]. So, teaching vocabulary must have an effective way.

Mastery refers to the complete command or understanding of a subject, skill, or language. It involves having great knowledge or expertise, which enables one to use the subject matter effortlessly and without difficulty. Syarifuddin et al in the process of learning English in junior

[7]Michael and O'Dell Felicity McCarthy, "English Vocabulary in Use Elementary" (New York: Cambridge University Press, 1999).

[8]Seri Mawar, Eka Sustri Harida, and Fitri Rayani Siregar, "Improving Students' Vocabulary Mastery Through Word Square Modeling at Grade VII SMP Negeri 5 Padangsidimpuan," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 03, no. 2 (2017): 235–50, https://scholar.google.com/citations?view_op=view_citation&hl=id&user=k8tecGYAAAAJ&citation_for_view=k8tecGYAAAAJ:_Qo2XoVZTnwC.

[9]Tri Risky Hasibuan, Eka Sustri Harida, and Fitri Rayani Siregar, "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique at SD Muhammadiyah 1 Padangsidimpuan," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 1 (2018): 91–108, https://scholar.google.com/citations?view_op=view_citation&hl=id&user=u6WhVD0AAAAJ&citation_for_view=u6WhVD0AAAAJ:Tyk-4Ss8FVUC.

high school, vocabulary mastery is very important for the students[10]. Mastery can also imply control or power over something, whether it is a skill, a situation, or even emotions.

For instance, someone who is fluent in a language demonstrates mastery over that language, while someone who has complete control over their emotions shows mastery over their emotions. The term encompasses both the ability to perform a task with ease and the power to dominate or manage something effectively. Finally, this concept is crucial in various fields, from education to professional settings, as it signifies a high level of proficiency and competence.

b. Types of Vocabulary

Vocabulary can be categorized into various types that need to be learnt. Some experts explain that vocabulary has several types. According to Susanto, there are at least eight types of vocabulary. Which are: noun, verb, adverbs, adjective, pronouns, preposition, conjunction, and determiner[11]. Those can be described as follows:

1) Noun

A noun is a word that represents a person, place, thing, or idea. Its combination with the verb contributes to the formation of the sentence core, which is necessary for every phrase to be complete.

[10]Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "An Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTS," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 1–10, https://doi.org/http://dx.doi.org/10.26418/jppk.v3i9.7022.

[11]Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182–91, https://d1wqtxts1xzle7.cloudfront.net/57245487/2136-8404-2-PB-libre.pdf.

Gulchehra and Nasiba explain that a noun is a term that is used to name abstract concepts, persons, places, plants, objects, animals, and qualities[12]. It indicates that the noun is associated with a name of an entity, such as a place, plant, person, or other.

For instance: Jhon, pupil, home, furniture, nose, and cat. Nouns can be classified into various types, including common nouns (general items), proper nouns (specific names), concrete nouns (tangible objects), abstract nouns (ideas or concepts), and collective nouns (groups of things). They play a fundamental role in sentence structure, often serving as subjects or objects. Additionally, nouns can be singular or plural, and they may have gender in some languages.

In summary, a noun is a word that identifies an entity such as a person, place, thing, or idea. Nouns are frequently employed in sentences to describe the subject or object of a condition or action. Nouns have a significant influence on the composition and meaning of sentences.

2) Verb

A verb is a word that describes an action, occurrence, or state of being. Verbs are central to forming sentences, and they convey the dynamics of what is happening in a given situation.According to Carstairsand McCarthy state that verb is the most complex part of

[12]Habibulloyeva Gulchehra and Khushbakova Nasiba, "Word Classes in Modern English and Their Usage in English Grammar," *International Journal of Applied Linguistics* 10, no. December (2022): 133–35, www.scienticreview.com.

speech. Verb has the grammatical properties of person and number, properties whichrequire agreement with the subject[13].

They can be categorized into action verbs (expressing a physical or mental action) and linking verbs (connecting the subject to additional information about it). Verbs also exhibit tense, indicating the time of the action (past, present, or future), and they can be conjugated to match the subject in terms of number and person.

In conclusion, verbs are words that express change, activity, or status. Verbs can be either active (walk, read), passive (given, read), or state-indicating (exist, have) in Indonesian. Verbs are frequently employed in sentences to explain the actions of the subject or the state of the object. As a result, verbs have a significant impact on the composition and meaning of sentences.

3) Adverb

An adverb is a word that modifies or describes a verb, adjective, or another adverb. It provides information about how, when, where, or to what degree an action is performed. For example, in the sentence "She quickly ran to the store," "quickly" is an adverb describing how she ran. Adverbs often end in "-ly," but not always. According to Carstairs and McCarthy, adverbs are words that describe or alter verbs,

[13]Andrew Cartairs and McCarthy, *An Introduction to English Morphology : Words and Their Structure*, First (Edinburgh: Edinburgh University Press, 2002), https://www.cur.ac.rw/mis/main/library/documents/book_file/digital-659bf974b9c1b2.39167687.pdf.

adjectives, and other adverbs[14]. This indicates that adverbs can be used to alter or describe other adverbs, verbs, and adjectives.

Based on the preceding facts, an adverb is a word that can explain how, when, and where something happens by modifying verbs, adjectives, and other adverbs. For instance: now, tomorrow, certainly, maybe and others.

4) Adjective

An adjective is a word that describes or modifies a noun or pronoun by providing more information about its qualities, characteristics, or attributes. Adjectives add detail to language, helping to convey specific traits, such as size, color, shape, or emotions. Gulchehra and Nasiba state that adjective is a class word that use to expand and narrow the meaning of noun[15]. It means that adjectives are word that describe noun. For example: handsome, great, big, and others.

5) Pronoun

A pronoun is a term used to eliminate needless repetition in sentences by replacing nouns. Pronouns are used to refer to people or things. They can be demonstrative pronouns like "this" or "those," or personal pronouns like "he," "she," or "it." Pronouns are essential for improving the clarity and flow of sentences.

6) Preposition

[14]Cartairs and McCarthy.

[15]Gulchehra and Nasiba, “Word Classes in Modern English and Their Usage in English Grammar.”

A preposition is a term used in sentences to indicate the relationship between a noun (or pronoun) and another element. It provides information on an action's location, direction, timing, and method of execution. Examples of prepositions that are frequently used are "in," "on," "under," "with," and "between." Sargeant explain thatprepositions assist in establishing context and making the chronological or spatial linkages within sentences more clear[16].

Prepositions can have meanings that are essentially structural, like those formed by the subject-verb complement relationship, or they can have explicit semantic connotations, like time, place, etc.

7) Conjunction

Altenberg and Vago explain that a conjunction is a word that connects words, phrases, or clauses in a sentence[17]. It serves to join or coordinate different elements, indicating relationships such as addition, contrast, or cause and effect. Common examples of conjunctions include "and," "but," "or," and "because." Conjunctions are essential for structuring sentences and creating cohesive and logical connections between ideas.

[16]Howard Sargeant, *Basic English Grammar Book* (Singapore, 2007), www.sdlback.com.

[17]Evelyn P Altenberg and Robert M Vago, *English Grammar: Understanding the Basics* (New York: Cambridge University Press, 2010).

8) Determiner

According to Sargeant a determiner is a word that comes before a noun in order to define the noun's reference or to give context[18]. Certain demonstratives (like "this" and "those"), possessives (like "my" and "their"), articles (like "a," "an," and "the"), and quantifiers (like "some," "many," and "few") are examples of determiners.

Determiners add to the overall meaning and clarity of a phrase by making it clear whether we are referring to a specific or general noun. Thus, the author draws the conclusion that mastery of vocabulary is the capacity to understand and employ words in the English language.

c. Materials of Vocabulary

In the English language book for VIII grade MTS curriculum 2013 revise with the theme “Bright”, the vocabulary learning could be found in the book. This book is divided into 16 chapters, where for each semester consists of 8 chapters. Vocabulary material that could be taken this book is transitive and intransitive verb as follow:

[18]Sargeant, *Basic English Grammar Book*.

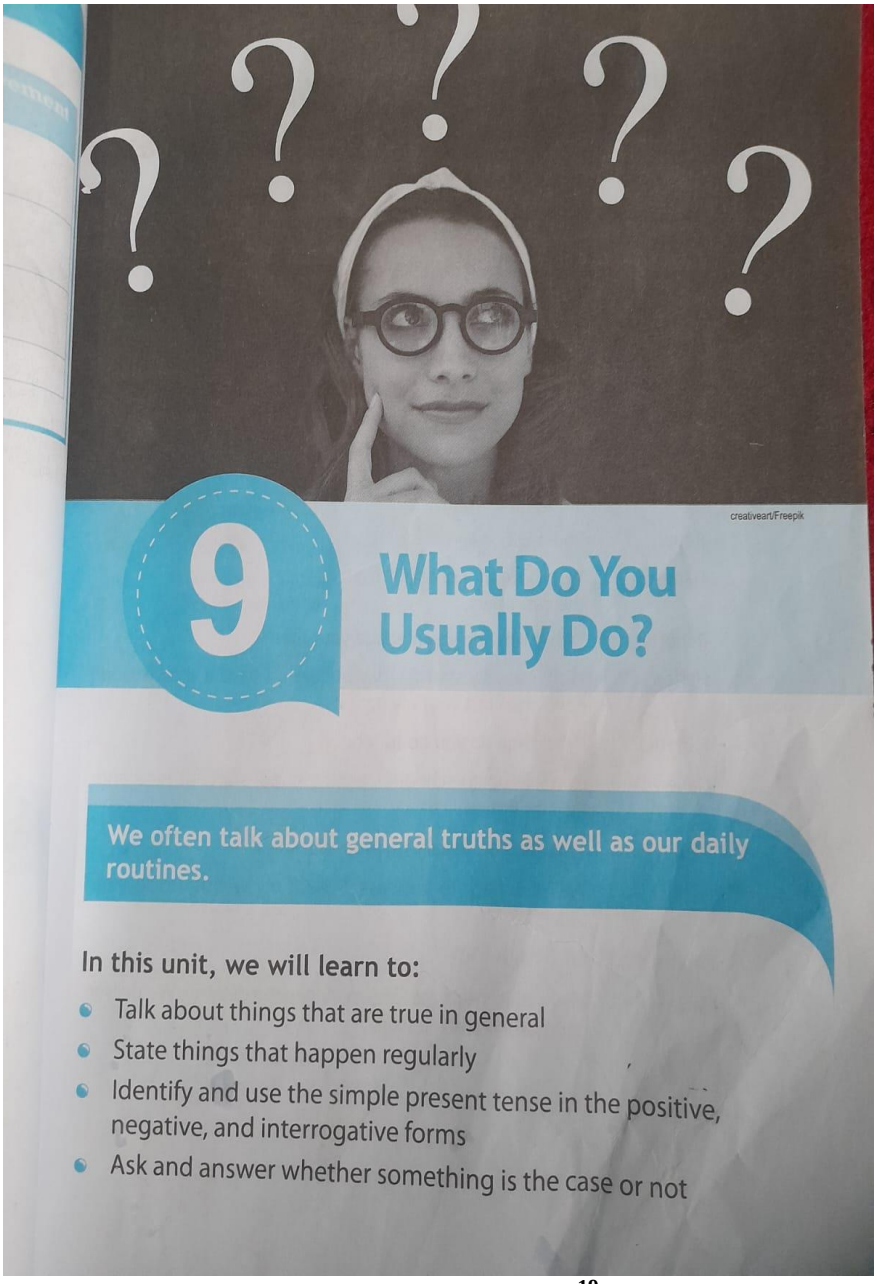
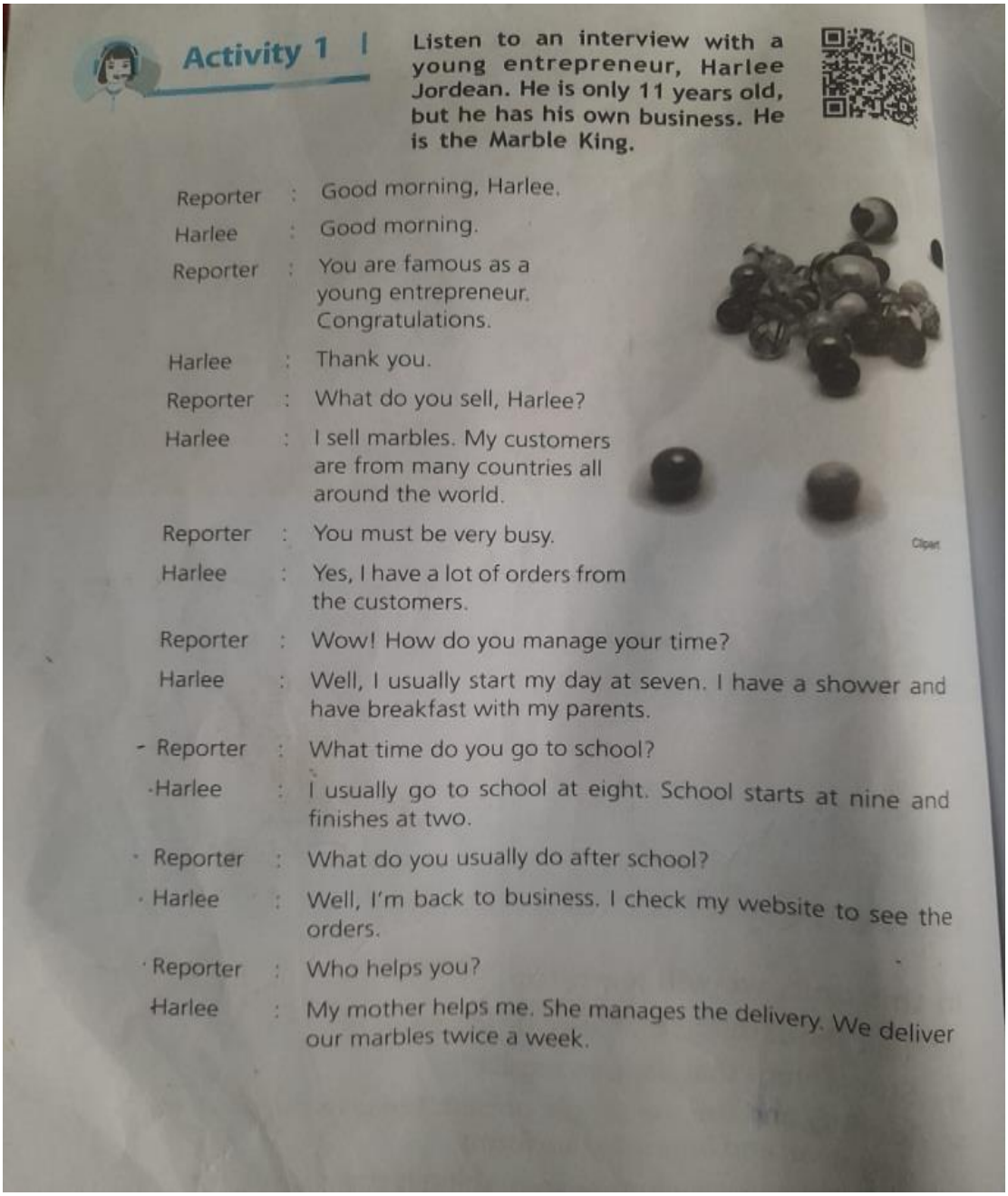


Figure II. 2 The Vocabulary Lesson[19]

[19]Nur Zaida, *Bright An English Course for Junior High School Students* (Jakarta: Erlangga, 2017).



Activity 1

Listen to an interview with a young entrepreneur, Harlee Jordean. He is only 11 years old, but he has his own business. He is the Marble King.

Reporter : Good morning, Harlee.

Harlee : Good morning.

Reporter : You are famous as a young entrepreneur. Congratulations.

Harlee : Thank you.

Reporter : What do you sell, Harlee?

Harlee : I sell marbles. My customers are from many countries all around the world.

Reporter : You must be very busy.

Harlee : Yes, I have a lot of orders from the customers.

Reporter : Wow! How do you manage your time?

Harlee : Well, I usually start my day at seven. I have a shower and have breakfast with my parents.

Reporter : What time do you go to school?

Harlee : I usually go to school at eight. School starts at nine and finishes at two.

Reporter : What do you usually do after school?

Harlee : Well, I'm back to business. I check my website to see the orders.

Reporter : Who helps you?

Harlee : My mother helps me. She manages the delivery. We deliver our marbles twice a week.

Figure II. 3 The Vocabulary Lesson[20]

[20]Zaida.

Activity 2 I

The following sentences are from the interview. Read them carefully.

- I sell marbles.
- My customers come from many countries.
- I have a lot of orders from the customers.
- I usually start my day at seven.
- I have a shower and have breakfast with my parents.
- I usually go to school at eight. School starts at nine and finishes at two.
- I check my website to see the orders.
- My mother helps me.
- She manages the deliveries.
- We deliver our marbles twice a week.

You Should Know

The sentences in Activity 2 are in the simple present tense. Look at the pictures. Read the sentences.

I'm looking at my books.

I read a lot.

He's eating an ice cream.

He likes ice cream.

The sentences in bold are written in simple present tense too.
We use the **simple present tense** to tell things that are true in general, or for things that happen sometimes or all the time:

- *I **like** small cities.*
- *The shops **open** at seven o'clock.*

Figure II. 4 The Vocabulary Lesson[21]

[21] Zaida.

d. Vocabulary Assesment

Assessment of students' knowledge of word meanings, commonly reffered as vocabulary assesment. Vocabulary assessment begins with the development of an initial intelligence test that precedes formal measures of reading comprehension[22]. The initial steps of reading vocabulary consist of asking students to define or explain the selected words as these could be found in the text book that they will encounter in school.

There are two constracting perspective on the role of vocabulary in language assessment. One point of view that it makes perfect sense to write tests that measure whether learners know the meaning and use of a set of words, taken as independent semantic units[23]. Another view is that vocabulary should always be assessed in the context of language use tasks, where it interacts naturally with other components of language knowledge. In conclusion, the two points of view are somewhat complementary since they have to do with various evaluation goals.

e. Teaching Vocabulary by Using Bingo Word Game

The researcher expect that bingo word game can overcome the students' difficulties in mastering vocabulary from internal and external factors. Bingo word game can motivate students to learn vocabulary, because this is one of the best teaching method. So, they do not feel dizzy

[22]P David Pearson, Elfrieda H Hiebert, and Michael L Kamil, "Vocabulary Assessment: What We Know and What We Need to Learn," *Reading Research Quartely* 42, no. 2 (2007): 282–96, https://doi.org/10.1598/RRQ.42.2.4.

[23]John Read, *Assessing Vocabulary*, First (United Kingdom: Cambridge University Press, 2000).

anymore when study about this material. And here is the procedure of teaching vocabulary by using Bingo Word Game, as follow:

Table II. 2 Procedure of Teaching Vocabulary

by Using Bingo Word Game

Teacher'sActivity	Procedures	Students'Activiy
Pre-Teaching 1. Teacher opens the class with greeting, praying and check the attendance list.	Greeting	1. Students answer the greeting, one of the students lead to pray together, and Students raise their hand and say "present"
2. Teacher convey the objectives and benefits of the learning, motivate the students and asks about the last material the related to the new material.	Introduction	1. Students full attention. 2. Students answer the question from the teacher by raising their hand.
While-Teaching 1. Teacher explains the material	Pronouncing and giving examples	1. Students try carries out the orders
2. Teacher gives some examples of vocabulary	Giving to items of vocabulary	Students pay attentoion
3. Teacher teachs vocabulary with bingo word game	Studying Vocabulary with game	Students follow the game
4. Teacher asks the students to make 9 or 16 large squares of the same size	Setting up for the game	Students make the square as bingo cards
5. Teacher mentions the categories and asks the students to write 9 or 16 vocabulary words in the box, one box per word	Writing vocabulary	Students write the vocabulary on each boxes

Teacher'sActivity	Procedures	Students'Activiy
6. Teacher asks the students to read one word each student, they wrote while crossing out the word they read	Taking turns to read vocabulary on the cards	students take turns reading one word each and cross the word that they read.
7. Teacher finds out the students who have crossed all the words and he/she is the winner[24]	Determining the winner	Students who can cross all the word are the winner
Post-Teaching 1.Teacher appreciates the efforts made by students during the learning		Students pay attention
2. Teacher drills and gives feedback	Drilling	Students respond to the teacher
3. Teacher concludes the lesson	Concluding	Students pay attention
4. Teacher closes the class by greeting	Closing	Students give the greeting to the teacher

B. The Related Findings

In this thesis, there are some researchers that related to this research.

The first is thesis from Mirayana concluded that there was a significant influence of using bingo words towards sutdents vocabulary mastery. It can be seen on the pre-test, post-test, and gain score details for the experimental and experimental classes are shown here. 56.25 was the lowest score; the maximum score was 76. The varience was 178.516 and the median score was 56. The

[24]Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning*.

control class had a mean score of 47.00, a maximum score of 68, and a minimum score of 28[25].

The second is thesis Hasibuan concluded that there was a significant effect of using bingo game. It can be seen on the treatment in experimental class gained the mean 76,97 and it was higher than the controlled group gained 73.21. And the research obtained that Sig. (2-tailed) the score was 0.005 which was lower than the determined significance value 0.05. It means, that null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted[26].

The third is thesis from Mariyah concluded that there was a positive and significant effect of using bingo game to students vocabulary mastery instead of before that had no any teaching strategy. The finding of this previous research is the value of experimental class (6.18) and control class only (2.64) at 0.05 alpha significant values. So, Bingo game technique significantly affect students' vocabulary mastery[27].

The fourth is thesis from Hasriana concluded that the kids' vocabulary mastery is thus much improved as a result of receiving the treatment. The post-test mean score was 74.5, while the pre-test mean score 60.9. The post-test mean score 74.5 exceeded the pre-test mean score 60.9 as a conclusion. If table value

[25]Mirayana, "The Influence of Using Bingo Game Towards Students Vocabulary Mastery of the Eighth Grade at the First Semester of SMP Negeri 1 Bandar Lampung i the Academic Year of 2018/2019" (State University of Islamic Studies Raden Intan Lampung, 2019), http://repository.radenintan.ac.id/5065/1/A Thesis .pdf.

[26]Syukri Agung Hasibuan, "The Effectiveness of Bingo Game on Students' Speaking Ability" (Syarif Hidayatullah State Islamic University of Jakarta, 2017), http://repository.iainpalopo.ac.id/id/eprint/5316/1/IRAWATI.pdf.

[27]Atik Dewi Mariyah, "The Use of Word Games to Teach Vocabulary to Students at SMP Al-Islah Surabaya" (Sunan Ampel State Isamic University Surabaya, 2020).

is 1. 69389 and the t-test value is 6.4, then the t-test value is bigger than the t-table (6.4 ≥ 1.69389) even at the level significant (p) of 5% and df = 32[28].

The last is thesis from Wahyuningsih concluded that there is a significant effect of using word chain game on students' vocabulary mastery. It can be seen from the mean score of pre-test and post-test. The students' mean score of pre-test was 36.24 in experimental class and 31.5 in control class. The students' mean score of post-test was 60.1 in experimental class and 37.82 in control class[29].

Based on explanation of the related findings above, this study has differences in the focus of research, where in this study, researcher only focuses on verbs about habits, while another researcher used another focus of the research. Besides that, the object of research is also different, where this research conducted at MTs Robiul Islam Pasar Latong..

C. The Conceptual Framework

Game in teaching vocabulary is the necessary thing that must be considered by the teacher to support the learning. The teacher must choose an appropriate for students so they don't feel bored easily when following the vocabulary lesson. For junior high school's students, the teacher can choose the game which does not only ask them to learn but also they can play.

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[28]Hasriana, "Enhancing Students' Vocabulary Mastery by Using Course Review Horay Method at SMP 4 Tiroang" (State Islamic Institute Parepare, 2020).

[29]Sri Wahyuningsih, "The Effect of Word Chain Game to Students' Vocabulary Mastery at Grade VIII of SMP Negeri 5 Padangsidimpuan" (State Institute for Islamic Studies Padangsidimpuan, 2020), http://etd.uinsyahada.ac.id/id/eprint/2769.

Therefore, there are many games that suitable for teacher to use in mastering students' vocabulary. By combining learning and playing, the students must be more enthusiasm in learning vocabulary and it will make them easier in practicing vocabulary. In this study, the game was used to help mastering students' vocabulary is Bingo Word Game as the treatment in experimental classs. The conceptual framework that will be done is as below:

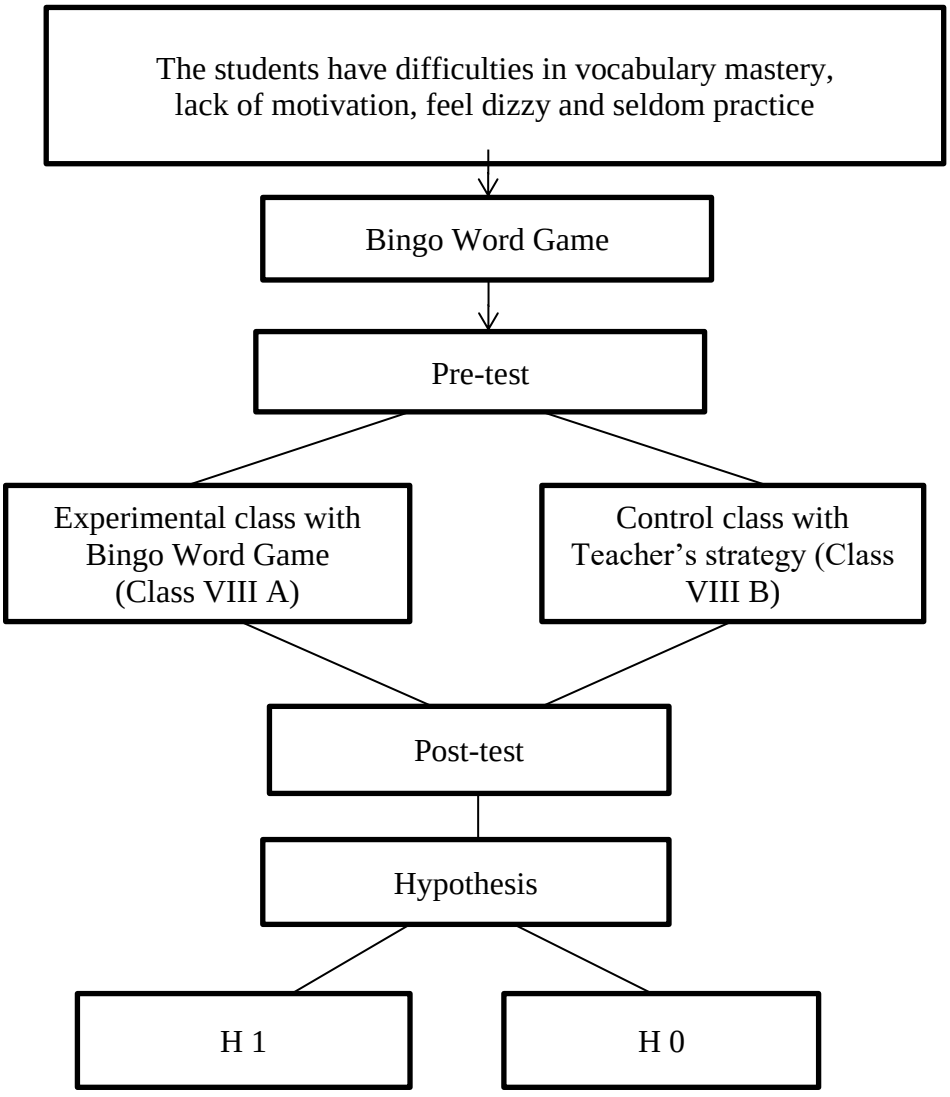

Figure II. 5 Conceptual Framework

D. The Hypothesis

The preliminary finding of the study is the hypothesis. The hypothesis of this research are:

1. There is a significant effect of bingo word game on students's vocabulary mastery at Grade VIII MTS Robiul Islam Pasar Latong (Ha).
2. There is no a significant effect of bingo word game on students' vocabulary mastery at Grade VIII MTS Robiul Islam Pasar Latong (H0).

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The research had been conducted at MTS Robiul Islam Pasar Latong. It is located in Pasar Latong, Lubuk Barumun, Padang Lawas, Sumatera Utara. The subject of this research was the eighth grade students. The research started on January 2024 until July 2024.

B. The Research Design

The research design is experimental research. In order to see how the students' vocabulary mastery result after using bingo word game, researcher used Experimental Research with pre-test, post-test and control group design.

In this research, the researcher chose two classes as experimental and control class. For experimental class, they had be taught by using bingo word game strategy and control class had be taught by conventional using strategy. The research design of this research can be seen in the following table:

Table III. 1 Test Experimental Design

Class	Pre-test	Treatment	Post
Experimental Class	√	√	√
Control Class	√	×	√

C. The population and the Sample

1. The Population

The population was the group of persons who the researchers were interested in generalizing the study's findings to. The total number of units (people, groups, occasions, things, or things). The population of this research was the VIII Grade Students MTS Robiul Islam Pasar Latong 2023-2024 academic years. It had 5 clasees with total number of students 199 students. It can be seen in the following table:

Table III. 2 The population of the VIII Grade

Students at MTS Robiul Islam Pasar Latong 2023-2024

No.	Classes	Total
1.	VIII A	41
2.	VIII B	41
3.	VIII C	39
4.	VIII D	36
5.	VIII E	42
Total		199

(Source: Document of MTS Robiul Islam Pasar Latong TP 2023-2024)

2. The Sample

In a research project, sampling is the process of choosing a subject of the population of interest. Based on the total population above, the research had been taken at Grade VIII students of Robiul Islam Pasar Latong. The researcher usedrandom sampling to determine the sample. Type of random sampling that researcher used was cluster random sampling. This type of

sampling is more effective, the researcher took VIII grade as the population and divided the population into several separate group or class.

In this research, the researcher had taken the sample from the two clasess as a sample. The research had split into two groups: the experimental class and the control class.

Table III. 3 The Total Sample of the VIII Grade

Students at MTS Robiul Islam Pasar Latong 2023-2024

No.	Classes	Total
1.	VIII A	41
2.	VIII B	41
Total Sample		82

D. The Instrument of Data Collection

To obtain the finest study outcomes, researchers must use tools. Researchers gather data using research instruments in order to get more comprehensive and organized results. Tests are an excellent teaching tool. Therefore, the researcher used test as research instrument to get the data.

In this research, the researcher took data by using test. The test that had been given was multiple choice. The total of the question was 50 questions (25 for pre-test and 25 for post- test). It has been validated by Fitri Rayani Siregar., M.Hum as Head of English Department of UIN SYAHADA and Wirda Halwi Siregar., S.Pd. as English teacher at MTS Robiul Islam Pasar Latong that all the question is valid. Then, the test gave to the experimental class and control class.

Table III.4 Indicators of Vocabulary Mastery in Pre-test and Post-test

No	Indicators	Sub Indicators	Number of Items	Total Items	Score	Total Scores
1.	Verb	Students are able to identify the verb	1,2,34,5,6, 7,8,9, 10, 11, 12, 13	13	4	52
		Students are able to know the meaning of verb	14,15,16,17 18,19,20, 21,22,23,24,25	12	4	48
Total				25		100

E. The Validity and the Reliability of Intrument

1. The Validity

Before delivering the test to the pupils, validity must be completed. A study's validity is determined by how well the researcher measures the appropriate things[1].

In this research, the researcher used content validity to find out the validity of instrument. The validity was from Fitri Rayani Siregar., M.Hum as a Head of English Department UIN SYAHADA and from Wirda Halwi Siregar., S.Pd as the English teacher at MTS Robiul Islam Pasar Latong. The test consisted of 50 questions of multiple choice. It divided into two groups: 25 for pre-test and 25 for post-test.

[1]Budiastuti. and Bandur, *Validitas Dan Reliabilitas Penelitian* (Jakarta, 2013), https://repo.stikesibnusina.ac.id/xmlui/bitstream/handle/123456789/147/1686032019154_validitas dan reliabilitas.pdf?sequence=1.

2. The Reliability

Reliability specifically refers to the consistency of the score results on the questions in your questionnaire, meaning that the reliability test verifies the validity of the research instrument's measurement scales. measurement the consistency of the measurement tool used by quantitative researchers is, thus, the primary goal of the research instrument dependability test.A study result's reliability is its capacity to hold up under diverse settings (time and place) and employ a variety of research methods[2].

In this instance, researchers are interested in learning if measurement findings on the same sample are accurate. As a result, the researcher gave the tool to the pupils one try. After then, using a specific technique to analyze the data.

F. The Research Procedure

To collect the data, the researcher used test in giving the test, it was divided into two kinds; pre-test and post-test.

1. Pre-test

It was a test given before doing the treatment to the students. Before the researcher treats the experimental class, it is necessary to ascertain the students' proficiency in the control and experiment classes. Additionally, the homogeneity and normality level of the sample are ascertained using it. To give the pre-test, the researcher followed a few steps. They were:

[2]Budiastuti and Bandur.

a. The researcher prepared the test that had been filled by the students. It consists of 50 questions.
b. The test paper was given to the experiment and control classes by the researcher.
c. The researcher explained what the students need to do.
d. The researcher gave time to the students to answer the test.
e. The researcher collected the test paper.
f. The researcher checked the answer and counts the students' score.

2. Treatment

In the treatment, the researcher did different way in teaching vocabulary between experimental and control class. Treatment gave to experimental class by using bingo word game. The researcher used some ways, they are:

a. The teacher asks the students to make 9 or 16 large squares of the same size.
b. The teacher mentions the categories and asks the students to write 9 or 16 vocabulary words in the box, one box per word.
c. Taking turns, students read one word they wrote while crossing out the word they read.
d. Whenever another student reads a word they have written, they have to cross the word out.

e. The winner of the game is the student who can cross all the words he/she wrote first[3].

3. Post-test

After the researcher had given the treatment to experimental class. Then, the researcher gave test for post test. It was utilized to determine whether the treatment has an effect or not as well as the difference in scores between the experiment and control classes. For the post-test, the researcher followed a few procedures. They were:

a. The researcher prepared the test that had been filled by the students. It consists of 50 questions.
b. The researcher distributed the test paper to both class
c. The reseracher explained what the students need to do.
d. The researcher gave time to the students to answer the questions.
e. The researcher collected the test paper.
f. The researcher checked the answers and counts the students' score.

G. The Technique of Data Analysis

In order to prevent misunderstandings and misinterpretations, the operational concept was applied when doing research in accordance with a review of related literature. Two variables had been utilized. The technique of analyzing data that was used by the researcher were:

[3]Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning*.

1. Normality test

The normality test is used to determine whether the distribution is normal or not. The researcher uses Chi Square formula. The Chi Square formula is as follows:

$$x^2 = \sum_{i=l}^{k} \frac{(f_o - f_h)^2}{f_h}$$

Description:

$x^2 = \text{Chisquare}$

$f_o = \text{Observed Frequency}$

$f_h = \text{Expected Frequency}$

The distribution is normal, if $x^2{}_{count} \leq x^2{}_{table}$

The distribution is not normal, if $x^2{}_{count} \geq x^2{}_{table}$[4]

2. Homogency test

To test whether the variants of the two samples are homogeneous, the variants equality test was used.

$$F = \frac{The\ biggest\ variant}{the\ smallest\ variant}$$

If $F_{count} \leq F_{table}$, both samples are homogenous

If $F_{count} \geq F_{table}$, both samples are not homogenous

[4]Sugiyono, *Statistik Untuk Penelitian* (Bandung: Alfabeta, 2021).

3. Hypothesis test

Researchers utilized the sample data to make inferences about a population by using a statistical method called hypothesis testing. If $t_{count} > t_{table}$, alternative hypothesis (Ha) was accepted and if $t_{count} > t_{table}$ null hypothetis (H_0) was rejected.

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Description:

t = the value which the statistical significance

$\overline{x_1}$ = the average score of experimental class

$\overline{x_2}$ = the average score of control class

s_1^2 = deviation of the experimental class

s_2^2 = deviation of the control class

n_1 = number of experimental class

n_2 = number of control class[5]

The problem formulation had been addressed by testing the hypothesis and arriving at a decision-making strategy based on data analysis. The hypothesis in this study had been tested using the t test.

[5]Sugiyono.

After calculating the data, then their scores were consulted the classification quality. There are the five ranges of scores from the test results, as explained by Aqib in his book, based on the table. They are good, very good, enough, very low, and low. The classification quality can be seen on the table below:

Table III. 5 The Classification Quality of Students' Score

No	Percentage	Criteria
1.	0%-20%	Very low
2.	21%-40%	Low
3.	41%-60%	Enough
4.	61%-80%	Good
5.	81%-100%	Very good

Source: Zainal Aqib, PTK for SMP, SMA, SMK[6]

The proportion of pupils who got score very good on vocaulary test may be a key factor in the researcher's conclusion of the data from the previous test. In summary, the higher the percentage of students who properly answer every question, the more convincing it is that this study demonstrated appropriate and pertinent ways for seeing the significant effect of using Bingo Word Game on students' vocabulary mastery.

[6]Zainal Aqib, *PTK Untuk Guru SMP, SMA, SMK* (Yrama Widya, 2009), http://books.google.co.id/books?id=vx7AYgECAAJE.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, in order to find out the effect of Bingo Word Game on students' vocabulary mastery at VIII grade students MTS Robiul Islam Pasar Latong, the researcher has taken the data by pre-test and post-test. Applying quantitative analysis the researcher used the formulation to test normality and homogenity. Then the researcher described the data as follow:

A. Description of Data

1. Description Data of the Pre-Test

a. Pre-Test Score of Experimental Class

The 50-question multiple-choice pre-test was administered to the students before to the full bingo word game treatment. The experimental class used by the researcher was VIII–8 B. The researcher computed the students' score based on their pre-test responses, and then ranked the results in interval class form, starting from the lowest score and working up to the highest. The statistician used a formula for statistics to calculate it. The range, interval, mean, median, modus, variation, and standard deviation scores were obtained by the researcher through calculation.

The total score of experimental class in pre-test was 1.322, range was 54, interval was 8, mean was 32.24, median was 32, modus was 20, variant was 190.67, and standard deviation was 13.808. The researcher got that the highest score was 68, and the lowest score was 14.

The score of experimental class in pre-test can be seen in the following table:

Table IV. 1 Score of Experimental Class in Pre-Test

No.	Description	Statistics
1.	Total Score	1.322
2.	Highest Score	68
3.	Lowest Score	14
4.	Range	54
5.	Interval	8
6.	Mean	32.24
7.	Median	32
8.	Mode	20
9.	Variant	190.67
10.	Standard Deviation	13.980

After getting the result of mean, median, and modus, next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that by the students.

The students' score in interval class between 14-21 was 12 students (29%), interval 22-29 was 8 students (20%), interval 30-37 was 9 students (22%), interval 38-45 was 5 students (12%), interval 46-53 was 4 students (10%), interval 54-61 was 1 student (2%), and interval 62-69 was 2 students (5%).

The frequency distribution of the students' score of experimental class in pre-test could be into table frequency distrbution as follow:

Table IV. 2 Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1.	14-21	17.5	12	29%
2.	22-29	25.5	8	20%
3.	30-37	33.5	9	22%
4.	38-45	41.5	5	12%
5.	46-53	49.5	4	10%
6.	54-61	57.5	1	2%
7.	62-69	65.5	2	5%
	i=8	290.5	41	100%

Then, the researcher also presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:

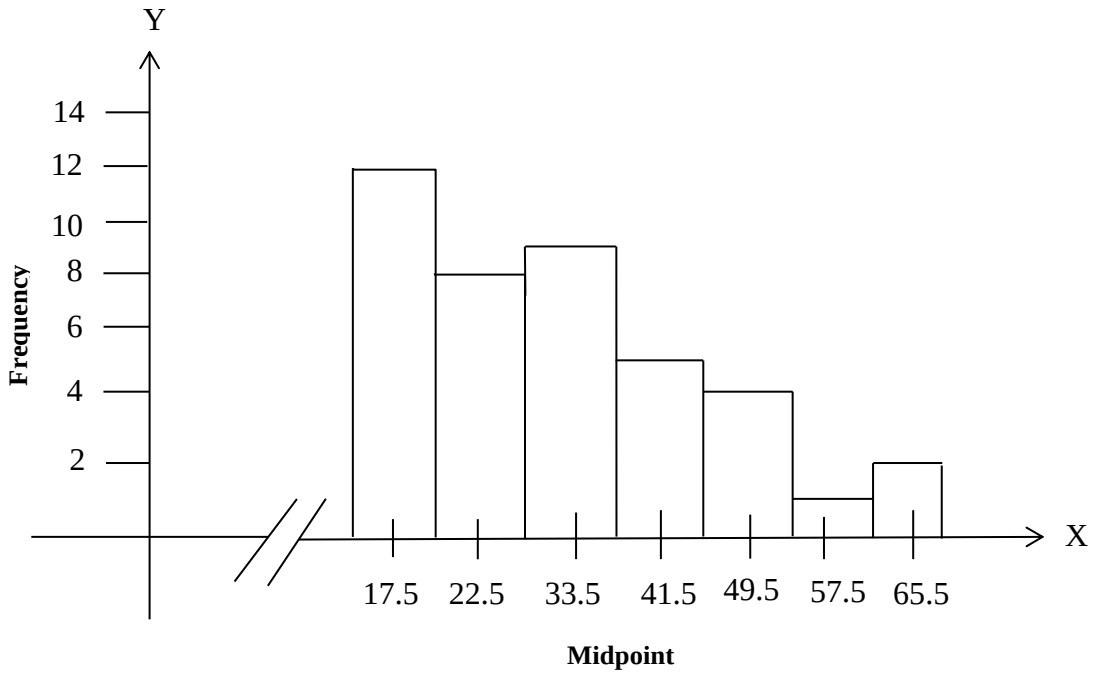

Figure IV. 1 The Pre-Test Score of Experimental Class

Figure described the students' score in midpoint was different. The X-axis showed the midpoint score obtained by students, while Y-axis showed the number of students who got that scores. There was 12 students got score in midpoint 17.58 students who got score in midpoint 22.59 students who got score in midpoint 33.55 students who got score in midpoint 41.54 students got score 49.51 student who got score in midpoint 57.52 students who got score in midpoint 65.5.

b. Pre-Test Score of Control Class

In the pre-test of control class, the researcher took class VIII-A. The researcher has calculated the students' score and arranged it from the low score until the high score in interval class form. The researcher calculated it based on static formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of control class in pre-test was 1.892, range was 64, interval was 10, mean was 46.14, median was 44, modus was 44, variant was 225.63 and standard deviation was 15.02. the researcher got the highest score was and the lowest score was .

The score of control class in pre-test can be seen in the following table:

Table IV. 3 The Score of Control Class in Pre-Test

No	Descriptive	Statistics
1.	Total Score	1.892
2.	Highest Score	88

No	Descriptive	Statistics
3.	Lowest Score	24
4.	Range	64
5.	Interval	10
6.	Mean	46.14
7.	Median	44
8.	Modus	44
9.	Variant	225.63
10.	Standard Deviation	15.02

After getting the result of mean, median and modus, next step is determining midpoint of all the inervals. Then, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 24-33 was 9 students (22%), interval 34-43 was 7 students (17%), interval 44-53 was 14 students (34%), interval 54-63 was 4 students (10%), interval 64-73 was 6 students (15%) and interval 74-83 was 0 student (0%), and interval 84-93 was 1 student (2%). The score could be applied into table frequency distribution as follow:

Table IV. 4 Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1.	24-33	28.5	9	22%
2.	34-43	38.5	7	17%
3.	44-53	48.5	14	34%

No	Interval	Midpoint	Frequency	Percentages
4.	54-63	58.5	4	10%
5.	64-73	68.5	6	15%
6.	74-83	78.5	0	0%
7.	83-74	88.5	1	2%
	i=10	409.5	41	100%

Then, the researcher also presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:

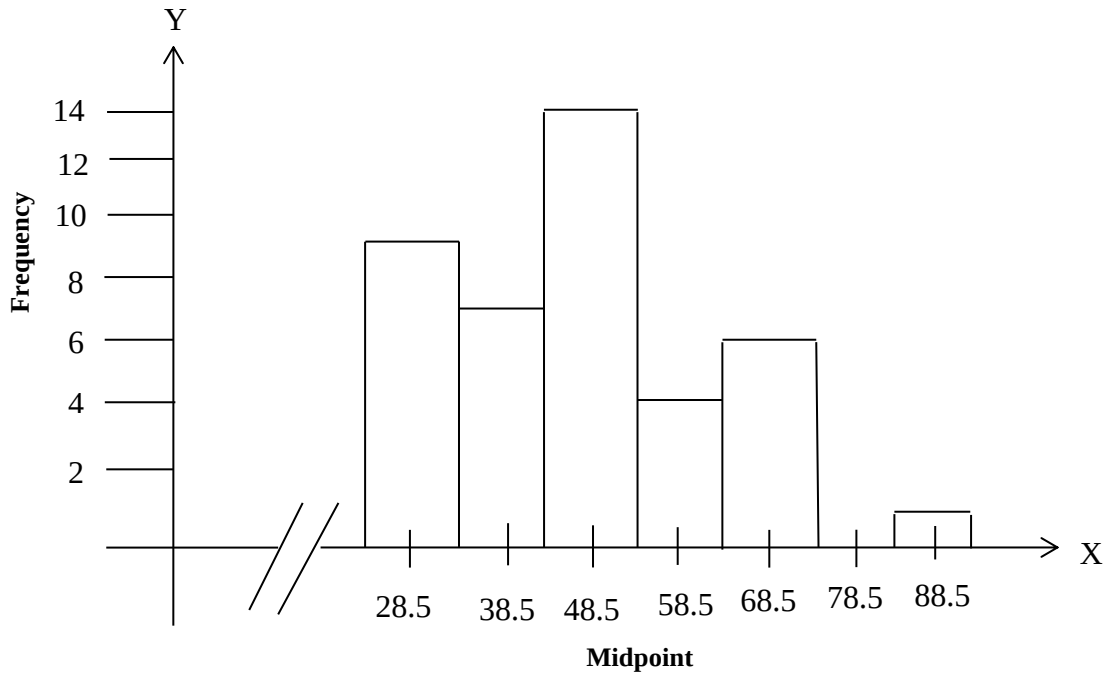

Figure IV. 2 Pre-Test of Control Class

Figure described the students' score based on midpoint. The X-axis showed the midpoint score obtained by students, while Y-axis showed the number of students who got that scores. There was 8 students got score in

midpoint 28.5, 7 students who got score in midpoint 38.5, 14 students who got score in midpoint 48.5, 4 students who got score in midpoint 58.5, 6 students got score in midpoint 68.5, 0 student who got score in midpoint 78.5, 1 student who got score in midpoint 88.5.

2. Description Data of Post-Test

a. Post-Test Score of Experimental Class

After giving the bingo word game treatment, students did the post-test to know how bingo word game affects the students'vocabulary mstery. The test consists of 25 multiple choices question. Based on students' answer in post-test, the researcher has calculated the studets' score arranged it from the low score until the high score in interval class form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of experimental class in post-test was 2.576, range was 68, interval was 10, mean was 62.82, median was 64, modus was 40, variant was 438.82 and standard deviation was 20.94. The researcher got the highest score was and te lowest score was . The score of experimental class in post-test can be seen in the following table:

Table IV. 5 The Score of Experimental Class in Post-Test

No	Descriptive	Statistics
1.	Total score	2.576
2.	Highest Score	100

No	Descriptive	Statistics
3.	Lowest Score	32
4.	Range	68
5.	Interval	10
6.	Mean	62.82
7.	Median	64
8.	Modus	40
9.	Variant	438.82
10.	Standard Deviation	20.94

After calculating and getting the result of mean, median and modus, next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 32-41 was 11 students (27%), interval 42-51 was 5 students (12%), interval 52-61 was 2 students (5%), interval 62-71 was 5 students (12%), interval 72-81 was 8 students (20%), interval 82-91 was 7 students (17%), and interval 91-101 was 3 (7%).

Then, the calculation of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table IV. 6 Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1.	32-41	36,5	11	27%
2.	42-51	46,5	5	12%
3.	52-61	56,5	2	5%
4.	62-71	66,5	5	12%
5.	72-81	76,5	8	20%
6.	82-91	86,5	7	17%
7.	92-101	96,5	3	7%
	i=10	465.5	41	100%

Next step is the researcher presented the data in the form of histogram as follow:

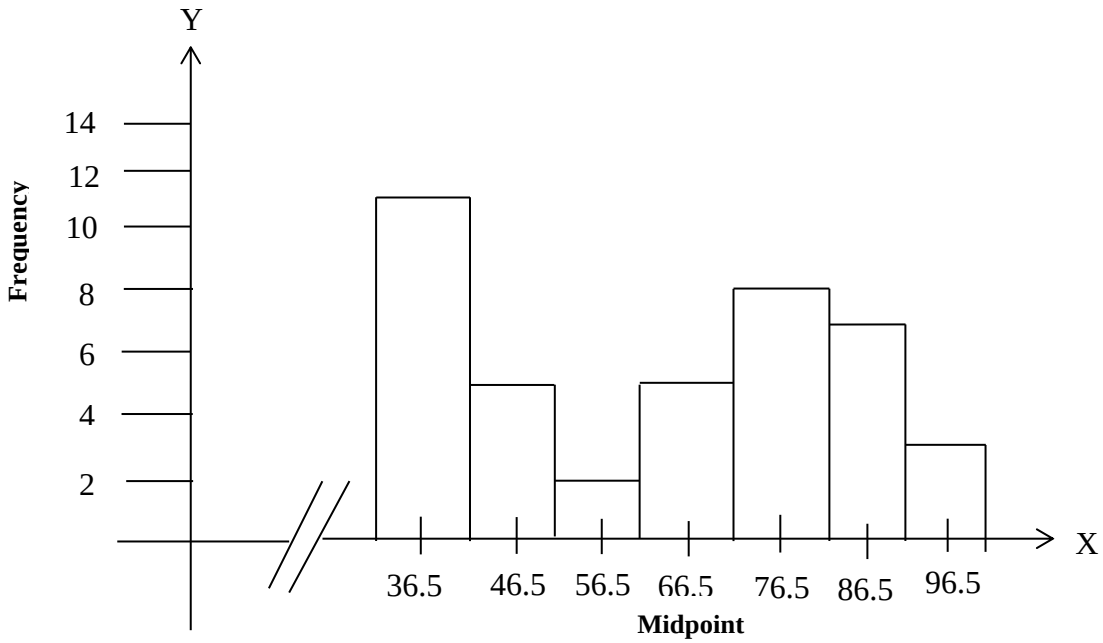

Figure IV. 3 Post-Test of Experimental Class

The diagram post-test on figure described the students' score based on midpoint. The X-axis showed the midpoint score obtained by students, while Y-axis showed the number of students who got that scores. There was 11 students got score in midpoint 36.5, 5 students who got score in midpoint 46.5, 2 students who got score in midpoint 56.5, 5 students who got score in midpoint 66.5, 8 students got score 76.5, 7 students who got score in midpoint 86.5, 3 students who got score in midpoint 96.5.

b. Post-Test Score of Control Class

The researcher gave the teacher method to students for the treatment. Then, students did the post-test. The researcher has calculated the students' score and arranged it from the low score until the high score in interval class form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of control class in post-test was 2.424, range was 52, interval was 8, mean was 59.12, median was 56, modus was 56, variant was 169.76 and standard deviation was 13.02. The researcher got the highest score was 92 and the lowest score was 40.

The score of control class in post-test can be seen in the following table:

Table IV. 7 The Score of Control Class in Post-Test

No	Descriptive	Statistics
1.	Total Score	2.424

No	Descriptive	Statistics
2.	Highest Score	92
3.	Lowest Score	40
4.	Range	52
5.	Interval	8
6.	Mean	59.12
7.	Median	56
8.	Modus	56
9.	Variant	169.76
10.	Standard Deviation	13.02

After calculating and getting the result of mean, median, modus, next step is determining midpoint of all the intervals. Then the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 40-47 was 6 students (15%), interval 48-55 was 11 students (27%), interval 56-63 was 11 students (27%), interval 64-71 was 3 students (7%), interval 72-79 was 6 students (15%), interval 80-87 was 2 students (5%), and interval 88-95 was 2 students (5%).

Then, the calculation of the frequecy distribution of the students' score of control class in post-test could be applied intro table frequency distribution as follow:

Table IV. 8 Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1.	40-47	43.5	6	15%
2.	48-55	51.5	11	27%
3.	56-63	59.5	11	27%
4.	64-71	67.5	3	7%
5.	72-79	75.5	6	15%
6.	80-87	83.5	2	5%
7.	88-95	91.5	2	5%
	i=8	472.5	41	100%

Then, the researcher presented the data in the form of histogram as follow:

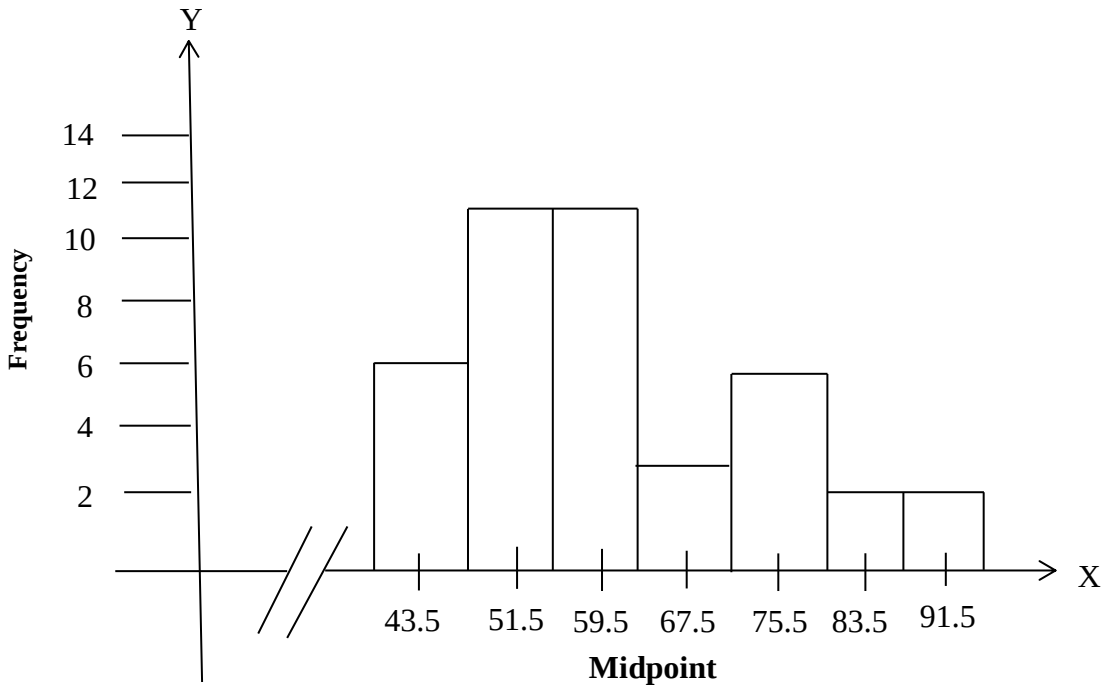

Figure IV. 4 Post-Test of Control Class

The histogram post-test of control class on figure described the students' score based on midpoint. The X-axis showed the midpoint score obtained by students, while Y-axis showed the number of students who got that scores. There was 6 students got score in midpoint 43.5, 11 students who got score midpoint 51.5, 11 students who got score in midpoint 59.5, 3 students who got score in midpoint 67.5, 6 students got score 75.5, 2 students who got score in midpoint 83.5, 2 students who got score in midpoint 91.5.

3. Description of Comparison Score of Pre-Test and Post-Test

a. Comparison Score of Pre-Test and Post Test in Experimental Class

After getting the result of experimental class in pre-test and post-test, the researcher made the data comparison in the form of table. The result of pre-test and post-test score will be compured the differences. The result of data consists of total score, highest score, lowest score, range, interval, mean, median, modus, varian and standard deviation.

The comparison score between pre-test and post-test of experimental class can be seen in the following table:

Table IV. 9 The Compsrison Data of Experimental Class in Pre-Test and Post-Test

No	Description	Pre-Test	Post-Test
1.	Total Score	1.322	2.576
2.	Highest Score	68	100
3.	Lowest Score	14	32

No	Description	Pre-Test	Post-Test
4.	Range	54	68
5.	Interval	8	10
6.	Mean	32.24	62.82
7.	Median	32	64
8.	Modus	20	40
9.	Variant	190.67	438.82
10.	Standard Deviation	13.808	20.94

Based on the table above, the researcher found that most of students got low score in pre-test and good score in post-test. As experimental class, VIII-B consists of 41 students. The VIII-B class get the lowest score in pre-test was 14 and the highest score was 68. But, after get the treatment, the post-test of students VIII-B get the lowest score was 32 and 100. Based on this data, it can be concluded that the students' vocabulary mastery score was higher in the post-test than the students' score in pre-test.

b. Comparison Score of Pre-Test and Post-Test in Control Class

After getting the result of control class in pre-test and post-test, the researcher made the data comparison in the form of table. The results of pre-test and post-test score will be compared the differences. The result data consists of total score, highest score, lowest score, range, interval, mean, median, modus, variant, standard deviation.

The comparison score between pre-test and post-test of control class can be seen in the following table:

Table IV. 10 The Comparison Data of Control Class in Pre-Test and Post-Test

No	Description	Pre-Test	Post-Test
1.	Total Score	1.894	2.424
2.	Highest Score	88	92
3.	Lowest Score	24	40
4.	Range	64	52
5.	Interval	10	8
6.	Mean	46.14	59.12
7.	Median	44	56
8.	Modus	44	56
9.	Variant	225.63	169.76
10.	Standard Deviation	15.02	13.02

Based on table above, the researcher found that most of students got enough score in pre-test and post-test. Become control class, VIII-A which consists of 41 students also increase in the post-test. The VIII-A class got lowest score in pre-test was 24 and the highest score was 88. But, in the post-test, the students VIII-A getthe lowest score was 40 and the highest score was 92. Based on this data, it can be concluded that the students' vocabulary mastery in control class also increase, which the students' score was higher in the post-test than students' score in pre-test.

B. Data Analysis

1. Requirement Test

a. Normality an Homogeneity of Experimental Class and Control Class in Pre-Test

After knowing the score of pre-test, the researcher calcutaled the normality test by using Chi-Quadrate formula. The researcher found x^2_{count} by calculating the data, while x^2_{table} found based on the table of Chi-Quadrate distribution. Then, after found the normality test, the researcher calculated the homogeneity test by using Harley test. The researcher calculates the data to find out f_{count} , while f_{table} found based on the table of homogeneity distribution. The researcher presented the normality and homogeneity test in the following table.

Table IV. 11 Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	1.331	12.591	0.97 < 4.01	
Control Class	0.331	12.591		

Based on table . the score of experimental class x^2_{count} = 1.331 <x^2_{table} 12.591 with n = 41 and control class x^2_{count} = 0.331 <x^2_{table} = 12.590 with n = 41 and real level α 0.05. Cause x^2_{count}<x^2_{table} in the bothclass, so, H_a

was accepted. It means that experimental class and control class were distributed normal.

The coefficient of f_{count} = 0.97 , and compared with f_{table}. Where f_{table} was determined at the real level α 0.05, and the different numerator dk = n – 1 = 41 – 1 = 40 and denominator dk n – 1 = 41 – 1 = 40. So, by using the list of critical value at F distribution is got $f_{0.05}$= 4.01. It showed that f_{count}<f_{table} which is 0.97 < 4.01. Therefore, the researcher concluded that the variant from the data of the students' vocabulary mastery at VIII grade students MTS Robiul Islam Pasar Latong in experimental and control class of pre-test was homogeneous.

b. Normality and Homogeneity of Experimental and Control Class in Post-Test

Next is post-test. After knowing the score of post-test, the researcher calculated the normality test by using Chi-Quadrate formula. The researcher found x^2_{count} by calculating the data, while x^2_{table} found based on the table of Chi-Quadrate distribution. Then, after found the normality test, the researcher calculated the homogeneity test by using Harley test. The researher calculates the data to find out f_{count} , while f_{table} found based on the table of homogeneity distribution. The researcher presented the normality and homogeneity test in the following table:

Table IV. 12 Normality and Homoneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	-8.109	12.590	0,97 < 4.01	
Control Class	2.180	12.590		

Based on table , the score of experimental class x^2_{count} = -8.109 <x^2_{table} 12.590 with n = 41 and control class x^2_{count} 2.180 = <x^2_{table} = 12.590 with n = 41 and real level ɑ 0.05. Cause x^2_{count}<x^2_{table} in the both class, so, H_a was accepted. It means that experimental class were distributed normal.

The coefficient of f_{count} = 0.97, and compared with f_{table} . Where f_{table} was determined at real level ɑ 0.05, and the different numerator dk = n -1 = 41 -1 = 40. So, by using the list of critical value at F distribution is got $f_{0.05}$= . It showed that f_{count}<f_{table} which is 0.97 < 4.01. Therefore, the researcher concluded that the variant from the data of the students' vocabulary mastery at VIII grade students MTS Robiul Islam Pasar Latong in experimental and control class of pre-test was homogeneous. The calculation can be seen in the apendix.

2. Hypothesis Test

The researcher has found that the normality and homogeneity test are normal and homogenous. Next, based on the result, the researcher used parametic test by using T-test to analyze the hypothesis. Alternative

hypothesis of the research was “there is a significant effect of bingo word game to students’ vocabulary mastery at VIII grade students MTS Robiul Islam Pasar Latong”.

The result of t_{table} found after calulating the data by using t-test formula. The hypothesis test has two criteria. First, if $t_{count}<t_{table}$, H_0 is accepted. Second, if $t_{count}>t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher foun that, t_{count} while t_{table} with opportunity (1 - α) = 1 - 5% = 95% and dk = n1 + n2 = 41 + 41 -2 = 80. Cause, $t_{count}<t_{table}$ (-0.018 < 2.000), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, both classes were same. There is no difference in the both classes. But, in post-test researcher found that t_{count} while t_{table} with opportunity (1 - α) = 1 - 5% = 95% and dk = n1 + n2 – 2 = 41 + 41 – 2 = 80. Cause $t_{count}>t_{table}$ (19.22 > 2.000), it means that hypothesis H_a was accepted H_0 was rejected. The calculation can seen on the appendix.

Table IV. 13 Result of T-test from Both Average

Pre-test		**Post-test**	
t_{count}	t_{table}	t_{count}	t_{table}
-0.018	2.000	19.22	2.000

In this case, the mean score of experimental class by using Bingo Word Game method was 62.82 and mean score of control class was 59.19 which taught by using teacher’s method. So, there is a significant effect of bingo word

game to students' vocabulary mastery at VIII grade students MTS Robiul Islam Pasar Latong.

C. Discussion

Based on the result of the data analysis, the researcher discussed the result of this research on the effect of using Bingo Word Game on Students' Vocabululary Mastery, where the result of mean score experimental class was higher than control class. The mean score of experimental class was 62.82 than mean score of control class was 59.12. the calculation of significant in using Bingo Word Game was t_{count}>t_{table} (19.22 > 2.000). It means Ha is accepted. So, there was a significant effect of using Bingo Word Game on Students' Vocabulary Mastery at VIII Grade Students MTS Robiul Islam Pasar Latong. Therefore, the theory from Priyasudiarjo and Purwaningsih who said "Bingo Word Game is very useful in teaching vocabulary for remembering previous vocabulary" has proven[1]. The researcher found that Priyasudiarjo and Purwaningsih's theory was proven, Bingo Word Game is very helpful in teaching Vocabulary.

The researcher has the result of thus research and then compares the result with previous research. First, Aprilia found the mean score in pre-test was (51.25) and post-test was (81.25)[2]. While, this research found the mean score in pre-test was (32.24) and post-test was (62.82). She found the hypothesis test

[1]Yusup Priyasudiarja and Y. Sri Purwaningsih, *70 English Games: Fun and Learning*.

[2]Nita Amanda Aprilia, "Enhanching Students' Vocabulary Mastery by Using Bingo Game at the First Grade of SMPN 2 Kulo Kabupaten Sidrap" (State Islamic Institute ParePare, 2020), https://repository.iainpare.ac.id/id/eprint/1978/1/15.1300.034.pdf.

was t_{count}>t_{table} (4.26 > 1.729), while this research also found which t_{count}>t_{table} (19.22 > 2.000). There is significant difference between the two researcher. Several factors may have influenced each of these researchers, such as in the number of samples of the difference in the interest of each in carrying out the test.

Second, Saputri found that Second, Saputri found that Bingo Game can enhance students' understanding in identifying part of speech. Then, She found the mean score in pre-test was 28.42 and post-test was 50.28[3], while, this resesearch found Bingo Word game affect students' vocabulary mastery. The hypothesis test was t_{count}>t_{table} (10.68 ≥ 2.160) and this research found t_{count}>t_{table} (19.22 > 2.000). So, Bingo Word Game can be used in teaching to make students interest to study.

Third, Harida found that there is a fun and an intreresting way to teach vocabulary in young learners. Her research used TPR method with Taboo (AKA Hot Seat) game in teaching vocabulary. It coordinate speech, action and game[4]. While This Research used Bingo Word Game in teaching vocabulary. It is also a fun and an interesting way to teach vocabulary. So, to motivate students, teacher must find a good way like games so that students are not bored.

[3]Shela Mesyana Saputri, "Enhancing Students' Understanding in Identifying Parts of Speech Through Bingo Game at SMAN 1 Jetis Ponorogo" (State Institute Islamic Studies Ponorogo, 2023).

[4]Eka Sustri Harida, "Teaching Vocabulary by Total Physical Response (TPR) Method with Taboo (AKA Hot Seat) Game For Young Learners," *Forum Paedagogik* 05, no. 01 (2013): 37–53, https://doi.org/10.24952/paedagogik.v5i01.155.

In conclusion, it is true that Bingo Word Game can be used in vocabulary learning, this game can provide a good learning experience. It can be seen from the two research compared with this research, all have the same result that is Bingo Word Game can affect students' vocabulary mastery.

D. Threats of the Research

There was some threats that faced by the researcher when conducting this research, as follow:

1. The researcher was unknowing of how seriously the students were taking the test. Due to the researcher giving students additional time to complete the test, there were few students that have the same answer.
2. Some of students tried to disturb their friends during the lesson.
3. Some of students feel embrassed to demonstrate an activity selated to the learning process.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the research, the researcher got the conclusion as follow:

1. Before learning by using Bingo Word Game, students' vocabulary mastery was unsatisfied. It can be seen from the mean score of pre-test in experimental class was 32.24, the students' vocabulary mastery is low.
2. After learning by using Bingo Word Game, students' vocabulary mastery increasing became better than before. It can be seen from the mean score of pre-test in experimental class was 62.82, the students' vocabulary mastery is good.
3. There is a significant effect of Bingo Word Game to students' vocabulary mastery at VIII grade students MTS Robiul Islam Pasar Latong. It can be seen from the result of t-test. The result of t-test found that t_{count} was higher than t_{table} which is 19.22 >2.000. It means H_a is accepted.

B. Implication

Based on the research conducted on "The Effect of Bingo Word Game on Students' Vocabulary Mastery at VIII Grade Students MTS Robiul Islam Pasar Latong". There are several implications obtained from the results of the study, they are:

1. Bingo Word Game can be used as an alternative technique in learning that is fun for students because this game uses direct practice, so that learning is more fun and students are more active in participating in learning.
2. Based on the results of the analysis of the experimental and control classes, it can be seen that the scores obtained in the experimental class of the post-test were higher than the pre-test, this indicates that students more easily understand the vocabulary and the meaning.
3. This research can be used as a reference for English teachers in teaching vocabulary to students.

C. Suggestion

After finishing the research, the researcher got many information and knowledge in English teaching and learning prcoess. Therefore, the researcher has some suggestion, as follow:

1. For teachers in order to apply a game to the learning process.
2. For the researcher, inder to be able to conduct a researcher with different and broader subject and project.

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CURRICULUM VITAE

I. Personal Identity

1. Name	: Muhammad Rasyid Pulungan
2. Reg. Number	: 2020300064
3. Gender	: Male
4. Place/Date of Birth	: Sibuhuan, 07 June 2002
5. Child	: 7th child
6. Nationality	: Indonesian
7. Status	: Single
8. Religion	: Islam
9. Complete Address	: Jl. Bakti Lingkungan V Pasar Sibuhuan
10. No. Hp	: 082277233617
11. E-Mail	: muhammadrasyid2219@gmail.com

II. Parents

1. Father

a. Name	: Imron Pulungan
b. Job	: Tani
c. Address	: Sibuhuan
d. Telp/hp	: 082165726038

2. Mother

a. Name	: Maimunah Hasibuan
b. Job	: -
c. Address	: Sibuhuan
d. Telp/hp	: -

III. Educational Background

1. Elementary School	: MIN Sibuhuan graduated in 2014
2. Junior High School	: MTS Al Mukhlisin Sibuhuan graduated in 2017
3. Senior High School	: MAS Al Mukhlisin Sibuhuan graduated in 2020
4. College/Institute	: UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Appendix 1
Control Class

LESSON PLAN I

CONTROL CLASS

Sekolah	**: MTS Robiul Islam Pasar Latong**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/ Semester	**: VIII/2**
Materi Pokok	**: What Do You Usually Do?**
Skill Focus	**: Vocabulary**
Alokasi Waktu	**: 2 x 45 menit**

A. Kompetensi Inti

1. **KI 3:** Menemukan informasi rinci dari teks dialog tentang ungkapan fakta umum dan rutinitas sehari hari terkait kemampuan dan kemauan yang disajikan dengan baik.
2. **KI 4:** Menemukan ungkapan-ungkapan fakta umum dan rutinitas sehari hari terkaitkemampuan dan kemauan melakukan suatu tindakan dengan baik

B. Kompetensi Dasar

a. **3.8** Menentukan cara menanyakan dan menyatakan tentang dalam fakta umum dan rutinitas sehari hari bahasa Inggris
b. **4.11**Membuat kalimat yang mengandung fakta umum dan rutinitas sehari hari sesuai dengan konteks penggunaannya dengan benar

C. Indikator

1. Menentukan cara menanyakanfakta umum dan rutinitas sehari hari bahasa Inggris sesuai dengankonteks.
2. Menentukan cara menyatakan sesuatu yang terjadi secara teratur bahasa Inggris sesuai dengankonteks

3. Memberikan vocabulary baru dalam bahasa Inggris sesuai dengan konteks.

D. Tujuan Pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Mengidentifikasi dan menggunakan ekspresi untuk menanyakan fakta umum dan rutinitas sehari hari
2. Mengidentifikasi dan menggunakan ekspresi untuk menyatakan seusatu yang terjadi secara teratur
3. Mengucapkan vocabulary dengan benar.
4. Menghafal vocabulary beserta artinya

E. Metode Pembelajaran

1. Teacher's Method

F. Media Pembelajaran

Media/Alat: Papan tulis, Spidol, Text book, Buku tulis, Kamus.

G. Sumber Pembelajaran

Buku Bahasa Inggris MTS "Bright An English Course for Junior High School"

H. Langkah-langkah Aktivitas Pembelajaran

Activity	Time
1. Pre Activity a. Guru menyapa siswa dan membuka pelajaran b. Guru mengecek kehadiran siswa c. Memberikan apersepsi kepada peserta didik berdasarkan apa yang telah diketahui dan menghubungkannya dengan materi baru d. Guru menjelaskan tujuan pembelajaran hari ini	10 minutes
2. Main Activity a. Guru menjelaskan materi b. Guru mengucapkan kosakata	65 minutes

c. Guru menyuruh siswa untuk mencari arti kosakata yang diucapkan didalam kamus d. Guru menyuruh siswa menulis kosakata yang diucapkan beserta artinya e. Guru menyuruh siswa mengumpulkan kosakata yang telah selesai ditulis beserta artinya f. Guru mengoreksi dan memberi nilai terhadap yang siswa tuliskan g. Guru menyuruh siswa untuk menghafalkan kosakata tersebut beserta artinya	
3. Post Activity a. Guru memberikan tugas kepada siswa b. Guru menyimpulkan pembelajaran c. Guru menutup pelajaran dengan salam	15 minutes

I. Penilaian

1. Bentuk : Pilihan Berganda
2. Teknik : Siswa menjawab 25 soal kosakata
3. Penilaian Tes

   Penilaian tes yang digunakan adalah sebagai berikut:

   a. Setiap soal yang dijawab dengan benar maka akan diberikan nilai 1. Tes ini terdiri dari 25 butir , maka skor tertinggi adalah 100.
   b. Soal yang dijawab salah akan diberi skor 0
   c. Skor siswa X 4 = total skor siswa

diucapkan beserta artinya e. Guru menyuruh siswa mengumpulkan kosakata yang telah selesai ditulis beserta artinya f. Guru mengoreksi dan memberi nilai terhadap yang siswa tuliskan g. Guru menyuruh siswa untuk menghafalkan kosakata tersebut beserta artinya	
3. Post Activity a. Guru memberikan tugas kepada siswa b. Guru menyimpulkan pembelajaran c. Guru menutup pelajaran dengan salam	15 minutes

I. Penilaian

1. Bentuk : Pilihan Berganda
2. Teknik : Siswa menjawab 25 soal kosakata
3. Penilaian Tes

   Penilaian tes yang digunakan adalah sebagai berikut:

   a. Setiap soal yang dijawab dengan benar maka akan diberikan nilai 1. Tes ini terdiri dari 25 butir , maka skor tertinggi adalah 100.
   b. Soal yang dijawab salah akan diberi skor 0
   c. Skor siswa X 4 = total skor siswa

Sibuhuan, 20 Juni 2024

Mengetahui,
Guru Bahasa Inggris

Wirda Halwi Siregar, S.Pd.
NIP.

Peneliti

Muhammad Rasyid Pulungan
NIM. 2020300064

Appendix 2
Experimental Class

LESSON PLAN II
EXPERIMENTAL CLASS

Sekolah	**: MTS Robiul Islam Pasar Latong**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/ Semester	**: VIII/2**
Materi Pokok	**: What Do You Usually Do?**
Fokus Skill	**: Vocabulary**
Alokasi Waktu	**: 2 x 45 menit**

A. Kompetensi Inti

1. **KI 3:** Menemukan informasi rinci dari teks dialog tentang ungkapan tindakan memberi danmeminta informasi terkait fakta umum dan rutinitas sehari hari
2. **KI 4:** Menemukan ungkapan-ungkapan tindakan memberi dan meminta informasi terkait fakta umum dan rutinitas sehari hari

B. Kompetensi Dasar

a. **3.8** Menentukan cara menanyakan dan menyatakan tentang fakta umum dan rutinitas sehari hari dalam bahasa Inggris
b. **4.11**Membuat kalimat yang mengandung ungkapan fakta umum dan rutinitas sehari hari sesuai dengan konteks penggunaannya dengan benar

C. Indikator

1. Menentukan cara menanyakanfakta umum dan rutinitas sehari haridalam bahasa Inggris sesuai dengankonteks.
2. Menentukan cara menyatakan sesuatu yang terjadi secara teratur dalam bahasa Inggris sesuai dengankonteks.
3. Memberikan vocabulary baru dalam bahasa Inggris sesuai dengan konteks.

D. Tujuan Pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Mengidentifikasi dan menggunakan ekspresi untuk menanyakan fakta umum dan rutinitas sehari hari.
2. Mengidentifikasi dan menggunakan ekspresi untuk menyatakan sesuatu kejadian yang terjadi secara teratur.
3. Berlatih mengingat vocabulary dengan Bingo word game
4. Mengucapkan vocabulary dengan benar.

E. Metode Pembelajaran

1. Bingo Word Game

F. Media Pembelajaran

Media/Alat: Papan tulis, Spidol, Text book, Buku tulis, Alat tulis

G. Sumber Pembelajaran

Buku Bahasa Inggris MTS "Bright An English Course for Junior High School

H. Langkah-langkah Aktivitas Pembelajaran

Activity	Time
1. Pre Activity a. Guru menyapa siswa dan membuka pelajaran b. Guru mengecek kehadiran siswa c. Memberikan apersepsi kepada peserta didik berdasarkan apa yang telah diketahui dan menyambungkannya dengan pelajaran baru d. Guru menjelaskan tujuan pembelajaran hari ini	10 minutes
2. Main Activity a. Guru menjelaskan materi pembelajaran b. Guru memberikan beberapa contoh dari kosakata c. Guru mengadakan permainan Bingo Word game agar siswa terlatih dengan vocabulary yang sudah diberikan	65 minutes

d. Guru menyuruh siswa untuk membuat 9 atau 16 kotak dengan ukuran yang sama e. Guru menyebutkan kategori dan meminta siswa untuk menulis 9 atau 16 kosakata didalam kotak, 1 kata per kotak f. Guru menyuruh siswa untuk membaca satu kata per siswa, kata yang telah mereka tulis sambil menyilangnya g. Guru mencari siswa yang sudah menyilang semua kata dan dialah pemenangnya	
3. Post Activity a. Guru memberikan umpan balik terkait dengan materi b. Guru menyimpulkan pembelajaran c. Guru menutup pelajaran dengan salam	15 minutes

I. Penilaian

4. Bentuk : Pilihan Berganda
5. Teknik : Siswa menjawab 25 soal kosakata
6. Penilaian tes

   Penilaian tes yang digunakan adalah sebagai berikut:

   a. Setiap soal yang dijawab dengan benar maka akan diberikan nilai 1. Tes ini terdiri dari 25 butir , maka skor tertinggi adalah 100.
   b. Soal yang dijawab salah akan diberi skor 0
   c. Skor siswa X 4 = total skor siswa

agar siswa terlatih dengan vocabulary yang sudah diberikan h. Guru menjelaskan secara singkat aturan bermain Bingo Word Game kepada siswa i. Guru melatih siswa untuk mengingat dan melafalkan kata-kata dengan benar dengan bermain menggunakan Bingo word game	
3. Post Activity a. Guru memberikan umpan balik terkait dengan materi b. Guru menyimpulkan pembelajaran c. Guru menutup pelajaran dengan salam	15 minutes

I. Penilaian

4. Bentuk : Pilihan Berganda
5. Teknik : Siswa menjawab 25 soal kosakata
6. Penilaian tes

   Penilaian tes yang digunakan adalah sebagai berikut:

   a. Setiap soal yang dijawab dengan benar maka akan diberikan nilai 1. Tes ini terdiri dari 25 butir , maka skor tertinggi adalah 100.
   b. Soal yang dijawab salah akan diberi skor 0
   c. Skor siswa X 4 = total skor siswa

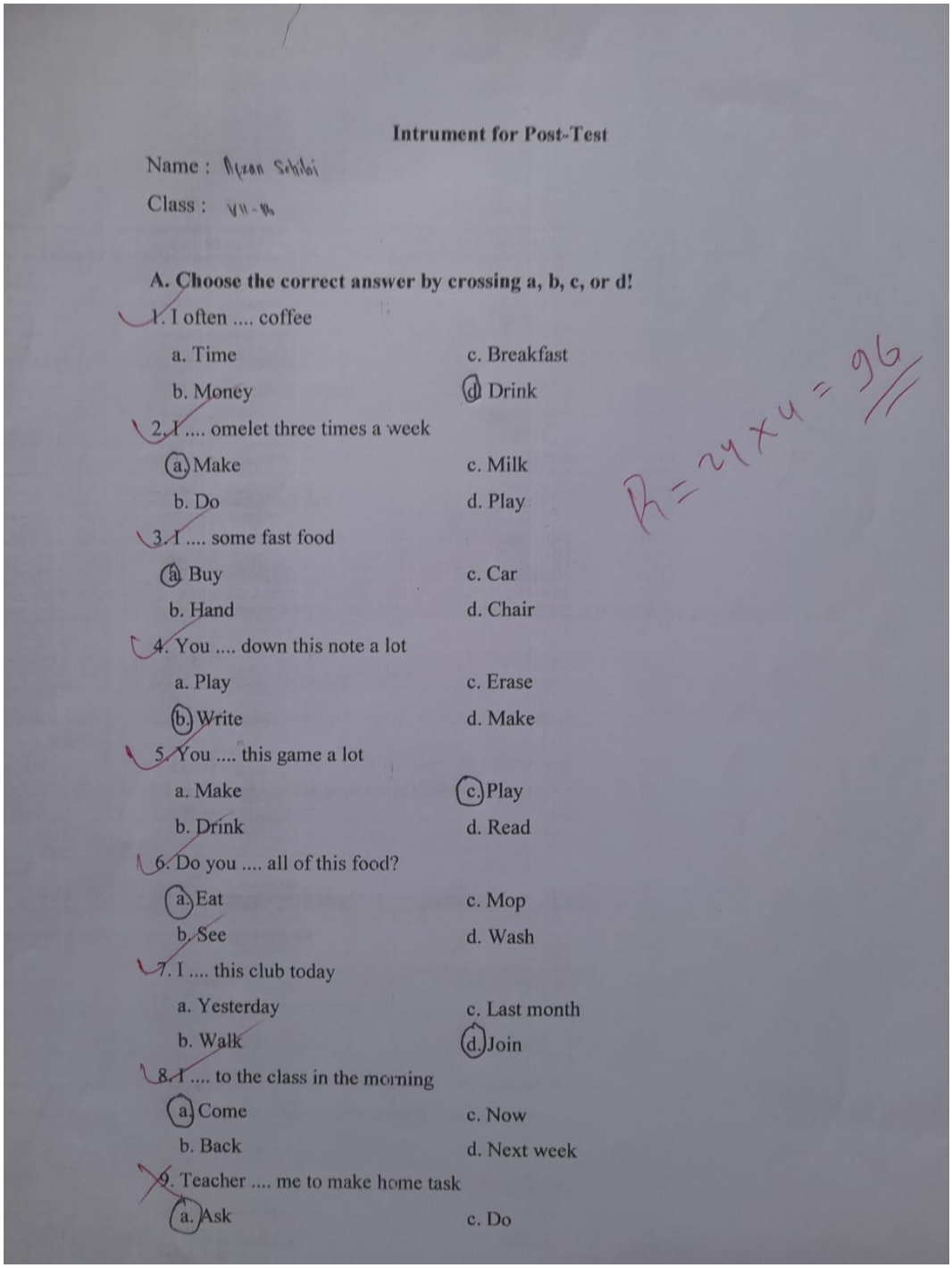
Mengetahui,
Guru Bahasa Inggris

Wirda Halwi Siregar, S.Pd.
NIP.

Sibuhuan, 20 Juni 2024
Peneliti

Muhammad Rasyid Pulungan
NIM. 2020300064

Appendix 3



Intrument for Post-Test

Name : Afzan Sahibi

Class : VII-B

A. Choose the correct answer by crossing a, b, c, or d!

1. I often .... coffee
   - a. Time
   - b. Money
   - c. Breakfast
   - d. Drink
2. I .... omelet three times a week
   - a. Make
   - b. Do
   - c. Milk
   - d. Play
3. I .... some fast food
   - a. Buy
   - b. Hand
   - c. Car
   - d. Chair
4. You .... down this note a lot
   - a. Play
   - b. Write
   - c. Erase
   - d. Make
5. You .... this game a lot
   - a. Make
   - b. Drink
   - c. Play
   - d. Read
6. Do you .... all of this food?
   - a. Eat
   - b. See
   - c. Mop
   - d. Wash
7. I .... this club today
   - a. Yesterday
   - b. Walk
   - c. Last month
   - d. Join
8. I .... to the class in the morning
   - a. Come
   - b. Back
   - c. Now
   - d. Next week
9. Teacher .... me to make home task
   - a. Ask
   - c. Do

R = 24 x 4 = 96

Intrument for Post-Test

Name : Aldi Syaputra

Class : VIII - B

A. Choose the correct answer by crossing a, b, c, or d!

1. I often .....coffee
   a. Time
   b. Money
   c. Breakfast
   d. Drink

2. I .... omelet three times a week
   a. Make
   b. Do
   c. Milk
   d. Play

3. I .... some fast food
   a. Buy
   b. Hand
   c. Car
   d. Chair

4. You .... down this note a lot
   a. Play
   b. Write
   c. Erase
   d. Make

5. You .... this game a lot
   a. Make
   b. Drink
   c. Play
   d. Read

6. Do you .... all of this food?
   a. Eat
   b. See
   c. Mop
   d. Wash

7. I .... this club today
   a. Yesterday
   b. Walk
   c. Last month
   d. Join

8. I .... to the class in the morning
   a. Come
   b. Back
   c. Now
   d. Next week

9. Teacher .... me to make home task
   a. Ask
   c. Do

4 = 25 x 4 = 100

Intrument for Post-Test

Name : Anjani lubis

Class : VIII-3

A. Choose the correct answer by crossing a, b, c, or d!

1. I often .... coffee
   a. Time
   b. Money
   c. Breakfast
   d. Drink

2. I .... omelet three times a week
   a. Make
   b. Do
   c. Milk
   d. Play

3. I .... some fast food
   a. Buy
   b. Hand
   c. Car
   d. Chair

4. You .... down this note a lot
   a. Play
   b. Write
   c. Erase
   d. Make

5. You .... this game a lot
   a. Make
   b. Drink
   c. Play
   d. Read

6. Do you .... all of this food?
   a. Eat
   b. See
   c. Mop
   d. Wash

7. I .... this club today
   a. Yesterday
   b. Walk
   c. Last month
   d. Join

8. I .... to the class in the morning
   a. Come
   b. Back
   c. Now
   d. Next week

9. Teacher .... me to make home task
   a. Ask
   c. Do

$R = 20 \times 4 = 80$

Intrument for Post-Test

Name : ALI IMRAN NST

Class : VIII-B

A. Choose the correct answer by crossing a, b, c, or d!

1. I often .... coffee
   a. Time
   b. Money
   c. Breakfast
   d. Drink

2. I .... omelet three times a week
   a. Make
   b. Do
   c. Milk
   d. Play

3. I .... some fast food
   a. Buy
   b. Hand
   c. Car
   d. Chair

4. You .... down this note a lot
   a. Play
   b. Write
   c. Erase
   d. Make

5. You .... this game a lot
   a. Make
   b. Drink
   c. Play
   d. Read

6. Do you .... all of this food?
   a. Eat
   b. See
   c. Mop
   d. Wash

7. I .... this club today
   a. Yesterday
   b. Walk
   c. Last month
   d. Join

8. I .... to the class in the morning
   a. Come
   b. Back
   c. Now
   d. Next week

9. Teacher .... me to make home task
   a. Ask
   c. Do

R = 18 X4 = 72

(Giving pre-test for Control Class)

(Giving pre-test for experimental class)

(Giving treatment for experimental class)

(Giving post-test for control class)

(Giving post-test for ecperimentaal class)

TABEL I
LUAS DI BAWAH LENGKUNGAN KURVE NORMAL
DARI 0 S/D Z

z	0	1	2	3	4	5	6	7	8	9
0,0	00,00	00,40	00,80	01,20	01,60	01,99	02,39	02,79	03,19	03,59
0,1	03,98	04,38	04,78	05,17	05,57	05,96	06,36	06,75	07,14	07,53
0,2	07,93	08,32	08,71	09,10	09,48	09,87	10,26	10,64	11,03	11,41
0,3	11,79	12,17	12,55	12,93	13,31	13,68	14,06	14,43	14,80	15,17
0,4	15,54	15,91	16,28	16,64	17,00	17,36	17,72	18,08	18,44	18,79
0,5	19,15	19,50	19,85	20,19	20,54	20,88	21,23	21,57	21,90	22,24
0,6	22,57	22,91	23,24	23,57	23,89	24,22	24,54	24,86	25,17	25,49
0,7	25,80	26,11	26,42	26,73	27,03	27,34	27,64	27,94	28,23	28,52
0,8	28,81	29,10	29,39	29,67	29,95	30,23	30,51	30,78	31,06	31,33
0,9	31,59	31,86	32,12	32,38	32,64	32,89	33,15	33,40	33,65	33,89
1,0	34,13	34,38	34,61	34,85	35,08	35,31	35,54	35,77	35,99	36,21
1,1	36,43	36,65	36,86	37,08	37,29	37,49	37,70	37,90	38,10	38,30
1,2	38,49	38,69	38,88	39,07	39,25	39,44	39,62	39,80	39,97	40,15
1,3	40,32	40,49	40,66	40,82	40,99	41,15	41,31	41,47	41,62	41,77
1,4	41,92	42,07	42,22	42,36	42,51	42,65	42,79	42,92	43,06	43,19
1,5	43,32	43,45	43,57	43,70	43,82	43,94	44,06	44,19	44,29	44,41
1,6	44,52	44,63	44,74	44,84	44,95	45,05	45,15	45,25	45,35	45,45
1,7	45,54	45,64	45,73	45,82	45,91	45,99	46,08	46,16	46,25	46,33
1,8	46,41	46,49	46,56	46,64	46,71	46,78	46,86	46,93	46,99	47,06
1,9	47,13	47,19	47,26	47,32	47,38	47,44	47,50	47,56	47,61	47,67
2,0	47,72	47,78	47,83	47,88	47,93	47,98	48,03	48,08	48,12	48,17
2,1	48,21	48,26	48,30	48,34	48,38	48,42	48,46	48,50	48,54	48,57
2,2	48,61	48,64	48,68	48,71	48,75	48,78	48,81	48,84	48,87	48,90
2,3	48,98	48,96	48,98	49,01	40,04	49,06	49,09	49,11	49,13	49,16
2,4	49,18	49,20	49,22	40,25	49,27	49,29	49,31	49,32	49,34	49,36
2,5	49,38	49,40	49,41	40,43	49,45	49,46	49,48	49,49	49,51	49,52
2,6	49,53	49,55	49,56	49,57	49,59	49,60	49,61	49,62	49,63	49,64
2,7	49,65	49,66	49,67	49,68	49,69	49,70	49,71	49,72	49,73	49,74
2,8	40,74	49,75	49,76	49,77	49,77	49,78	49,79	49,79	49,80	49,81
2,9	49,81	49,82	49,82	40,83	49,84	49,84	49,85	49,85	49,86	49,86
3,0	49,87	49,87	49,87	49,88	49,88	49,89	49,89	49,89	49,90	49,90
3,1	49,90	49,91	49,91	49,91	49,92	49,92	49,92	49,92	49,93	49,93
3,2	49,93	49,93	49,94	49,94	49,94	49,94	49,94	49,95	49,95	49,95
3,3	49,95	49,95	49,95	49,96	49,96	49,96	49,96	49,96	49,97	49,97
3,4	49,97	49,97	49,97	49,97	49,97	49,97	49,97	49,97	49,97	49,98
3,5	49,98	49,98	49,98	49,98	49,98	49,98	49,98	49,98	49,98	49,98
3,6	49,98	49,98	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99
3,7	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99
3,8	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99
3,9	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

TABEL VI
NILAI-NILAI CHI KUADRAT

dk	Taraf signifikansi					
	50%	30%	20%	10%	5%,	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,322	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

NILAI-NILAI UNTUK DISTRIBUSI F

Baris atas untuk **5%**
Baris bawah untuk **1%**

V_2= dk Penyebut	V_1 = dk pembilang																					
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	0
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	4,052	4,999	5,403	5,625	5,764	5,859	5,928	5,981	6,022	6,056	6,082	6,106	6,142	6,169	6,208	6,234	6,258	6,286	6,302	6,323	6,334	6,352	6,361	6,366
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,4	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	98,49	99,00	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,53
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,35	26,27	26,23	26,18	26,14	26,12
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	5,59	4,74	4,35	4,14	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,51	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	12,25	9,55	8,45	7,85	8,46	8,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60

V_2= dk Penyebut	V_1 = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	0
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	9,33	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,80	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	9,07	6,71	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,59	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,08	2,07
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,700	2,67	2,65
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,95	1,93	1,92
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,83	2,78	2,71	2,68	2,62	2,59	2,57
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,28	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	8,10	5,85	4,94	4,43	4,1	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,29	2,26
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17
26	4,22	3,37	2,98	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13

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Nomor :3789B - /Un.28/E.1/TL.00.9/06/2024 14 Juni 2024
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala MTS Robiul Islam Pasar Latong

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Muhammad Rasyid Pulungan
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Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Lingkungan V Pasar Sibuhuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh AliHasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Of Bingo Word Game On Students' Vocabulary Mastery At VIII Grade Students MTS Robiul Islam Pasar Latong".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Hj. Yulianti Syafrida Siregar, S.Psi, M.A
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Perihal : **Pemberian Izin Penelitian Penyelesaian Skripsi**

Kepada Yth,
Wakil Dekan Bidang Akademik dan Kelembagaan
Di
Tempat

Dengan Hormat,
Sesuai dengan Surat dengan nomor 3789B-/Un.28/E.1/TL.00.9/06/2024 pada tanggal 14 Juni 2024 perihal Izin Penelitian Penyelesaian Skripsi atas nama :

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Program Studi	: Tadris Bahasa Inggris

Dengan judul penelitian **"The Effect Og Bingo Word Game On Students' Vocabulary Mastery At VIII Grade Students MTS Robiul Islam Pasar Latong"**

Berkenaan dengan hal tersebut besama ini kami sampaikan bahwa kami **memberikan Izin Penelitian** dimaksud.

Demikian di sampaikan, dan terima kasih.

Kepala MTs Robiul Islam
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Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.
1. **Dr. Hamka, M.Hum.** **(Pembimbing I)**
2. **Sri Rahmadhani Siregar, M.Pd.** **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Muhammad Rasyid Pulungan
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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Bingo Word Game on Students' Ability Using Adjective Clause at X Grade Students Mas Robiul Islam Pasar Latong

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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