



**ENHANCING THE TENTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING BINGO GAME AT SMA NU GENTENG**

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2016



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Composed to Fulfill as One of the Requirements to Obtain S1 Degree at the English
Language Education Study Program of the Language and Arts Education Department
of Faculty of Teacher Training and Education Jember University

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DEDICATION

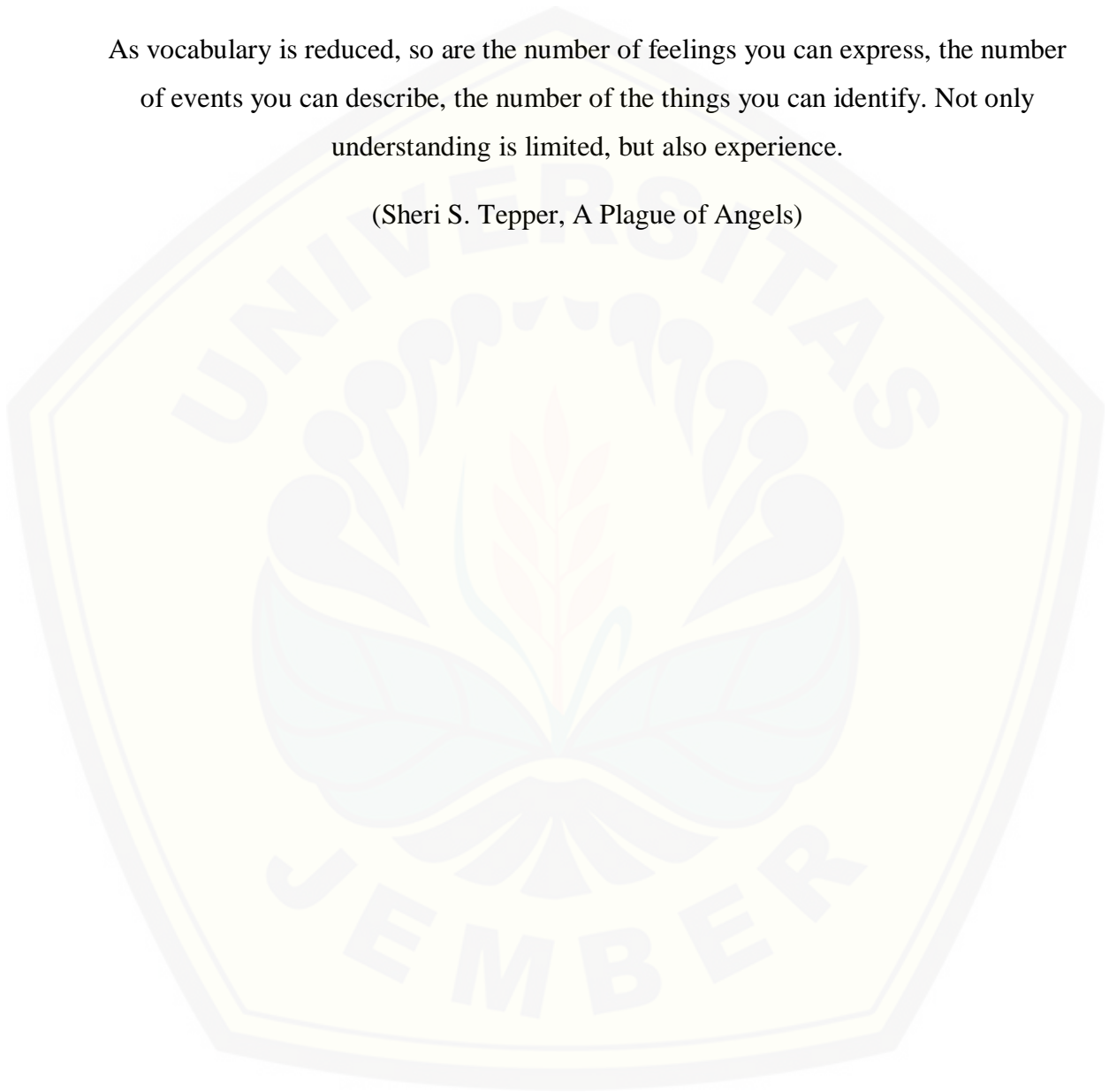
This thesis is honorably dedicated to:

1. My parents, Paise and Sayem.
2. My sisters and brother, Ika Safitri, Dwi Puji Lestariningsih, and Catur Sasongko W.S.
3. My nieces and nephew, Nariswari Kirana W.P, Almira Callista W.P, and Ahmad Hafid Farjana Akmal.
4. My grandmother and my auntie, Suratmi and Nasriyatin.

MOTTO

As vocabulary is reduced, so are the number of feelings you can express, the number of events you can describe, the number of the things you can identify. Not only understanding is limited, but also experience.

(Sheri S. Tepper, A Plague of Angels)



Sheri S. Tepper. Available at
[http://www.goodreads.com/author/quotes/20560.Sheri S Tepper](http://www.goodreads.com/author/quotes/20560.Sheri_S_Tepper)
[October 7, 2016]

STATEMENT OF THESIS AUTHENTICITY

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Jember, November 2016

The writer

Triska Dayu Damyanti

120210401042

CONSULTANTS' APPROVAL

**ENHANCING THE TENTH GRADE STUDENTS' VOCABULARY
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THESIS

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1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
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6. My beloved family of Kos Cantik 38B;
7. All of my friends;
8. My almamater, Jember University.

Lastly, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism would be appreciated.

Jember, November 4th, 2016

The Writer

SUMMARY

Enhancing the Tenth Grade Students' Vocabulary Achievement by Using Bingo Game at SMA NU Genteng; Triska Dayu Damayanti, 120210401042; 2016; 42 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education. Jember University.

The design of this research was a Classroom Action Research. The purpose of this research was to improve the tenth grade students' vocabulary achievement by using Bingo game at SMA NU Genteng. Based on the preliminary study that have conducted by the researcher in that school, it was known that the students still had a problem when they learn English. The main problem was most of the student lack of vocabulary. There was one reason that made the students were not interested in study English. The English subject was placed in the last hours. Therefore, it made the students feel less enthusiastic to study English. Some students looked so lazy during the teaching learning process in the classroom. In addition, there were some misbehaved students in the class who were not pay attention to the teacher's explanation. Most of the students tended to chat with their friends and did something else when the teacher gave the explanation in the classroom.

Based on the interview that was done by interviewing the English teacher, the teacher said that the standard minimum score of English subject in SMA NU in the tenth grade was 70. After the teacher conducted the vocabulary test in the three classes, it was known that X_1 had the lowest mean score among those classes. It was revealed that the students who achieved the standard minimum score of 70 in X_1 only 26% from the total number of students. There were 8 students who achieved the standard minimum score (≥ 70) of the test, while as many as 22 students could not pass the test, and 2 students did not join the test. Moreover, the teacher never used media when she taught vocabulary. Therefore, it made the students easily feel bored in the classroom.

The data obtained in this research were vocabulary test and observation checklist. There was an improvement of the students' active participation in cycle 1 (meeting 1 and meeting 2). The result of the students' active participation in meeting 1 was 63% with 17 students were categorized as active students and 10 students as passive students. Meanwhile, the result of the students' active participation in meeting 2 was 81%. As many as 21 students were categorized as active students and 5 students as passive students. The average percentage of the students' active participation in meeting 1 and meeting 2 was 72%. Based on the result, it can be reported that the result of the students' active participation was increased from 63% in meeting 1 to 81% in meeting 2.

The result of the vocabulary achievement test in cycle 1 had fulfilled the success criteria of the research that was 70% of the students got ≥ 70 . The result showed that 75% of the students got the standard minimum score in this vocabulary achievement test. There were 24 students who could achieve the standard minimum score and the rest of the students as many as 8 students could not achieve the standard minimum score. Meanwhile, the result of the vocabulary test given by the teacher was 26%. In conclusion, the result of the test was increased from 26% (the vocabulary test given by the teacher) to 75% (the vocabulary test given by the researcher). Based on the result of the research, it can be concluded that the use of Bingo game could improve the tenth grade students' vocabulary achievement and their active participation during teaching and learning process.

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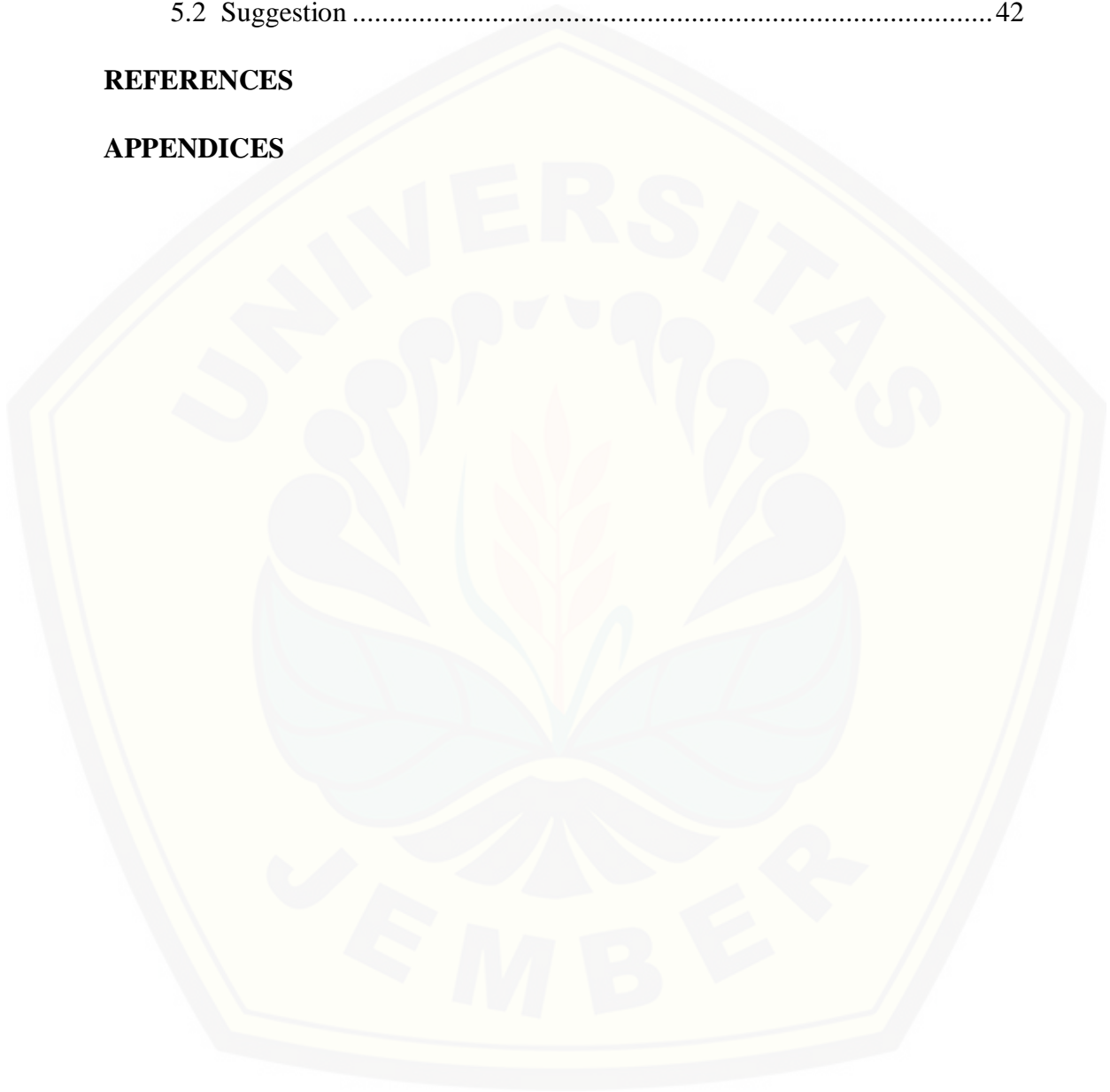
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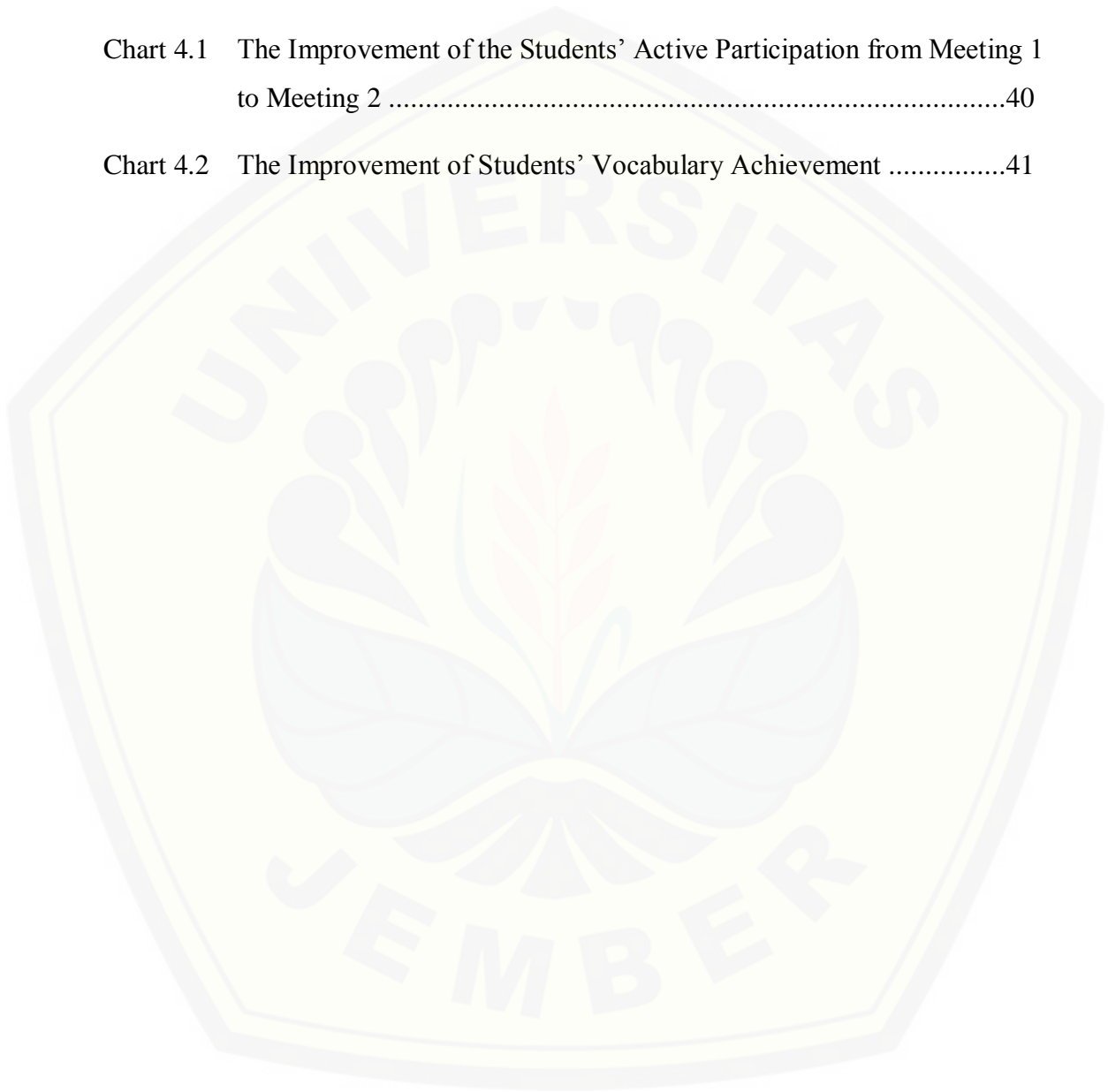
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CHAPTER 1. INTRODUCTION

This chapter consists of some aspects dealing with the topic under study. They are background of the research, problems of the research, objectives of the research, and significances of the research. Each aspect will be presented in the following explanations.

1.1 Background of the Research

Nowadays, English has become an international language in the world. People in many countries use English to communicate with each other in their daily activity. English becomes the global language now and it is used all around the world (Setiono, 2005). It means that English is very important and useful for many people in order to deliver their minds or ideas. Furthermore, English is used as a mediator to create or share some information in various fields such as technology, news, education, etc.

In Indonesia, English is considered as a compulsory subject from Junior High school to university level. According to Institutional Based Curriculum 2006, there are four language skills namely listening, speaking, reading, and writing. Besides, there are also three language components of language which cover vocabulary, grammar, and pronunciation. Those language skills and components are related to each other.

From the three language components above, vocabulary is one of the language components which is very important for the students to be mastered. Thornbury (2002:13) states that people are able to communicate with English though their grammatical structures are not good. However, people cannot talk at all if they do not have few vocabularies. Based on the statement, the students should be able to have many vocabularies so that they can master other language skills and components. The students will be able to speak clearly, get the information easily, and know what others say to them when they have many vocabularies in their mind. Moreover, Tarigan (1993:5) says that vocabulary has

an important role to determine someone's ability in learning language. It means that the language skill will not be able to be mastered if the students lack of vocabulary.

The teacher has to teach vocabulary integrated with other language skills such as listening, speaking, reading, and writing. In other words, when the teacher wants to teach vocabulary in the classroom, the teacher has to choose one of the language skills which are appropriate with the result of the test that will be achieved. For example is when the teacher wants to measure the students' vocabulary achievement related to a certain text, it means that the teacher has to integrate it with reading skill.

The researcher has conducted a preliminary study on Thursday, January 28th 2016 at SMA NU Genteng. It was done by interviewing the English teacher and observing the classroom at that school. There were three classes of the tenth grade; they are X_1 , X_2 , and X_3 . The result of the preliminary study revealed that the students still had a problem when they learn English. The main problem in each class was most of the student lack of vocabulary. There was one reason that made the students not interested in studying English. The English subject was placed in the last hours. Therefore, it made the students feel less enthusiastic to study English. Some students looked so lazy during the teaching learning process in the classroom. In addition, there were some misbehaved students in the classroom who did not pay attention to the teacher's explanation. Most of the students tended to chat with their friends and did something else when the teacher gave an explanation in the classroom.

Based on the interview that was done by interviewing the English teacher, the teacher said that the standard minimum score of English subject in SMA NU in the tenth grade was 70. After the teacher conducted the vocabulary test in the three classes, it was known that X_1 had the lowest mean score among those classes. The researcher got the document from the teacher which included the students' names and their vocabulary test scores. It was revealed that the students who achieved the standard minimum score of 70 in X_1 was only 26% from the total number of the students, while the percentage of the students who passed the

vocabulary test in class X₂ was 28%. X₃ had the highest percentage, it was shown by 37% of the students in X₃ class achieved the standard minimum score (≥ 70). From the result of the vocabulary test, it can be concluded that the students in X₁ class has the lowest mean score among the other classes.

Actually, the teacher has taught vocabulary integratedly with the other language skills such as speaking and reading. To enlarge the students' vocabulary in speaking skill, the teacher asked the students to describe their chair mates by making simple sentences. For example, when one of the students wanted to describe her friend's hair but she did not know what word she could use. She said "her hair is keriting" instead of "her hair is curly". It happened because the student did not know the English word of "keriting / berombak". In this case, the teacher asked the student to find the words in the dictionary than helping them directly.

The teacher prepared a certain text when she taught vocabulary with reading skill. From the text that had been read by the students, the teacher chose some vocabularies that covered nouns, verbs, adverbs, adjectives, then asked the students to memorize those words. After that, the students should mention the words that they had memorized. Although the teacher asked the students to memorize only three words of each noun, verb, adverb, and adjective, the students were not able to mention those words. There were only three up to five students who could memorize the words and mention the words. Furthermore, the teacher never used media when she taught vocabulary. Therefore, it made the students feel bored in the classroom.

Based on the reasons that have been explained, the researcher tried to apply an effective way to teach vocabulary in order to make the students feel more enthusiastic when they learn vocabulary and increase their vocabulary achievement. There were so many ways which can be used to teach vocabulary such as songs, games, pictures, etc. In this case, the teacher never applied a game to teach vocabulary in the classroom. Thus, the researcher decided to apply Bingo game to enlarge the students' vocabulary achievement.

A bingo game is a game that is modified from bingo technique. Bingo game can be applied to teach vocabulary in the classroom so that the students can

enlarge the vocabulary in a fun way. It is supported by Uchida (2003) who claims that bingo game is an interesting tool which is used to introduce, revise, and reinforce new vocabulary.

There was a previous study related to the use of Bingo game in teaching vocabulary. The study was conducted by Kurniawati (2009) entitled “Improving the Eighth Grade Student’ Vocabulary Achievement through Bingo Game at SMPN 10 Jember in the 2008/2009 Academic Year”. Kurniawati proved that the use of Bingo game could improve the eighth grade students’ vocabulary achievement and their active participation during teaching learning process. The result of the vocabulary test revealed that the students’ vocabulary achievement increased from 67.65% in cycle 1 to 100% in cycle 2. Besides, Kurniawati also found out that the students’ active participation in the classroom increased from the first meeting to the fourth meeting. It was shown that in the first meeting, the percentage of the students who were active in the class was 78%, while in the fourth meeting the percentage of students’ active participation in the class was 84%.

Based on the results above, the researcher believed that the use of Bingo game could enlarge the students’ vocabulary achievement. Therefore, the researcher decided to use Bingo game to teach vocabulary at SMA NU Genteng. It was chosen because the researcher convinced that through Bingo game, the students could enlarge their new vocabulary and they will not forget the words easily. Besides, the researcher found out that the English teacher never applied Bingo game in teaching vocabulary. Based on the reasons, the researcher conducted a Classroom Action Research entitled “Enhancing the Tenth Grade Students’ Vocabulary Achievement by Using Bingo Game at SMA NU Genteng”.

1.2 The Problems of the Research

Based on the background of the research, the research problems are formulated as follow:

1. Can the use of Bingo game improve the tenth grade students' active participation in the vocabulary teaching and learning process at SMA NU Genteng?
2. Can the use of Bingo game improve the tenth grade students' vocabulary achievement at SMA NU Genteng?

1.3 The Objectives of the Research

According to the problems of the research, the research objectives are:

1. To improve the tenth grade students' active participation in the vocabulary teaching and learning process by using Bingo game at SMA NU Genteng.
2. To improve the tenth grade students' vocabulary achievement by using Bingo game at SMA NU Genteng.

1.4 The Significance of the Research

The result of this research is expected to be able to give some advantages for:

1. The students

The result of this research hopefully can motivate and make the students enlarge their vocabulary easily by using Bingo game in the vocabulary teaching and learning process.

2. The English Teacher

The result of this research is expected to give new information to the teacher about Bingo game and apply it in the teaching learning process in order to enhance the students' vocabulary achievement.

3. Other Researchers

The result of this research is expected become a reference for other researchers to conduct a further research dealing with the use of Bingo game in teaching vocabulary at different school.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter explains about the literature review related to the topics of the research. The review of related literature includes the definition of vocabulary, classification of vocabulary, and vocabulary achievement. The other aspects which related to the topic of the research are definition of game, kinds of game, definition of bingo game, types of bingo game, procedure of playing bingo game, and research hypothesis.

2.1 The Definitions of Vocabulary

Vocabulary is one of the language components which is very important to be mastered by the students in learning English. As we know that without vocabulary, the students will not be able to comprehend all the language skills. Besides, the students can learn English easily when the students have many vocabularies in their mind.

Hatch and Brown (1995:1) define vocabulary as a word list of certain language that it used by the speaker. Moreover, Mofareh (2015) also claims that vocabulary is the total number of words which is needed to communicate ideas and express the speakers' meaning. Based on the explanations, it can be concluded that vocabulary is a combination of words that is used to comprehend a language and deliver ideas or opinions to communicate with each other.

2.2 The Classification of Vocabulary

William and Quirk (1989:47) classify vocabulary into two types; they are small and large vocabulary. Small vocabulary includes pronouns, preposition, article, conjunction, and interjection. While large vocabulary covers noun, adjective, verb, and adverb. This research only focuses on large vocabulary that includes nouns, adjectives, verbs, and adverbs. The following parts will explain the types of large vocabulary.

a. Nouns

A noun refers to a person, a place, or a thing (Hatch and Brown, 1995: 219). In line with this statement, Harmer (2010:65) states, “noun is a group of words that is the name of a person, a place, a thing; nouns can be used as a subject or an object of a verb”. In conclusion, noun is a word dealing with the name of a person / place / thing that can be used as subject or object of a verb in a sentence.

According to Thomson and Martinet (1986:24), there are four kinds of nouns in English, namely common nouns, proper nouns, abstract nouns, and collective nouns.

1. Common nouns are nouns that indicate general items. The word begins with a capital letter if it is used in the beginning of a sentence.

Example: Dog, Man, Table

2. Proper nouns are nouns which refer to specific thing and usually the words written using capitalization.

Example: France, Mrs. Smith, London

3. Abstract nouns are nouns that refer to words which do not have physical existence.

Example: beauty, charity, courage, fear, joy

4. Collective nouns are nouns that are in term of a unit or a group.

Example: crowd, flock, group, swarm, team.

The nouns used in this research were common nouns and abstract nouns. The materials were chosen because these types of nouns were taught for the tenth grade students of Senior High School.

b. Adjectives

Hatch and Brown (1995:228) define an adjective as the word that indicates qualities or attributes. It is also supported by Harmer (2010:65) who says that an adjective is a word that can modify a noun or pronoun. In addition, Thomson and Martinet (1986:47) divide the adjective into six types, namely demonstrative, distributive, quantitative, interrogative, possessive, and quality.

1. Demonstrative adjectives refer to word that the function is to point out specific people or thing. They are used to modify nouns in order to know which person, place, or thing that is mentioned.
Example: this, that, these, and those
2. Distributive adjectives are adjectives that express the distributive state of nouns. They refer to a person, a place, or thing separately.
Example: each, every, either, and neither
3. Quantitative adjectives are adjectives which show the quantity of thing. In addition, quantitative adjectives indicate something that can be measured.
Example: some, any, little/few, many, much, one, twenty.
4. Qualitative adjectives are adjectives which are used to identify the qualities of a person or thing.
Example: clever, dry, fat, golden, good, heavy, square.
5. Interrogative adjectives are adjectives which are used to ask a question.
Example: which, what, whose
6. Possessive adjectives are adjectives that are used to show ownership of something.
Example: my, your, his, her, its, our, your, their

The type of adjectives applied in this research was qualitative adjective. It was chosen because this type of adjective was taught for the tenth grade students of Senior High School.

c. Verb

Hatch and Brown (1995:222) define a verb as the word that denotes an action. It is supported by Harmer (2010:65) who states that a verb is a word that its function to describe an action. Thomson and Martinet (1986:105) classify the verb into two types, they are auxiliary and ordinary verb. In line with this statement, Quirk and Sidneg (1973:26) claim that there are two kinds of verb according to the function, namely lexical or ordinary verbs and auxiliary verb. The detail information will be explained below.

1. Auxiliary verbs

Auxiliary verbs are also called as helping verbs. There are two kinds of auxiliary verbs that are primary and modal.

Primary : do, have, be, etc.

Modal : can, may, shall, will, etc.

2. Ordinary verbs

Ordinary verbs are also called as lexical verbs. The ordinary verb are also divided into two types, they are regular verbs and irregular verbs.

- Regular verbs have some following forms; they are simple past and past participle. Both of verbs are formed by adding *d* or *ed* at the end of the letter.

Present	Past	Past participle
call	called	called
try	tried	tried

- Irregular verbs

Irregular verbs do not have *d* or *ed* addition. The forms of irregular verbs do not have any certain rules.

Present	Past	Past Participle
meet	met	met
come	came	come
speak	spoke	spoken

In this research, the verbs used were ordinary verbs. They covered both regular and irregular verbs. This type of verbs was chosen based on the Institutional Based Curriculum 2006.

d. Adverb

An adverb is a part of speech which describes a verb, adjective, or another adverb. Usually, it is used to show time, manner, place, and degree. Based on Thomson and Martinet (1986:47), there are six kinds of adverbs, namely manner, place, time, frequency, sentence, and degree. The example of those adverbs will be explained below.

1. Adverbs of manner : fast, happily, hard, quickly, well
2. Adverbs of place : by, down, near, there, up
3. Adverbs of time : now, soon, still, then, today, yet
4. Adverbs of frequency : always, never, occasionally, often, twice
5. Adverbs of sentence : certainly, definitely, luckily, surely
6. Adverbs of degree : fairly, hardly, rather, quite, too, very.

The adverb used in this research was adverbs of manner. It was chosen because this type of adverbs was taught for the tenth grade students of Senior High School.

2.3 Definitions of Game

Game is a medium which is used to teach language in teaching and learning process. It is used to make the students enjoy and get interested in during the lesson. Games help and encourage many learners to sustain their interest and work (Wright *et al*, 2006:2). It means that through learning language while playing game, the students can be more enthusiastic to join the class. Besides, the game itself can make the students braver to deliver their opinion especially for the passive students who usually do not participate in the classroom. The game can motivate the passive student to compete with the other students.

Hadfield (1987:3) defines a game as an activity which includes some rules, a goal, and something funny. It means that in each kind of game, there are some certain rules that must be followed by the students in the classroom. Its rules have a purpose in order to make the condition of the class stable when the students are learning while playing game. In addition, Wright *et al*. (2006: 2) argue that a game is an activity which can entertain, engage, and challenge the learners to play something. In conclusion, game is an interesting activity that can be used to teach the students in the classroom in order to make the students relax when they are learning something. In addition, it helps the students to be more active joining the teaching learning process.

2.4 Kinds of Games

There are so many kinds of games that can be used to learn English in the teaching learning process. Wright *et al.* (2006:4) classify the game into eight types. The detail information will be explained below.

a. Care and Share Games

Care and share games are games in which the learners feel comfortable while sharing personal information with other learners. The purpose of this game focuses on invitation than challenge.

Example: *Learning names, Stand in line, Pass on a sound, Question and questionnaires, and Match the person to the information.*

b. Do Games

In this type of games, the learner is expected to do something non-verbally in response to read or hear a text. These kinds of games are more appropriate for listening's and reading's skill.

Example: *Listen and draw, Act out a story, and Simon says.*

c. Identify Games

In this game, the learner is challenged to identify something which is difficult to identify or to hypothesize.

Example: *Slowly Reveal a Picture and Telepathy.*

d. Describe Games

The learner is challenged to describe something to another learner by speaking or writing, so that the other learner can do something. The learner may describe something objectively or subjectively and communicate his or her own feelings.

Example: *Describe and draw, Describe memory, and Describe from an object.*

e. Connect Games

The purpose of this type of games is to connect, compare, match or group various items of information, perhaps pictures or texts. The learner uses language to describe or comment on the pairs or group of information.

Example: *Bingo game and Word association.*

f. Order Games

In the order games, the learner is challenged to put various bits of information into an order of quality and importance.

Example: *Jumble text, Hangman spelling, and Delete a word.*

g. Remember Games

Remember games require the learner to remember something then communicate what they have remembered.

Example: *Running dictation, A long and growing list, and Kim's memory game.*

h. Create Games

Create games require the learner to make a story, write a poem or produce some other kinds of material using their imagination.

Example: *Bouncing dialogue and Alibis.*

In this research, the researcher used Bingo game to teach vocabulary for the tenth grade students at SMA NU Genteng. It was chosen because the English teacher in that school never applied Bingo game to teach vocabulary in teaching learning process. Thus, the researcher expected that through Bingo game, the students could be able to enlarge and memorize new words more easily.

2.5 The Definitions of Bingo Game and How to Play it

Bingo is one of the games that can be used to teach vocabulary in the classroom. The original type of bingo game comes from Italian people was Lo Giuoco del Lotto D'Italia. Its game is quite popular in some countries such as France, United States, and United Kingdom. This game can be used as a tool to learn vocabulary in educational field. It is supported by Uchida (2003) that claims Bingo game is an interesting tool which is used to introduce, revise, and reinforce new vocabulary.

In teaching vocabulary, Bingo game can be applied in order to make the students enjoy and excited during teaching learning process. Bingo game uses learner center approach in which the students should prepare the work by themselves (Galina, 2000). It means that when the students play this game, the

students can choose the words based on their preference. In applying this game, the teacher asks the winner to read out the words on his or her card then the rest of the students in the classroom have to judge the winner whether or not his or her interpretation is correct.

Bingo game can be played individual, in pairs, or in groups. When the students play the game individually, it will be known whether or not the students master the knowledge. Jones (2001:1) state that Bingo game can be played in pairs or groups if the class is large. Playing Bingo game in pairs or in groups is intended to train the students' collaboration. The students are able to share the ideas with their friends and they can motivate each other.

In applying Bingo game in the classroom, the teacher must prepare three cards; they are master card, students' card, and calling card. A master card is a card that is used by the teacher and it includes the picture and the name of the word. A calling card is a card that just covers the picture without the word's name while students' card is a blank card that will be used by the students to play the game. Before playing this game, the teacher has to show the design of the students' card so that the students understand about the card. There are some designs that can be used to play Bingo game; they are 3x3, 4x4, and 5x5 for the size of bingo card. The size of the card has to be arranged with the vocabulary that will be learnt by the students. There will be free space on the center of the card. It is intended to give a bonus to the students when the students cross the words horizontally, vertically, or diagonally. Then, if the students can find and cross the word correctly, the students must say "BINGO" to become a winner. The free space is only available in the size of 3x3 and 5x5. This is because the total numbers of the words in these sizes of card are odd. Before asking the students to write down the words in their card, the teacher has to write a list of words on the board. Then, the students should write down the word randomly based on their preference. There are eight words if the size of the card is 3x3 squares, while twenty four words in the square of 5x5. Here, the researcher used the card in the size of 5x5 square.


























2.6 Types of Bingo Game

There are some types of bingo game that can be applied to teach vocabulary in the classroom, they are Picture Bingo (Uchida, 2003:1) and Definition Bingo (Jones, 1993:1). Here are the detail explanations.

a. Picture Bingo

Picture Bingo game is the type of bingo game that uses picture in its use. It can be played either in small or large groups. There are three cards in this type of game namely master card, calling card, and students' card. The master card contains the picture and its name of the picture while the calling card only includes the picture. The square size of the card is 5x5 and there are twenty four words in the card. Here are the examples of the three types of cards.

Master Card

Girl 	Eat 	Ribbon 	Call 	Corn 
Tall 	Laugh 	Nut 	House 	Sunshine 
Butterfly 	Sleep 	FREE SPACE 	Walk 	Dance 
Jump 	Flower 	Grass 	Hot 	Run 
Lamp 	Whisper 	Door 	Listen 	Happy 

Calling Card



Students' Card

		<i>FREE SPACE</i>		

b. Definition Bingo

Definition Bingo is a Bingo game in which the card uses the words instead of pictures and numbers. In this game, there are three cards of definition bingo game that include master card, calling card, and students' card. The master card is the card that contains the word and its definition while the calling card is the card that only contains the definition of the word. The students' card only contains of the words' list. The teacher has to show the list of the words so that the student should arrange the words by themselves based on their preference. Here are the examples of the three cards.

Master Card

<p>Shoot Killing something using a weapon.</p>	<p>Kingdom A territory which is ruled by a king or queen</p>	<p>Evidence The fact that can be used to convince people.</p>	<p>Innocently Pretend to not know anything.</p>	<p>Thumb The short thick of fingers.</p>
<p>Statue A figure of an object in stone, metal, etc.</p>	<p>Reject Refuse something.</p>	<p>Disappointed Feeling upset of something.</p>	<p>Young Exist for only a short time.</p>	<p>Tell Give information by speaking or writing.</p>
<p>Hunt Look for something that is difficult to find.</p>	<p>Forest A large area that is thickly covered with trees.</p>	<p>FREE SPACE</p>	<p>Trap The situation when you cannot escape.</p>	<p>Create Make something.</p>
<p>Skillful A person's range of abilities.</p>	<p>Find Discover something.</p>	<p>Admit Acknowledge something.</p>	<p>Rival Enemy</p>	<p>Prince The son or grandson of the king.</p>

Art The use of imagination to express idea and feeling.	Watch Look at or observe attentively.	Symbol A sign.	Man Male.	Angry Strong feeling about something that you dislike.
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Calling Card

Killing something using a weapon.	A territory which is ruled by a king or queen	The fact that can be used to convince people.	Pretend to not know anything.	The short thick of fingers.
A figure of an object in stone, metal, etc.	Refuse something.	Feeling upset of something.	Exist for only a short time.	Give information by speaking or writing.
Look for something that is difficult to find.	A large area that is thickly covered with trees.	FREE SPACE	The situation when you cannot escape.	Make something.
A person's range of abilities.	Discover something.	Acknowledge something.	Enemy	The son or grandson of the king.
The use of imagination to express idea and feeling.	Look at or observe attentively.	A sign.	Male.	Strong feeling about something that you dislike.

Students' Card

		<i>FREE SPACE</i>		

In this research, the researcher applied Definition Bingo game to teach vocabulary in the vocabulary teaching and learning process. It was chosen because Definition Bingo was more suitable than Picture Bingo in teaching Senior High School students' vocabulary.

2.7 The Procedures to Play Bingo Game

There are some procedures that we should know to play bingo game. Here is a procedure how to play bingo game according to Jones (2001, 1-2).

1. The teacher asks the students to work individually. If the class is large the teacher has to divide the students into some groups. It can be in pairs or groups.
2. The teacher distributes bingo cards to the students and asks them to look through the card before playing the game.
3. The teacher puts the words that have cut up into some kind of container such as a hat, a cup, etc. Then, the teacher mentions the word and places it on the master board. If the students have the word, they must cross it out.
4. The game continues until a student has crossed out each word, in which he or she shouts out "Bingo".

5. The teacher has to stop the game and asks the student to say the words on his or her card that he or she has crossed out.

Meanwhile, Uchida (2003:1) explains the procedures of playing bingo game as follows.

1. The teacher asks the students to work individually after distributes the bingo cards to each student.
2. The teacher demonstrates how to cover five words horizontally, vertically, and diagonally.
3. The teacher places the master card on the board and puts the calling card on a desk or table.
4. The teacher picks one of the calling cards then reads it loudly and clearly around two times.
5. The student who has the word must say it out loudly and crosses it out.
6. The game progresses using this procedure for several minutes.
7. The teacher asks how many students have crossed three words then the students should raise their hands.
8. The game continues until the student crosses out five words horizontally, vertically, and diagonally. Then, he or she should say "Bingo".
9. The teacher asks that student to read those words. If the words are correct, it means that he/she becomes the winner of the game.

In addition, Wright *et al.* (2006:52) suggest the procedures in playing bingo game as follows:

1. The teacher asks the students to choose and write down the words given by the teacher on the board.
2. The teacher calls out definitions of the words in random order.
3. The students cross out the word on their cards if the word's definition is called by the teacher.
4. The students should say "Bingo" if they have crossed the words horizontally, vertically, or diagonally.
5. The teacher asks that student to read the word and its definition to prove that the student is correct.

Based on the three procedures above, the researcher combines the procedures among Jones (2001, 1-2), Uchida (2003:1), and Wright *et al.* (2006:52). The procedures are formulated as follows:

1. The teacher asks the students to work individually and distributes the bingo cards to each student.
2. The teacher reads the procedures of playing bingo game.
3. The teacher asks the students to write down the words given by the teacher on their cards randomly.
4. The teacher picks one of the calling cards that cover the word's definition then reads it loudly and clearly around two times.
5. The students cross out the word on their cards if the word is appropriate with the definition.
6. The students should say "Bingo" if they have crossed the words horizontally, vertically, or diagonally.
7. The teacher asks that student to read the word and its definition to prove that the student is correct.
8. If the student makes a mistake, the game will be continued until someone becomes the winner of the game.

2.8 Research Hypotheses

Based on the literature review above, the hypotheses of this research can be formulated as follows:

1. The use of bingo game can improve the tenth grade students' active participation in the vocabulary teaching and learning process at SMA NU Genteng.
2. The use of bingo game can improve the tenth grade students' vocabulary achievement text at SMA NU Genteng.

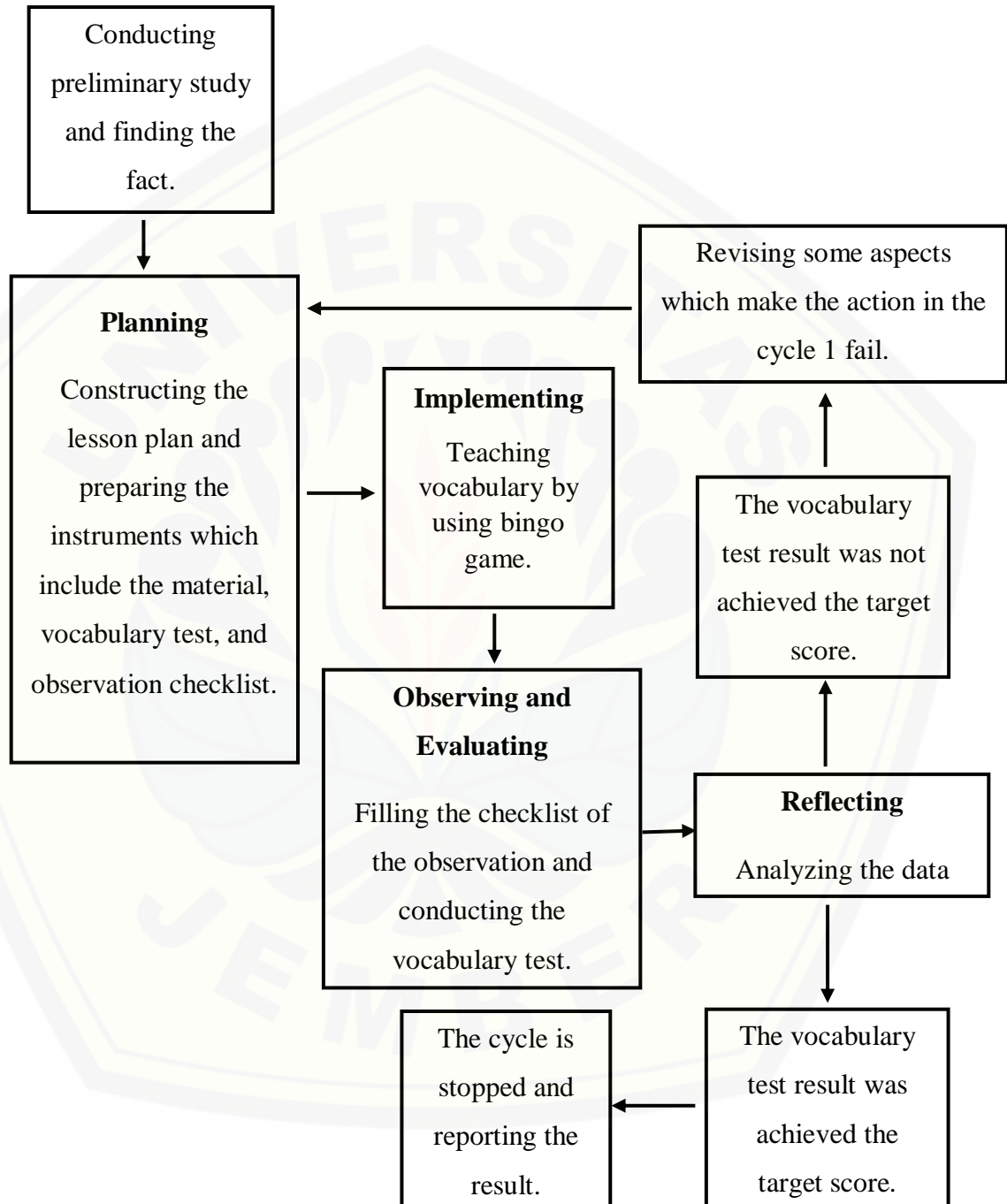
CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods applied in the research. They cover research design, area determination method, research subjects, data collection methods, operational definition of the key terms, and research procedures. It will be explained in the following parts.

3.1 Research Design

The design of this research was a classroom action research. The research was intended to improve the tenth grade students' vocabulary achievement by using bingo game at SMA NU Genteng. Elliot (1991:69) defines an action research as the study of social situation which is intended to improve the quality of the action. In addition, Frankel and Wallen (2006:567) state that the action research is a research that is conducted by one or more individuals or groups in which the purpose is to solving a problem or obtaining the information. Meanwhile, Elfanany (2013:18) classifies the classroom action research into two types namely individual action research (IAR) and collaborative action research (CAR).

The research was carried out collaboratively with the English teacher in the school. The researcher conducted preliminary study on January, 28th 2016 in order to know the difficulties faced by the teacher and the students in the classroom. Then, the researcher and the English teacher conducted the classroom action research in which the problems were arranged based on the result of preliminary study. There were four procedures in this classroom action research; they were the planning of the action, the implementation of the action, observation and evaluation of the action, analysis and reflection. This action research design will be illustrated in the following chart.

Table 3.1 The Model of Classroom Action Research

(Adapted from Lewin, 1980 in Elliot, 1991: 70)

The activities in this research were divided into two parts; they were preliminary study and the implementation of the action. Preliminary study was done by the researcher to get the detail information and identify the research problem. The detail information will be explained below.

1. Conducting the preliminary study by interviewing the English teacher, and then identified the problems faced by the English teacher and the students in the classroom.
2. Determining the problem that was be solved through classroom action research based on the result of the preliminary study.
3. Planning the action by constructing the lesson plans, material for the test, and observation checklist in cycle 1 (meeting 1 and meeting 2).
4. Implementing the action in cycle 1, it was done by the researcher while the teacher became the observer.
5. Conducting the vocabulary test that covered noun, adjective, verbs, and adverbs. The test was conducted after the actions in cycle 1.
6. Analyzing the result of the test based on the score level of the class.
7. Reflecting the result of the observation and vocabulary test in cycle 1.
8. Making a conclusion to answer the research problems.

3.2 Area Determination Method

This research was conducted in SMA NU Genteng, Banyuwangi. The method used in determining this research was purposive method. There were some reasons the researcher chooses SMA NU Genteng as the research area in this classroom action research. 1) According to the interview and observation with the English teacher in the preliminary study, it was known that the tenth grade students in SMA NU still had many difficulties in learning English especially vocabulary. 2) The English teacher in this school had never applied bingo game in teaching vocabulary.

3) The English teacher agreed with the researcher's opinion to conduct a classroom action research related to vocabulary.

3.3 Research Subjects

The subjects of this research were the tenth grade students of SMA NU Genteng. Based on the interview in the preliminary study and the vocabulary test scores, it was known that there was one class of the tenth grade students that had the lowest mean score in the vocabulary test. It was class X_1 which consists of 32 students. The students' mean scores of the vocabulary test were 39, 86. Thus, the researcher decided to use X_1 class as the subjects of the research.

3.4 Data Collection Methods

In this research, the methods of collecting data included vocabulary test, observation checklist, interview, and documentation. The primary data here were vocabulary test and observation checklist. Meanwhile, interview and documentation were used to support the primary data.

3.4.1 Vocabulary Test

Djiwandono (1996:1) defines a test as an instrument, a procedure, or series of activity that is used to measure someone's knowledge about specific material. In this research, vocabulary test was used to measure the students' vocabulary achievement after the students learn vocabulary through bingo game. There were some items related with the vocabulary that included nouns, verbs, adverbs, and adjectives.

There are two requirements in which the test can be categorized as a good test. They are validity and reliability. Validity and reliability are important aspects to be considered when the teacher designs the instrument. "Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes" (Fraenkel and Wallen, 2006:150). Based on the statement, it can

be concluded that the test is valid if the test measures what it has to be measured. “Reliability refers to the consistency of the score obtained, how consistent they are for each individual from one set of items to another” (Fraenkel and Wallen, 2006:157). It means that the test can be categorized reliable if the students get the consistent result from its test.

There are two types of test based on the method of scoring namely objective and subjective test. Objective test is a test in which the way to score is done objectively (Dwijandono, 1996:28). In other words, the method of scoring using objective test cannot be changed by the scorer because its test definitely has certain rule or answer key. In addition, Dwijandono (1996:27) also claims that a test can be categorized as subjective test if the way of scoring the test is influenced by the scorer. Here, the researcher used the objective test to measure the students' vocabulary score. The types of objective test were multiple choice items and matching items.

The students were given 15 of multiple choice items and 25 of matching items in the post test. In multiple choice items, the items consisted of 4 nouns, 6 verbs, 4 adjectives, and 1 adverb. Meanwhile, there were 9 nouns, 9 verbs, 5 adjectives, and 2 adverbs in matching items. Each item had 2.5 points. If the students could answer all the items correctly, they got perfect score that was 100.

3.4.2 Observation

The observation was conducted in the classroom in order to know the students' enthusiasm and their responses during teaching learning process. Besides, it was conducted to know whether or not the use of bingo game could make the students more interested and active while they were learning English. The researcher and the English teacher used an observation checklist to know the students' active participation in the classroom. There were some indicators in the checklist included:

- 1) The students made a note to the teacher's explanation.
- 2) The students did the right instruction of playing the game.

- 3) The students played bingo game correctly based on the rules.
- 4) The students answered the question given by the teacher orally.

3.4.3 Interview

The researcher was conducted the preliminary study by interviewing the English teacher in SMA NU, Genteng. It was intended to know the curriculum in use, the students' problem in learning English, the way how the teacher taught vocabulary in the classroom, the technique or method that the teacher used in teaching vocabulary, and the class that had the lowest mean score in the vocabulary test. The type of this interview was semi structured interview. Fraenkel and Wallen (2006:455) define a semi structured interview as verbal questionnaire which consists of some question that the purpose is to get specific answer from the respondent.

3.4.4 Documentation

In this research, the document was used to support the primary data. The document included the name of the research subjects and their vocabulary test score obtained in the test which was done by the teacher in the tenth grade of SMA NU, Genteng.

3.5 Operational Definition of Key Terms

Operational definition of the key terms was the simple explanation about the variable used in the research. The purpose of these definitions was to make the researcher and the readers got the same point of the definition in this research. They would be defined as follows.

3.5.1 Vocabulary Achievement

Achievement referred to the test that was done to know whether or not the students achieved the objectives of the study. The vocabulary achievement here could be seen through the vocabulary test score which was conducted after the implementation of the action.

3.5.2 Bingo Game

Bingo referred to a game that was used to introduce, revise, and enlarge the students' vocabulary. The type of bingo game used in this research was Definition Bingo. Definition Bingo game was a game that used the word and the definition of the word in its use.

3.5.3 Students' Active Participation

The students' active participation in this research referred to the participation of the students when the students participated in the teaching learning process especially when they made a note to the teacher's explanation, did the right instruction of playing the game, played bingo game correctly based on the rules, and answered the question given by the teacher orally.

3.6 Research Procedures

There were some procedures in conducting the classroom action research. They included the planning the action, the implementation the action, observation and evaluation, analysis and reflection.

3.6.1 The Planning of the Action

The planning of the action referred to the preparation which was needed to implement the action as well as possible in the teaching learning process. The detail explanation about that preparation was explained as follows:

1. Determining the material based on the Institutional Based Curriculum for the tenth grade student of Senior High School.
2. Constructing the lesson plans.
3. Preparing the observation checklist which consisted of some indicators to evaluate the students' active participation during teaching learning process.
4. Preparing the word and its definition that would be used to play the bingo game in the classroom.
5. Constructing the vocabulary test material for cycle 1.

3.6.2 The Implementation of the Action

In implementing the action, there were two meetings in each cycle and it was followed by vocabulary test in the third meeting. The purpose of the action was to improve the students' vocabulary achievement that included nouns, adjectives, verbs, and adverbs.

3.6.3 Observation and Evaluation

a. Observation

The observation was done in the classroom in order to know whether or not the use of bingo game in learning vocabulary could improve the students' active participation and their vocabulary achievement. The instrument used to observe the students' participation in the classroom was a checklist that included some indicators.

Table 3.2 The Observation Checklist

No.	Name	Participation				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							

The indicators of observation were as follows:

1. The students made a note to the teacher's explanation.
2. The students did the right instruction of playing the game.
3. The students played bingo game correctly based on the rules.
4. The students answered the question given by the teacher orally.

The students were categorized as active students in the classroom if the students at least did three indicators of participation above.

b. Evaluation

The evaluation was classified into two activities. They were process and product evaluation. The purpose of conducting evaluation was to know whether or not the use of bingo game in learning vocabulary could improve the students' active participation and their vocabulary achievement in the classroom. The process evaluation was done by conducting the observation in every meeting in each cycle. It was intended to obtain the data of the students' active participation. Meanwhile, the product evaluation in this research was done by giving the vocabulary test after implementing of the action. The product evaluation here was intended to get the data about the students' vocabulary achievement.

3.6.4 Analysis and Reflection

a. Analysis

The analysis deals with the way how to analyze the obtained data from the implementation of the action. The data included the students' vocabulary test score and the result of the observation in the vocabulary teaching learning process. Then the results of that data were described to solve the research problem and verified the hypothesis. The data obtained from the observation of the students' active participation in the classroom were analyzed by using the formula below.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who actively participated during the vocabulary teaching and learning process.

n = the total number of the students who participated actively during the vocabulary teaching and learning process.

N = the total number of the students / the research subjects in the classroom.

Then, the data obtained from the vocabulary test were analyzed using this formula.

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E = the percentage of the students who got score ≥ 70 in the vocabulary test
- n = the total number of the students who got score ≥ 70 in the vocabulary test
- N = the total number of the students / the research subjects in the classroom.

(Adapted from Ali, 1993:186)

There were some criteria used to determine whether or not the action was successful. They were as follows:

1. The classroom action research could be categorized successful if at least 70% of the students got the standard minimum score (≥ 70) in the vocabulary test.
2. The classroom action research could be categorized successful if at least 70% of the students actively participated in the vocabulary teaching and learning process by using bingo game.

b. Reflection

The results of the observation checklist and vocabulary test were reflected by the researcher and the English teacher after implementing the action in each cycle. The reflection was intended to find the weaknesses or problems and the strengths of the implementation of the action in the first cycle. The result of reflection was used as a guide to produce the lesson plans for the second cycle.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion. Each point is presented respectively in the following section.

5.1 Conclusion

Based on the result of the data analysis and discussion in this research, it could be concluded that the use of Bingo game could improve the students' vocabulary achievement and their active participation at SMA NU Genteng. Thus, the research findings proved the research hypotheses as follows:

- a. The use of bingo game could improve the tenth grade students' active participation in the vocabulary teaching and learning process at SMA NU Genteng. It was proved by the improvement of the average percentage of the students' participation from meeting 1 and meeting 2 in one cycle. The average percentage of the students' participation in cycle 1 was 72%.
- b. The use of bingo game could improve the tenth grade students' vocabulary achievement at SMA NU Genteng. It was showed by the improvement of the result of vocabulary achievement test. The result of the vocabulary test done by the teacher was 26% meanwhile the result of vocabulary achievement test done by the researcher was 75%. It can be concluded that the improvement of the test was 49%.

5.2 Suggestion

As the result of this research showed that the use of bingo game could improve the students' active participation and their vocabulary achievement, the researcher proposed some suggestions to the following people:

- a. The Students

It is suggested to the students to use bingo game as a game in learning vocabulary since it can make them easier to memorize the words and

understand the meaning of the words so they can improve their vocabulary achievement.

b. The English teacher

Based on the result of the research, it is suggested to the English teacher to consider the use of bingo as a game to teach vocabulary in the classroom. The English teacher can apply bingo game not only as individually but also in pairs or group. It is intended to give various techniques in teaching vocabulary to the students.

c. The Future Researcher

It is suggested to the future researcher to use these result as information to conduct a further research dealing with the use of bingo game in teaching vocabulary to the students. The research design can be an experimental research, a descriptive research, or even the same research design. However, the students' level and the school are different.

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Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Methodology	Hypothesis
<p>Enhancing the Tenth Grade Students' Vocabulary Achievement by Using Bingo game at SMA NU Genteng.</p>	<p>1. Can the use of Bingo game improve the tenth grade student's active participation in the vocabulary teaching and learning process at SMA NU Genteng?</p> <p>2. Can the use of Bingo game improve the tenth grade students' vocabulary achievement at</p>	<p>1. Independent Variable Teaching vocabulary by using Bingo game.</p>	<p>1. Teaching vocabulary by using Bingo game</p> <p>a. Asking the students to read a narrative text given by the teacher</p> <p>b. Asking the students to play Bingo game in the classroom</p> <p>c. Asking the students to do the exercises individually.</p>	<p>1. Respondents : The tenth grade students of SMA NU Genteng in the 2015/2016 Academic Year</p> <p>2. Informant : The English teacher of the tenth grade students' of SMA NU Genteng.</p> <p>3. Documents : a. The names of the research subjects. b. The students' scores in the vocabulary test.</p>	<p>1. Research Design Classroom Action Research (CAR) with cycle model.</p> <p>a. Planning the action. b. Implementing the action. c. Observing and evaluating. d. Analyzing and reflecting of the action.</p> <p>2. Area Determination Purposive method</p> <p>3. Research Subjects Purposive method</p> <p>4. Data Collection Methods a. Vocabulary test b. Observation checklist</p>	<p>1. The use of Bingo game can improve the tenth grade students' active participation in the vocabulary teaching and learning process at SMA NU Genteng.</p>

	<p>SMA NU Genteng?</p>	<p>2. Dependent Variable The student's vocabulary achievement.</p>	<p>2. The students' scores of vocabulary test that included: a. Nouns b. Verbs c. adjectives d. Adverbs</p>		<p>5. Data Analysis Methods a. Vocabulary test The data obtained from the students' vocabulary test were be analyzed quantitatively by using this formula :</p> $E = \frac{n}{N} \times 100\%$ <p>Notes : E : The percentage of the students who got score ≥ 70 in the vocabulary test. n : The total number of the students who got score ≥ 70 in the vocabulary test. N : The number of the students in the class / the research subjects.</p>	<p>2. The use of Bingo game can improve the tenth grade students' vocabulary achievement at SMA NU Genteng.</p>
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					<p>b. Observation checklist</p> <p>The data obtained from the observation checklists were analyzed quantitatively by using this formula.</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E : The percentage of the students who participated actively during the vocabulary teaching and learning process</p> <p>n : The number of the students who participated actively during the vocabulary teaching and learning process</p> <p>N : The number of the students in the class (the research subjects).</p>	
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Appendix 2**THE RESULT OF THE INTERVIEW**

1. *What kind of curriculum does SMA NU use?*
 - Institutional Based Curriculum (KTSP 2006)
2. *In which level do you teach English?*
 - All the three levels, they are X, XI, XII.
3. *How many classes does this school have on the tenth grade level?*
 - There are three classes those are X₁, X₂, X₃.
4. *From those three classes, which class that has the lowest score? What are the reasons?*
 - The class which often gets the lowest mean score is X₁. There are some factors that make this thing happen. Most of the misbehaved students are in the X₁ class. Besides, the students tend to chat with their friends when the teacher gives the explanation during teaching learning process. Moreover, the students' ability in X₁ class is less compared with the other classes.
5. *What are the difficulties to teach English in the classroom?*
 - Most of the students do not have enough vocabulary. Based on the reason, the students are less enthusiastic in learning English.
6. *How do you teach vocabulary in teaching learning process?*
 - I ask the students to describe his / her chair mate by making simple sentence. Besides, I also ask the students to memorize some words from certain text and ask them to mention it in front of the class.
7. *What kind of media do you usually use to teach vocabulary?*
 - Sometimes, I use real media. However, when the condition is unstable I cannot use the media to teach vocabulary in the classroom.
8. *Do you integrate vocabulary with the other language skills? If yes, what kind of language skill?*
 - Yes, I do. Sometimes, I taught vocabulary integratedly with speaking and reading.
9. *Have you ever applied Bingo game to teach vocabulary in teaching learning process? Why not?*
 - No, I have not. Because I do not know the game and its procedure.

*Appendix 3***The Students' Scores of X₁**

No	Students' Names	Scores	Achieved	Did not achieve
1	AJPA	0		√
2	AR	30		√
3	AIP	30		√
4	CC	90	√	
5	DLH	50		√
6	DAP	70	√	
7	EK	35		√
8	EO	0		√
9	FAS	50		√
10	HS			
11	HQA	50		√
12	IFU	35		√
13	LAH	80	√	
14	MFA	70	√	
15	MD	40		√
16	MSM	60		√
17	MR	50		√
18	NA	90	√	
19	NA	65		√
20	NI	95	√	
21	NJ	30		√
22	PAL	35		√
23	PR			
24	RH	60		√
25	RW	30		√
26	RF	30		√
27	RH	30		√
28	SZN	50		√
29	SZN	60		√
30	UHA	70	√	
31	VQ	60		√
32	ZAM	70	√	
Total		1485	8	22
Total number of students who followed the test				31
Students average score				47
The percentage of students who passed the test				26%

*Appendix 4***The Students' Scores of X₂**

No	Students Names	Scores	Achieved	Did not achieve
1	AP	65		√
2	AKA	60		√
3	AK	70	√	
4	DKS	50		√
5	DMS	0		√
6	DMS	65		√
7	DN	75	√	
8	ESR	70	√	
9	FEP	0		√
10	HA	70	√	
11	KAA	65		√
12	K	60		√
13	LR	70	√	
14	LH	0		√
15	LA	70	√	
16	MH	60		√
17	MS	0		√
18	MU	0		√
19	MR	70	√	
20	MMB	60		√
21	MYP	0		√
22	NF	85	√	
23	NS	65		√
24	NDPS	40		√
25	NRW	70	√	
26	NH	65		√
27	NK	60		√
28	RK	0		√
29	SR	0		√
30	SMA			
31	UNL	0		√
32	WNA	50		√
33	MCU	65		√
Total		1480	9	23
Total number of students who followed the test				32
Students average score				46
The percentage of students who passed the test				28%

*Appendix 5***The Students' Scores of X₃**

No	Students Names	Scores	Achieved	Did not achieve
1	AM	0		√
2	AZA	0		√
3	AAS	50		√
4	APF	45		√
5	DTW	50		√
6	DAT	80	√	
7	DOY	80	√	
8	ESL	50		√
9	LS	65		√
10	LM	70	√	
11	M	0		√
12	MNA	0		√
13	MRF	60		√
14	NA	90	√	
15	OTH	75	√	
16	PLN	0		√
17	RM	65		√
18	RS	30		√
19	RSSW	60		√
20	RT	0		√
21	SLNF	65		√
22	SN	75	√	
23	SF	90	√	
24	S	90	√	
25	S	50		√
26	UMN	90	√	
27	UHB	90	√	
28	ZN	90	√	
29	NF			
30	AU	25		√
Total		1535	11	18
Total number of students who followed the test				29
Students average score				53
The percentage of students who passed the test				37%

Appendix 6**LESSON PLAN****(FIRST MEETING, CYCLE 1)**

Subject	: English
Level	: Senior High School
Class / Semester	: X / 2
Lang. Skill	: Reading
Lang. Component	: Vocabulary
Genre Text	: Narrative Text
Allocation Time	: 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks tulis fungsional pendek dan esai sederhana berbentuk *recount*, ***narrative***, *descriptive*, dan *procedure* dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

11.2 Merespon makna dan langkah retorika teks tulis esai secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *recount*, ***narrative***, dan *procedure*.

III. Indicators**3.1 Product**

1. Choosing the best answer among the options given related to vocabulary that covers nouns, verbs, adverbs, and adjectives.

2. Completing the sentences with the suitable words provided.

3.2 Process

1. Classifying the nouns, verb, adverb, and adjective in narrative text.
2. Playing bingo game.
3. Matching the words in column A with the definitions in column B.
4. Filling in the blanks space based on the words provided.

IV. Learning Objectives

4.1 Product

1. The students are able to choose the best answer among the option given related to vocabulary that covers nouns, verbs, adverbs, and adjectives.
2. The students are able to complete the sentences with the suitable words provided.

4.2 Process

1. The students are able to classify the nouns, verbs, adverbs, and adjectives in the narrative text given.
2. The students are able to play bingo game.
3. The students are able to match the words in column A with the definitions in column B.
4. The students are able to fill in the blanks space based on the words provided.

V. Learning Materials

Enclosed

VI. Teaching Learning Activities

Learning Activities		Time Allocation
Teacher's activities	Student's Activities	
Set Induction		
1. Greets the students.	1. Greet the teacher.	5'
2. Gives some leading questions.	2. Answer the questions.	
3. States the learning objectives.	3. Pay attention.	
Main Activities		
1. Gives the narrative text to the students.	1. Receive the narrative text.	2'
2. Explains about nouns, verbs, adverbs, and adjectives.	2. Pay attention to the teacher's explanation.	13'
3. Asks the students to read the narrative text silently.	3. Read the narrative text.	5'
4. Distributes the bingo cards to each student.	4. Receive the bingo cards.	5'
5. Reads the rules of playing bingo game.	5. Pay attention to the teacher's explanation	3'
6. Asks the students to write down the words on their cards.	6. Rewrite the word on their cards.	7'
7. Picks one of the calling card that cover the word's definition then reads it loudly and clearly around two times.	7. Match the words with the definitions stated by the teacher.	10'

8. Asks the students to do Task 1, Task 2, and Task 3 individually.	8. Do Task 1, Task 2, and Task 3 individually.	25'
9. Checks the student's answers together with the class.	9. Check the answers with the class.	10'
Closure		
1. Guides the students to draw a conclusion by question and answer.	1. Answer the teacher's questions.	5'
2. Parting.	2. Parting.	

VII. Media and Sources

1. Media : master card, calling card, and students' card.
2. Sources : <https://www.youtube.com/watch?v=SjZjVLjO3fg> – Snow White and The Seven Dwarfs Animated Story Book.

VIII. Evaluation

1. Process evaluation
 - Observation checklist (enclosed)
2. Product evaluation
 - Vocabulary test (enclosed)

Jember, May 26th 2016

The English teacher

The Researcher

Sulis, S.Pd

Triska Dayu D

NIP.

NIM. 120210401042

The Observation Checklist in Action 1

Cycle 1

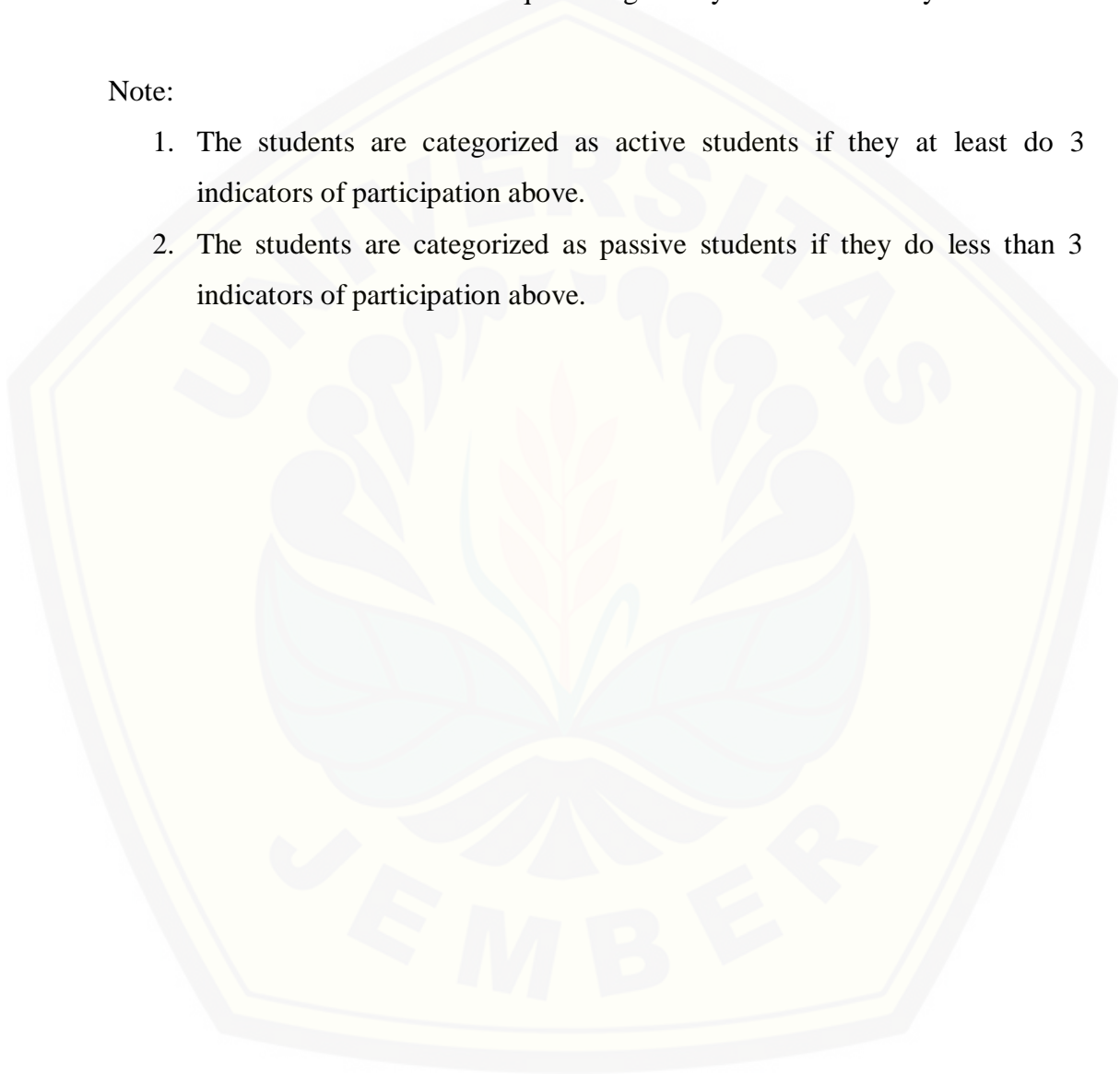
No.	Name	Participation				Active	Passive
		1	2	3	4		
1	AJPA						
2	AR						
3	AIP						
4	CC						
5	DLH						
6	DAP						
7	EK						
8	EO						
9	FAS						
10	HS						
11	HQA						
12	IFU						
13	LAH						
14	MFA						
15	MD						
16	MSM						
17	MR						
18	NA						
19	NA						
20	NI						
21	NJ						
22	PAL						
23	PR						
24	RH						
25	RW						
26	RF						
27	RH						
28	SZN						
29	S						
30	UHA						
31	VQ						
32	ZAM						

The indicators of the students' active participation are as follows:

1. The students made a note to the teacher's explanation.
2. The students did the right instruction of playing the game.
3. The students played bingo game correctly based on the rules.
4. The students answered the question given by the teacher orally.

Note:

1. The students are categorized as active students if they at least do 3 indicators of participation above.
2. The students are categorized as passive students if they do less than 3 indicators of participation above.



INSTRUCTIONAL MATERIALS**SET INDUCTION**

1. What picture is it?
2. Have you ever read the story?
3. What does the story tell us about?
4. What kind of text that tells about the story that happened in the past?

EXPLANATION**1. Nouns**

A noun is a word or group of words that refer to the name of a person, place, and thing.

Example: princess, mirror, stepmother, forest, etc.

2. Verb

A verb is a word that is usually used to express an action.

Example: ask, tell, call, swim, read, etc.

3. Adjective

An adjective refers to the word that is used to highlight qualities or give more information about a noun or pronoun.

Example: beautiful, sad, ugly, handsome, etc.

4. Adverb

An adverb is a word that describes a verb, adjective, or another adverb.

Example: happily, quickly, fast, hard, etc.

THE EXAMPLE OF NARRATIVE TEXT

Read the text below carefully.

Snow White

Once upon a time, there was a princess named Snow White. She was beautiful and her skin was as white as snow. Snow White's stepmother, the Queen, was very jealous of Snow White.

The Queen asked her magic mirror, "Mirror, mirror, on the wall, who is the most beautiful one of all?" Every day the mirror had the same reply. "You are the most beautiful", he told her. But, as Snow White grew older, she also grew more beautiful. And one day, the magic mirror told the Queen that Snow White was the most beautiful of all. The Queen called her royal huntsman and said, "Take Snow White far into the forest and kill her". But the hunter was a loyal man. He said to the princess, "I cannot kill you. You must run away and hide from the Queen!" Snow White ran away from the castle into the woods. At last, she came to a cottage. "Who lives here?" Snow White wondered. Then, she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day of work. They invited Snow White to share their supper. Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands. She took an apple and dipped it into poison. "One bite of this poisoned apple and Snow White will close her eyes forever!"

When the dwarfs were away at work, the Queen disguised as an old woman appeared at Snow White's window. "Hello dear," she said. "Taste one of my delicious apples." Then she held the poisoned apple to Snow White. The birds tried to warn Snow White away from the poisoned fruit. They fluttered and flew around the hag, trying to make her drop the apple. But Snow White did not listen and took a bit of the apple. She fell down on the floor instantly. When the seven dwarfs returned to the cottage, they found Snow White lying lifeless on the floor.

The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watching over her, day and night but she did not wake up.

One day, a handsome prince rode into the forest. When he saw Snow White, he knelt down and kissed her. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever after.

(Adapted from <https://www.youtube.com/watch?v=SjZjVLjO3fg> - Snow White and The Seven Dwarfs Animated Story Book)

TASK 1

Classify the nouns, verbs, adjectives, and adverbs based on the text you have read above. Rewrite them in the following table.

No.	Nouns	Verbs	Adjectives	Adverbs

The Procedures of Playing Bingo Game

1. The teacher asks the students to work individually and distributes the bingo cards to each student.
2. The teacher reads the procedure of playing bingo game.
3. The teacher asks the students to write down the words given by the teacher on their cards randomly.
4. The teacher picks one of the calling card that cover the word's definition then reads it loudly and clearly around two times.
5. The students cross out the word on their cards if the word is appropriate with the definition.
6. The students should say "Bingo" if they have crossed five words horizontally, vertically, or diagonally
7. The teacher asks that student to read the word and its definition to prove that the student is correct.
8. If the student makes a mistake, the game will be continued until someone becomes the winner of the game.

Master Card

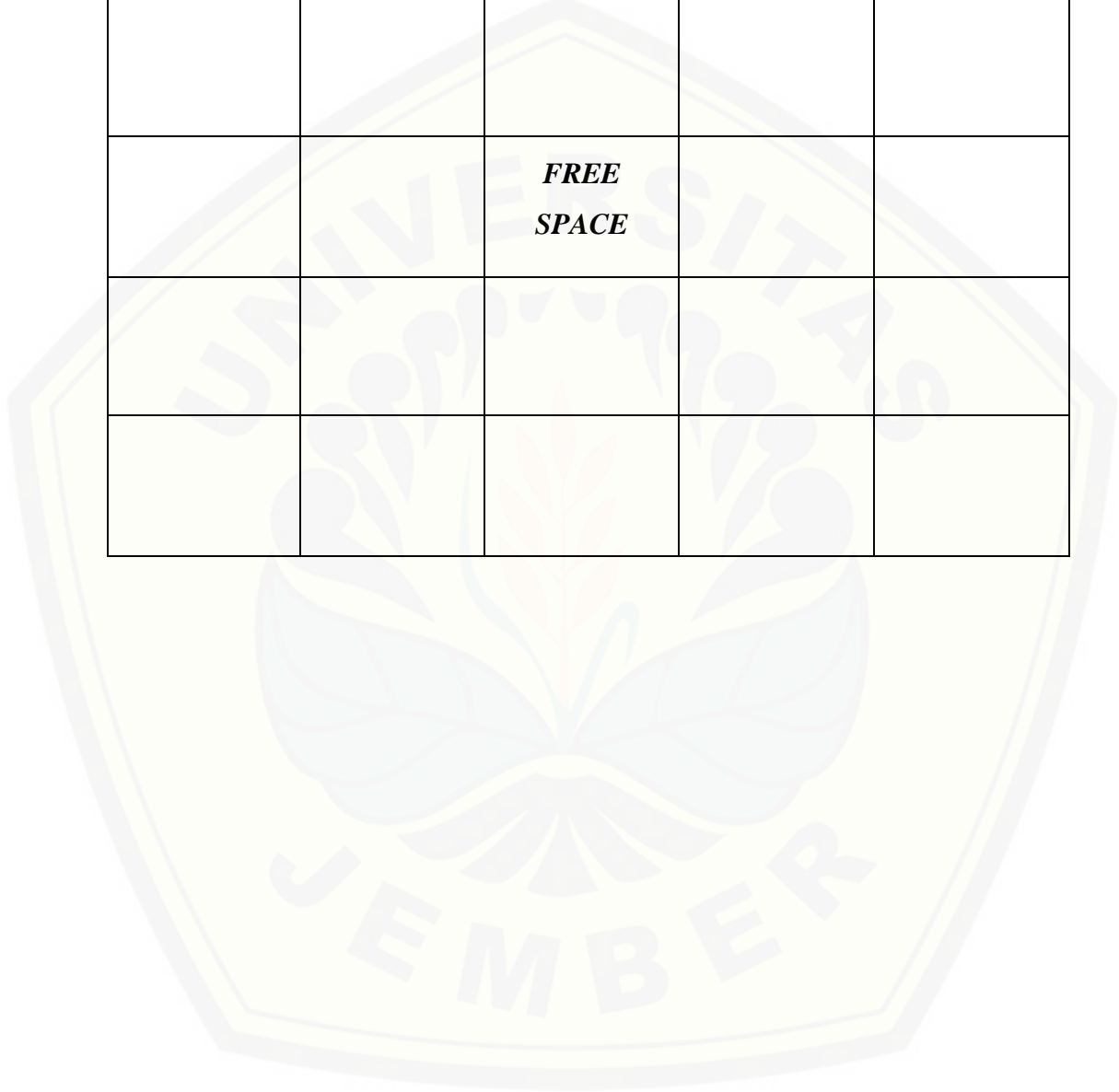
Skin The layer of tissue that covers the body.	Snow Small soft white pieces of frozen water.	Take Carry or bring something.	Jealous Feeling envy of something.	Happily Feeling pleasure in a cheerful way.
Old No longer young.	Kill To make something or somebody die.	Floor The surface of a room that you walk on.	Cottage A small simple house, usually near lake or beach.	Dip Put something quickly into a liquid.
Fall Lose the balance and collapse	Dwarf A humanlike creature who are skilled in mining and metalworking	FREE SPACE	Disguise Change the appearance so that other people cannot recognize	Loyal Giving or showing support or allegiance to a person
Gold Chemical element that used for making coins, jewelry, etc.	Alive Living or not dead.	Build Construct something by putting material together.	Lifeless Appearing to be dead.	Kneel A position in which the body is supported by a knee or the knees.
Castle A large strong building with thick walls and towers.	Royal Having the status of a king or queen.	Safe Protected from any danger or harm.	Ride Sit on a horse or bicycle.	Bed A furniture that is used to sleep or rest.

Calling Card

The layer of tissue that covers the body	A small soft white pieces of frozen water	Carry or bring something	Feeling envy of something	Feeling pleasure in a cheerful way
No longer young	To make something or somebody die	The surface of a room that you walk on	A small simple house, usually near lake or beach	Put something quickly into a liquid
Lose the balance and collapse	A humanlike creature who are skilled in mining and metalworking	FREE SPACE	Change the appearance so that other people cannot recognize	Giving or showing support or allegiance to a person
Chemical element that used for making coins, jewelry, etc.	Living or not dead	Construct something by putting material together	Appearing to be dead.	A position in which the body is supported by a knee or the knees
A large strong building with thick walls and towers.	Having the status of a king or queen	Protected from any danger or harm.	Sit on a horse or bicycle	A furniture that is used to sleep or rest

Students' Card

		<i>FREE SPACE</i>		



TASK 2

Match the words in column A with the suitable definitions in column B.

Column A

1. Build
2. Skin
3. Lifeless
4. Happily
5. Dip
6. Cottage
7. Safe
8. Castle
9. Kill
10. Kneel
11. Dwarf
12. Disguise
13. Ride
14. Loyal
15. Jealous

Column B

- A. A position in which the body is supported by a knee or the knees.
- B. A large strong building with thick walls and towers.
- C. Feeling pleasure in a cheerful way
- D. Giving or showing support or allegiance to a person
- E. Sit on a horse or bicycle
- F. A small simple house, usually near lake or beach
- G. Feeling envy of something
- H. A human like creature who is skilled in mining and metalworking
- I. Construct something by putting material together
- J. The layer of tissue that covers the body
- K. Put something quickly into a liquid
- L. Appearing to be dead
- M. To make something or somebody die
- N. Change the appearance so that other people cannot recognize
- O. Protected from any danger or harm

TASK 3

Filling in the blank spaces in the sentences below based on the suitable words above.

1. A is a hard worker creature who works under the ground.
2. The princess lives in the
3. John the brush into the paint.
4. The soldier's duty is to make the country from terrorist attacks.
5. People usually when they pray to the God.
6. Finally, the king and the queen lived ever after.
7. He talked to another woman just to make you
8. She herself as a boy.
9. I used body lotion to keep my soft.
10. His body was taken from the river.

ANSWER KEY

TASK 1

No.	Nouns	Verbs	Adjectives	Adverbs
1.	Princess	Asked	Beautiful	Happily
2.	Skin	Told	Jealous	-
3.	Snow	Called	Old	-
4.	Mirror	Said	Royal	-
5.	Stepmother	Took	Loyal	-
6.	Forest	Killed	Hard	-
7.	Castle	Ran	Safe	-
8.	Wood	Came	Alive	-
9.	Cottage	Heard	Lifeless	-
10.	Voice	Lived	Handsome	-
11.	Dwarf	Decide	Sad	-
12.	Apple	Found	-	-
13.	Woman	Dipped	-	-
14.	Man	Disguised	-	-
15.	Floor	Held	-	-
16.	Bed	Flew	-	-
17.	Gold	Fell	-	-
18.	Glass	Built	-	-
19.	-	Knelt	-	-
20.	-	Rode	-	-

TASK 2

- | | | |
|------|-------|-------|
| 1. I | 6. F | 11. H |
| 2. J | 7. O | 12. N |
| 3. L | 8. B | 13. E |
| 4. C | 9. M | 14. D |
| 5. K | 10. A | 15. G |

TASK 3

1. Dwarf
2. Castle
3. Dip
4. Safe
5. Kneel
6. Happily
7. Jealous
8. Disguise
9. Skin
10. Lifeless

The Distribution of Test Items

Task 1

No.	Type of part of speech	The total number
1.	Noun	18
2.	Verb	20
3.	Adverb	11
4.	Adjective	1

Task 2 and Task 3

No.	Type of part of speech	Number	
		Task 2	Task 3
1.	Noun	2, 6, 8, 11	1, 2
2.	Verb	1, 5, 9, 10, 12, 13	3, 5, 8, 9
3.	Adverb	4	6
4.	Adjective	3, 7, 14, 15	4, 7, 10

Scoring Rubric

No.	Task	Formula
1.	Task 2 Matching word	<i>correct answer x 4</i>
2.	Task 3 Filling the blank	<i>correct answer x 4</i>
Total score		100

Appendix 7**LESSON PLAN****(SECOND MEETING, CYCLE 1)**

Subject	: English
Level	: Senior High School
Class / Semester	: X / 2
Lang. Skill	: Reading
Lang. Component	: Vocabulary
Genre Text	: Narrative Text
Allocation Time	: 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks tulis fungsional pendek dan esai sederhana berbentuk *recount*, ***narrative***, *descriptive*, dan *procedure* dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

11.2 Merespon makna dan langkah retorika teks tulis esai secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *recount*, ***narrative***, dan *procedure*.

III. Indicators**3.1 Product**

1. Choosing the best answer among the options given related to vocabulary that covers nouns, verbs, adverbs, and adjectives.

2. Completing the sentences with the suitable words provided.
- a. Process
 1. Classifying the nouns, verbs, adverbs, and adjectives in narrative text.
 2. Playing bingo game.
 3. Matching the words in column A with the definitions in column B.
 4. Filling in the blanks based on the words provided.

IV. Learning Objectives

4.1 Product

1. The students are able to choose the best answer among the option given related to vocabulary that covers nouns, verb, adverb, and adjective.
2. The students are able to complete the sentences with the suitable words provided.

4.2 Process

1. The students are able to classify the nouns, verbs, adverbs, and adjectives in the narrative text given.
2. The students are able to play bingo game.
5. The students are able to match the words in column A with the definitions in column B.
3. The students are able to fill in the blanks based on the words provided

V. Learning Materials

Enclosed

VI. Teaching Learning Activities

Learning Activities		Time Allocation
Teacher's activities	Student's Activities	
Set Induction		5'
1. Greets the students.	1. Greet the teacher.	
2. Gives some leading questions.	2. Answer the questions.	
3. States the learning objectives.	3. Pay attention.	
Main Activities		
1. Gives the narrative text to the students.	1. Receive the narrative text.	2'
2. Explains about nouns, verbs, adverbs, and adjectives.	2. Pay attention to the teacher's explanation.	13'
3. Asks the students to read the narrative text silently.	3. Read the narrative text.	5'
4. Distributes the bingo cards to each student.	4. Receive the bingo cards.	5'
5. Reads the rules of playing bingo game.	5. Pay attention to the teacher's explanation.	3'
6. Asks the students to write down the words on their cards.	6. Rewrite the word on their cards.	7'
7. Picks one of the calling card that cover the word's definition then reads it loudly and clearly around two times.	7. Match the words with the definitions stated by the teacher.	10'

8. Asks the students to do Task 1, Task 2, and Task 3 individually.	8. Do Task 1, Task 2, and Task 3 individually.	25'
9. Checks the student's answers together with the class.	9. Check the answers with the class.	10'
Closure		
1. Guides the students to draw a conclusion by question and answer.	1. Answer the teacher's questions.	5'
2. Parting.	2. Parting.	

VII. Media and Sources

1. Media : master card, calling card, students' card
2. Sources : <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

VIII. Evaluation

1. Process evaluation
 - Observation checklist (enclosed)
2. Product evaluation
 - Vocabulary test (enclosed)

Jember, May 27th 2016

The English teacher

The Researcher

Sulis, S.Pd
NIP.

Triska Dayu D
NIM. 120210401042

The Observation Checklist in Action 2

Cycle 2

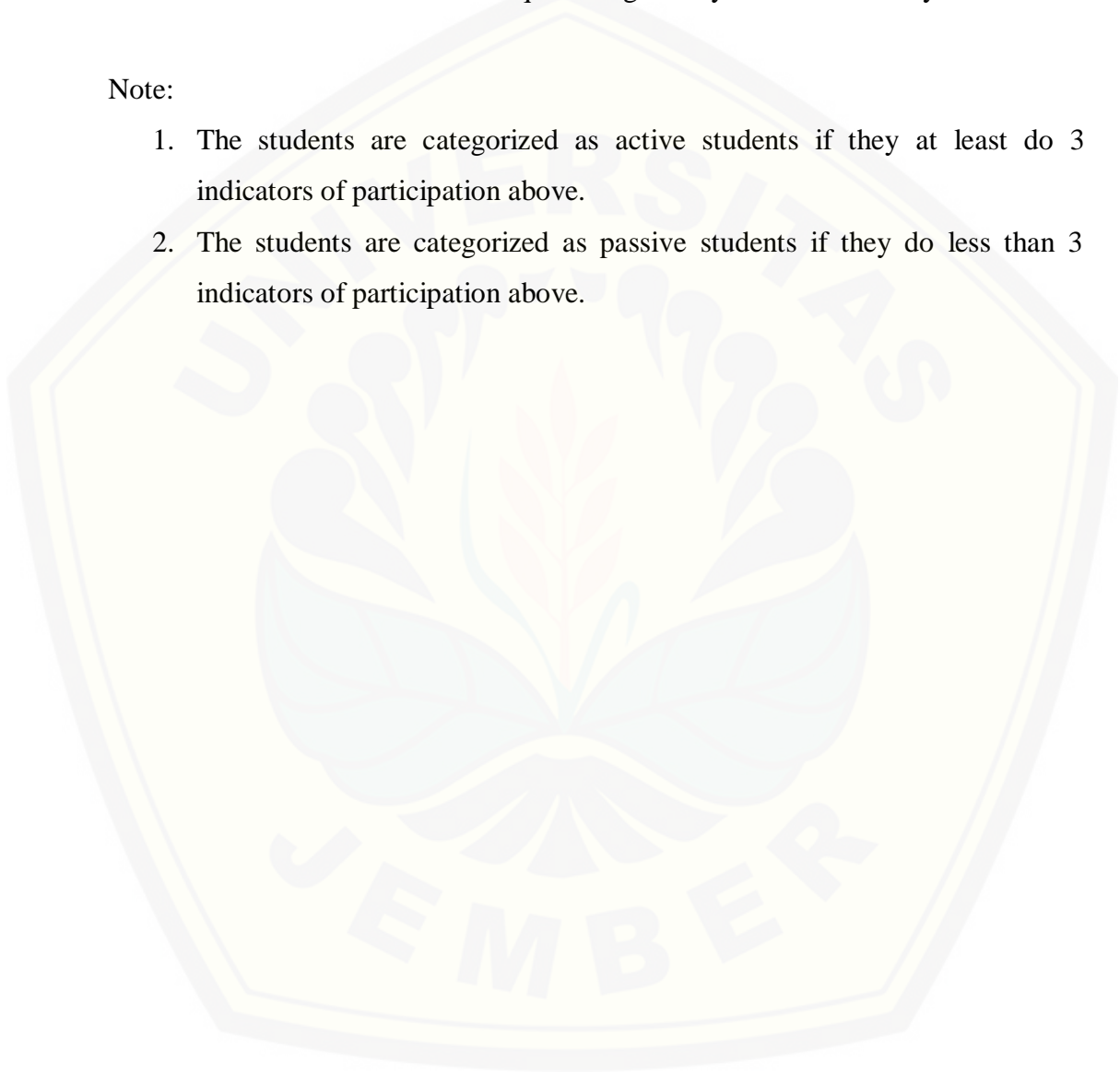
No.	Name	Participation				Active	Passive
		1	2	3	4		
1	AJPA						
2	AR						
3	AIP						
4	CC						
5	DLH						
6	DAP						
7	EK						
8	EO						
9	FAS						
10	HS						
11	HQA						
12	IFU						
13	LAH						
14	MFA						
15	MD						
16	MSM						
17	MR						
18	NA						
19	NA						
20	NI						
21	NJ						
22	PAL						
23	PR						
24	RH						
25	RW						
26	RF						
27	RH						
28	SZN						
29	SZN						
30	UHA						
31	VQ						
32	ZAM						

The indicators of students' active participation are as follows:

1. The students made a note to the teacher's explanation.
2. The students did the right instruction of playing bingo game.
3. The students played bingo game correctly based on the rules.
4. The students answered the question given by the teacher orally.

Note:

1. The students are categorized as active students if they at least do 3 indicators of participation above.
2. The students are categorized as passive students if they do less than 3 indicators of participation above.



INSTRUCTIONAL MATERIALS**SET INDUCTION**

3. What picture is it?
4. Have you ever read the story?
5. What does the story tell us about?
6. What kind of text which tells about the story that happened in the past?

EXPLANATION**1. Nouns**

A noun is a word or group of words that refer to the name of a person, place, and thing.

Example: princess, mirror, stepmother, forest, etc.

2. Verb

A verb is a word that is usually used to express an action.

Example: ask, tell, call, swim, read, etc.

3. Adjective

An adjective refers to the word that is used to highlight qualities or give more information about a noun or pronoun.

Example: beautiful, sad, ugly, handsome, etc.

4. Adverb

An adverb is a word that describes a verb, adjective, or another adverb.

Example: happily, quickly, fast, hard, etc.

THE EXAMPLE OF NARRATIVE TEXT

Read the text below carefully.

Lutung Kasarung

Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. He had a plan to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom.

One day, Purbararang heard about it and she was very angry. "You cannot ask Purbasari to be the queen, Father. I'm older than her. It's supposed to be me, not her!" said Purbararang. But the king still chose Purbasari to be the next queen. Then, Purbararang set a bad plan with her fiance, Indrajaya. They went to the witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. "You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang. Purbasari was very sad. Now she had to stay in the jungle. She spent her time to play with the animals there.

There was a monkey who always tried to cheer her up. It was not just an ordinary monkey, he had magical power. He also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a God. His name was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, Purbasari's skin was cured and her beautiful skin was back. After that, she asked Lutung Kasarung to accompany her to go back to the palace.

Purbararang was very shocked. She knew she had to come up with another bad idea. She said, "Those who have longer hair will be the queen". The king then measured his daughters' hair. Purbasari had longer hair than Purbararang but she did not give up. "A queen must have a handsome husband. If my fiance is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari felt sad because she did not have a fiance. She knew that Purbararang's fiance, Indrajaya, was very handsome. "Here is my fiance, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward.

Purbararang was laughing very hard. "Your fiance is a monkey, hahaha". Suddenly, Lutung Kasarung turned into a handsome man. He was even more handsome than Indrajaya.

Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

(Adapted from <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>)

TASK 1

Classify the nouns, verbs, adjectives, and adverbs based on the text you have read above. Rewrite them in the following table.

No.	Nouns	Verbs	Adjectives	Adverbs

The Procedure of Playing Bingo Game

1. The teacher asks the students to work individually and distributes the bingo cards to each student.
2. The teacher reads the procedure of playing bingo game.
3. The teacher asks the students to write down the words given by the teacher on their cards randomly.
4. The teacher picks one of the calling card that cover the word's definition then reads it loudly and clearly around two times.
5. The students cross out the word on their cards if the word is appropriate with the definition.
6. The students should say "Bingo" if they have crossed five words horizontally, vertically, or diagonally.
7. The teacher asks that student to read the word and its definition to prove that the student is correct.
8. If the student makes a mistake, the game will be continued until someone becomes the winner of the game.

Master Card

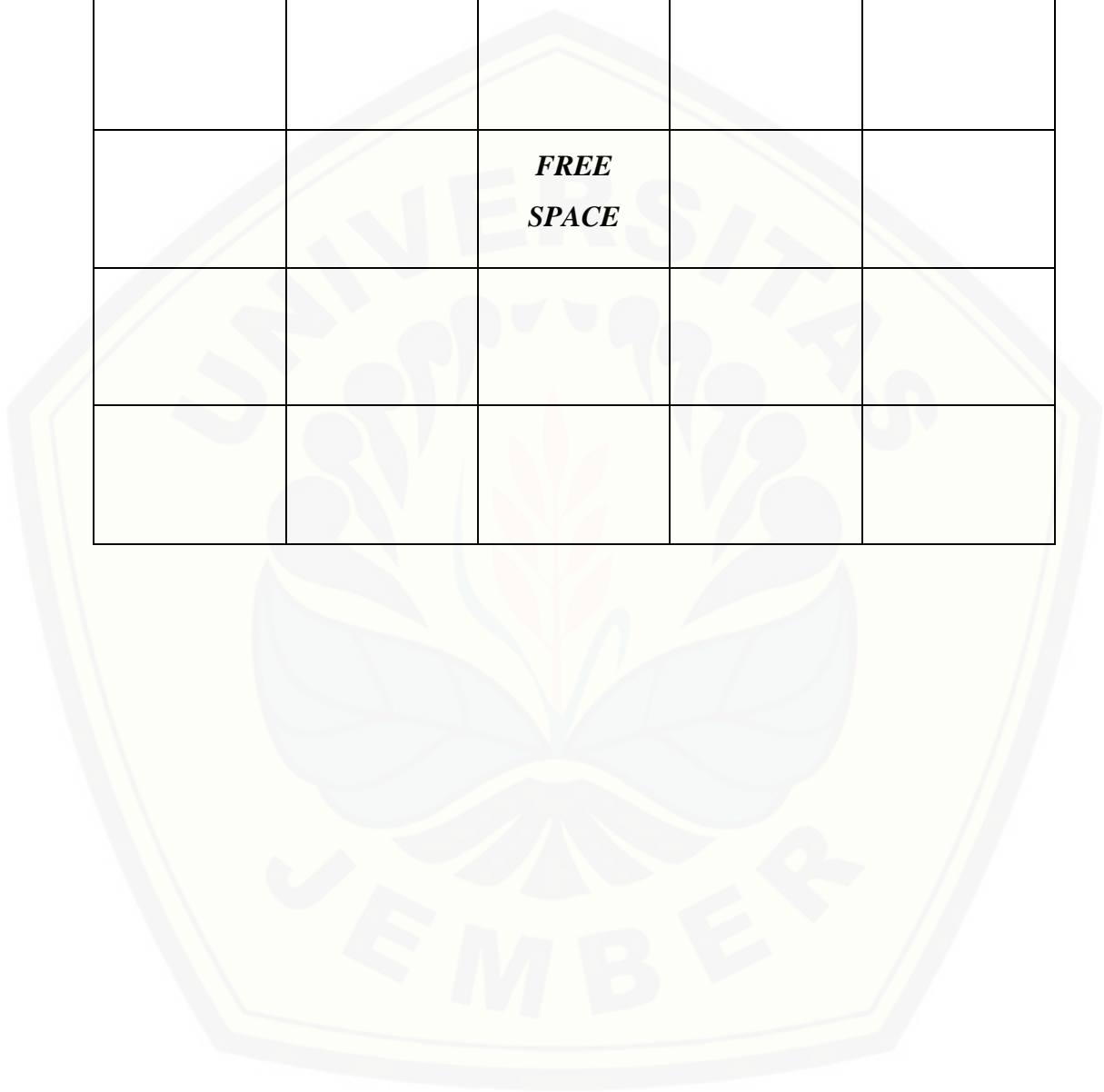
Plan Something that you intend to do or achieve.	Say Speak or say something using words.	Angry Having a strong feeling of annoyance or displeasure	Jungle An area of thick tropical forest	Amazingly Feeling very surprised
Ask Say or write something in order to get information.	Leader A person who lead a group of people.	Beautiful Having beauty.	Witch A woman who is believed have magic power.	Fiance A man who is engaged to be married.
Sad Feeling unhappy.	Spend Use time for a particular purpose.	FREE SPACE	Body The whole physical structure of human.	Power The ability to control people or things.
Accompany Travel or go somewhere with somebody.	Lake A large area of water that is surrounded by land.	Long Measuring a great length or distance.	Make Create or prepare something.	Magical Containing magic.
Idea Suggestion or opinion.	Handsome Good looking.	Small Not large in size, number, and degree.	Retire Stop doing a job.	Laugh Make a sound that show you are happy of something.

Calling Card

Something that you intend to do or achieve.	Speak about something using words.	Having a strong felling of annoyance or displeasure.	An area of thick topical forest.	Feeling very surprised.
Say or write something in order to get information.	A person who lead a group of people.	Having beauty.	A woman who is believed have magic power.	A man who is engaged to be married.
Feeling unhappy.	Use time for a particular purpose.	FREE SPACE	The whole physical structure of human.	The ability to control people or things.
Travel or go somewhere with somebody.	A large area of water that is surrounded by land.	Measuring a great length or distance.	Create or prepare something.	Containing magic.
Suggestion or opinion.	Good looking.	Not large in size, number, and degree.	Stop doing a job.	Make a sound that show you are happy of something.

Students' Card

		<i>FREE SPACE</i>		



TASK 2

Match the words in column A with the suitable definitions in column B.

Column A

1. Fiance
2. Spent
3. Amazingl
4. Magical
5. Witch
6. Lake
7. Angry
8. Accompan
9. Power
10. Laugh
11. Idea
12. Leader
13. Say
14. Make
15. Handsome

Column B

- A. Make a sound that show you are happy of something.
- B. A large area of water that is surrounded by land.
- C. Good looking.
- D. The ability to control people or things.
- E. Having a strong felling of annoyance or displeasure
- F. A person who lead a group of people.
- G. Use time for a particular purpose.
- H. Containing magic.
- I. A man who is engaged to be married.
- J. Speak about something using words.
- K. Suggestion or opinion.
- L. Feeling very surprised
- M. A woman who is believed have magic power.
- N. Travel or go somewhere with somebody.
- O. Create or prepare something.

TASK 3

Fill in the blank spaces in the sentence below based on the suitable words above.

1. He is the man I have ever met.
2. People used to think that a woman who looked odd was a
3. She got a big diamond ring from her
4. Chris has the good quality to be a in his class.
5. That is a terrible thing to
6. They say that Rose is beautiful.
7. Last Saturday, the children played in the park near the
8. Please do not be with me. It was not my fault.
9. He has the to make things very unpleasant for us.
10. Can you me to go to the market right now?

ANSWER KEY

TASK 1

No.	Nouns	Verbs	Adjectives	Adverbs
1.	King	Say	Old	Amazingly
2.	Daughter	Set	Angry	-
3.	Plan	Go	Bad	-
4.	Leader	Ask	Beautiful	-
5.	Kingdom	Spent	Sad	-
6.	Queen	Talk	Magical	-
7.	Witch	Make	Small	-
8.	Skin	Accompany	Long	-
9.	Dot	Know	Handsome	-
10.	Body	Come	Hard	-
11.	Palace	-	-	-
12.	Jungle	-	-	-
13.	Power	-	-	-
14.	Lake	-	-	-
15.	Idea	-	-	-
16.	Hair	-	-	-
17.	Husband	-	-	-
18.	Fiancé	-	-	-
19.	Laugh	-	-	-

TASK 2

- | | | |
|------|-------|-------|
| 1. I | 6. B | 11. K |
| 2. G | 7. E | 12. F |
| 3. L | 8. N | 13. J |
| 4. H | 9. D | 14. O |
| 5. M | 10. A | 15. C |

TASK 3

1. Most handsome
2. Witch
3. Fiancé
4. Leader
5. Say
6. Amazingly
7. Lake
8. Angry
9. Power
10. Accompany

The Distribution of Test Items

Task 1

No.	Type of part of speech	The total number
1.	Noun	19
2.	Verb	10
3.	Adverb	1
4.	Adjective	10

Task 2 and Task 3

No.	Type of part of speech	Number	
		Task 2	Task 3
1.	Noun	1, 5, 6, 9, 10, 11, 12	2, 3, 4, 7, 9
2.	Verb	2, 8, 13, 14	5, 10
3.	Adverb	3	6
4.	Adjective	4, 7, 15	1, 8

Scoring Rubric

No.	Task	Formula
2.	Task 2 Matching word	<i>correct answer x 4</i>
3.	Task 3 Filling the blank	<i>correct answer x 4</i>
Total score		100

Appendix 8**Vocabulary Test**

Name :

Student Number :

Time allocation : 60 minutes

I. Choose the correct answer by crossing (x) a, b, c, d, or e on the answer sheet provided.

1. your hand into the cup to see how hot the water is.
a. Take b. Dig c. Raise d. Dip e. Hold
2. We do not know whether he was *dead* or still alive. The synonym of the italic word is
- a. remained b. left c. stayed d. born e. passed away
3. Marry looks so after her mother passed away.
a. happy b. blessed c. cheerful d. friendly e. lifeless
4. George got jealous when he saw Rose talking to a guy.
a. bad b. poor c. old d. handsome e. naughty
5. Miranda has engaged with a guy. Her is a businessman.
a. fiancé b. fiancée c. friend d. husband e. colleague
6. Wild animals usually live in the
- a. city b. yard c. jungle d. town e. house
7. Many people their bikes around the street during car free day.
a. read b. ride c. use d. reach e. drive
8. I cannot much time at Amir's house because I am too busy to do my work.
a. use b. put c. take d. make e. spend
9. The witch usually has the power.
a. real b. strange c. funny d. magical e. weak
10. My mother a cake to celebrate her children's birthday.
a. mixes b. makes c. meet s d. melts e. mashes

11. The children are playing on the beach. They are laughing all the time.
 a. happily b. angrily c. jealously d. boringly e. sadly
12. Chris used to be a since he led one of the organizations in his school.
 a. leader b. keeper c. winner d. loser e. supporter
13. A murderer is a person who another person.
 a. saves b. helps c. kills d. robs e. assists
14. Her skin was as white as
 a. ice b. wall c. sugar d. paper e. snow
15. The frog into the river.
 a. falls b. puts c. takes d. stays e. lives

II. Complete the sentences below by choosing the most suitable words in the box.

lake	body	retire	kneel	safe
witch	skin	gold	take	disguise
say	long	kiss	idea	build
fall	jealous	beautiful	laugh	happily
accompany	old	amazingly	power	floor
plan	loyal	dwarf	small	royal

1. She does not a single word to me about her problem.
2. You must have the of speech so that you can be a good speaker.
3. Will the car be parked in the road?
4. He already has an about the title of his next novel.
5. John has brown and black hair.
6. Children often feel when a new baby arrives.
7. He has no plans to as an editor of the magazine.

8. She looked stunningly last night.
9. is a woman who usually wears a black pointed hat and flies on a broomstick.
10. He won a and three bronzes.
11. They have got permission to 200 new houses.
12. The heart pumps blood around the
13. I think we can live quite on our own.
14. I need you to me to the police station.
15. He tries to his accent in front of a stranger.
16. A loyalist is a person who is to the ruler or government.
17. She always makes me with her funny story.
18. I down to tie my shoes.
19. October had come and the rain was starting to
20. The meal was cheap.
21. Toba is one of the legends in Indonesia.
22. They are getting day by day.
23. Do you have any for the summer?
24. I her on both cheeks.
25. He has an apartment. It is on the third of the building.

ANSWER KEY

- I.
- | | | |
|------|-------|-------|
| 1 D | 6. C | 11. A |
| 2. E | 7. B | 12. A |
| 3. E | 8. E | 13. C |
| 4. D | 9. D | 14. E |
| 5. A | 10. B | 15. A |

II.

- | | | |
|--------------|---------------|-----------|
| 1. Say | 11. Build | 21. Lake |
| 2. Power | 12. Body | 22. Old |
| 3. Safe | 13. Happily | 23. Plan |
| 4. Idea | 14. Accompany | 24. Kiss |
| 5. Skin | 15. Disguise | 25. Floor |
| 6. Jealous | 16. Loyals | |
| 7. Retire | 17. Laugh | |
| 8. Beautiful | 18. Kneel | |
| 9. Witch | 19. Fall | |
| 10. Gold | 20. Amazingly | |

The Distribution of Test Items

I. Multiple Choice Items

No.	Type of part of speech	Number	Total number
1.	Nouns	5, 6, 12, 14	4
2.	Verbs	1, 7, 8, 10, 13, 15	6
3.	Adverbs	11	1
4.	Adjectives	2, 3, 4, 9,	4


II. Matching Items

No.	Type of part of speech	Number	Total number
1.	Nouns	2, 4, 5, 9, 10, 12, 17, 21, 23	9
2.	Verbs	1, 7, 11, 14, 15, 18, 19, 24, 25	9
3.	Adverbs	13, 20	2
4.	Adjectives	3, 6, 8, 16, 22	5

Scoring Rubric

No.	Type of test	Formula
1.	Multiple choice items	<i>correct answer x 2.5</i>
2.	Matching items	<i>correct answer x 2.5</i>
Total score		100

Appendix 9

	KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI UNIVERSITAS JEMBER FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121 Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029 Laman : www.unej.ac.id	
	24 MAR 2016	
	Nomor : 2186 / UN25.1.5 / LT / 2016 Lampiran : - Perihal : Permohonan Izin Penelitian	
	Yth. Kepala SMA NU Genteng Banyuwangi	

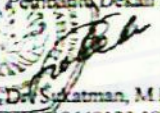
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini

Nama	: Triska Dayu Damayanti
NIM	: 120210401042
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing the Tenth Grade Students' Vocabulary Achievement on Narrative Text by Using Bingo Game at SMA NU Genteng".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.


 Dekan
 Pembantu Dekan I,
 Drs. Sohatman, M Pd
 NIP. 19640123 199512 1 001

Appendix 10

 LEMBAGA PENDIDIKAN MAARIF CABANG BANYUWANGI
SMA NU GENTENG
STATUS TERAKREDITASI NSS 302052508040 NPSN 20540169
Jalan K.H. Hasyim Asyari 157 Genteng, Banyuwangi 68465 Telepon (0333) 643940
Email: smaruglg@yahoo.co.id

SURAT PERNYATAAN TELAH MELAKUKAN PENELITIAN
Nomor : 34/429.245.300230/2016

Saya yang bertanda tangan dibawah ini :

Nama : ALI MAHFUD, S.Ag.MA.
Jabatan : KEPALA SEKOLAH
Unit Kerja : SMA NU GENTENG

Menyatakan bahwa :

Nama : TRISKA DAYU DAMAYANTI
Tempat Kuliah : UNIVERSITAS NEGERI JEMBER
Jurusan : FKIP Bahasa Inggris
NIM : 120210401042

Telah melakukan penelitian di SMA NU Genteng pada tanggal 26 – 28 Mei 2016 dengan Judul Penelitian "ENHANCING THE TENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING BINGO GAME AT SMA NAHDLATUL ULAMA GENTENG".

Demikian surat pernyataan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Genteng, 21 September 2016

Kepala SMA NU Genteng


ALI MAHFUD, S.Ag. MA.