



**IMPLEMENTING BINGO GAME TO CREATE JOYFUL LEARNING
ATMOSPHERE AND IMPROVE VOCABULARY MASTERY**

THESIS

**NOVI IK FRILYAH
120210401044**

**ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
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By:

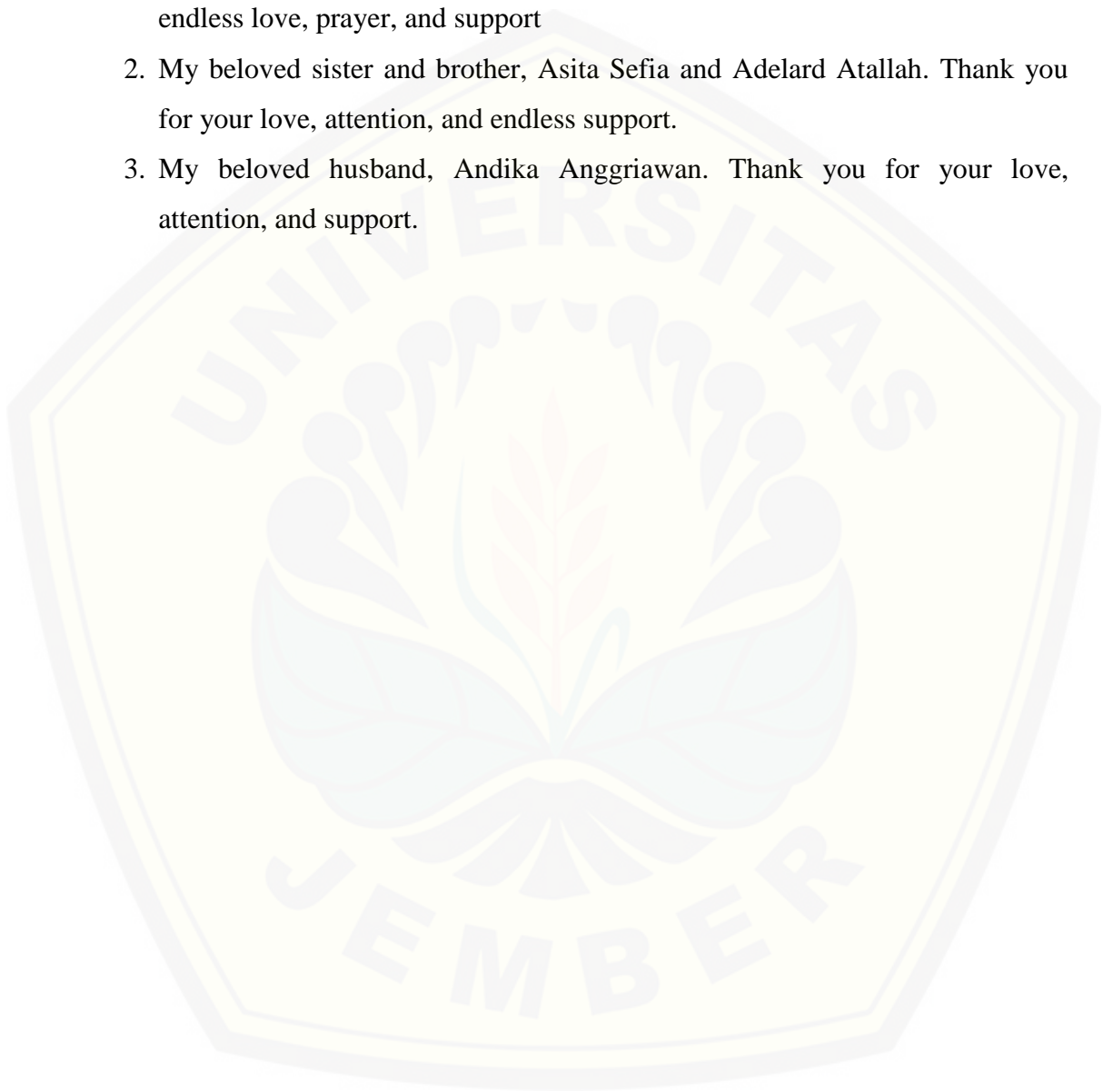
**NOVI IK FRILIYAH
NIM. 120210401044**

**ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents Sri Astutik and Umar. Thank you very much for your endless love, prayer, and support
2. My beloved sister and brother, Asita Sefia and Adelard Atallah. Thank you for your love, attention, and endless support.
3. My beloved husband, Andika Anggriawan. Thank you for your love, attention, and support.



MOTTO

“When the atmosphere encourages learning, the learning is irresistible.”

(Elizabeth Frost)



(Source: www.pinterest.com)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, June 2019

The Writer

CONSULTANTS APPROVAL

**IMPLEMENTING BINGO GAME TO CREATE JOYFUL LEARNING
ATMOSPHERE AND IMPROVE STUDENTS' VOCABULARY
MASTERY**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
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Jember University

Name : Novi Ik Friliyah
Identification Number : 120210401044
Level : 2012
Place and Date of Birth : Lumajang, April 16th, 1994
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant I

Consultant II

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 2 001

Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 004

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled, “Implementing Bingo Game to Create Joyful Learning Atmosphere and Improve Students’ Vocabulary Mastery” has been approved and accepted by The Faculty of Teacher Training and Education, Jember University on:

Day : Friday

Date : 28th June 2019

Place : The Faculty of Teacher Training and Education

The Examination Committee:

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001

Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 004

Member I

Member II

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 2 001

Drs. Sudarsono, M.Pd.
NIP. 19640321 199203 1 002

Acknowledged by
The Faculty of Teacher Training and Education
The Dean,

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

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In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people.

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2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
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Finally, I expect that this thesis will provide some advantages for the writer as well as the readers. However, I do realize that it is still far from being perfect. Therefore, constructive critics and suggestions will be fully appreciated.

Jember, June 2019

The writer

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SUMMARY

Implementing Bingo Game to Create Joyful Learning Atmosphere and Improved Vocabulary Mastery; Novi Ik Friliyah, 120210401044; 2019; 62 pages; English Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education Jember University.

In English Language Teaching (ELT), selecting appropriate teaching methods has become an important issue. With appropriate teaching method, the target of learning will be effectively achieved. Bingo game is one of the classic games that are recommended and suitable to teach vocabulary in a fun way and can be played in a group or individually to maximize the acquisition of vocabulary and increase students' participation in the classroom. For junior high school students, acquiring vocabulary is fairly difficult. Based on the result of interview with the English teacher at SMPN 2 Yosowilangun, it was revealed that students' mastery of vocabulary was poor as indicated by their difficulties in understanding the meanings of unfamiliar words and in memorizing new words. Also, students had low motivation in learning vocabulary as indicated by their reluctance to memorize the unfamiliar words they heard and read. Hence, the researcher conducted this research in order to overcome the problems through bingo game as an alternative media in teaching learning of vocabulary.

The objectives of this research were: (1) To describe the joyful learning atmosphere in the process of learning vocabulary by implementing bingo game in a junior high school and (2) To report the junior high school students' mastery of vocabulary after the implementation of action using bingo game in a junior high school. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) planning, (2) implementing, (3) observing, and (4) reflection. In conducting this research, the researcher involved the English teacher as the collaborator. The researcher did the teaching process, while the English teacher as the observer. The data collection methods in this research were the students' vocabulary test result and observation.

Based on the result of data analysis and discussion, there are two thing that can be concluded. Firstly, the fun activities during the implementation of bingo game in the process of teaching and learning can create joyful learning

atmosphere for the students. Secondly, the implementation of bingo game could not achieve the criteria of success of this research because of some limitation. The achievement improved 25% from 32.14% in preliminary study to 57.14% in cycle 1. Meanwhile, the outcomes of students' vocabulary achievement after the implementation of bingo game still experienced an enhancement from their previous score. The research gives some suggestion in order to give empirical and practical contributions. Empirically, the result of this research can be used as a source of information for further researchers who want to conduct a further research dealing with the implementation of bingo game by using the same or different research design such as experimental or descriptive research, with different language skills for different level of subjects and schools. Practically, through the findings of this study, English teachers are suggested to use bingo game as an alternative teaching media to teach vocabulary to help the students to understanding the meanings of unfamiliar words, memorizing new words, and create a different atmosphere in the class to increase the students' motivation to increase the students' motivation to learn vocabulary.

CHAPTER 1 INTRODUCTION

This introductory chapter gives readers' information about the issue of investigation, claims on the importance of investigating the issue, the research gap and focus, the research question(s), and the research contributions.

1.1. Research Background

In English Language Teaching (ELT), selecting appropriate teaching methods has become an important issue. With appropriate teaching method, the target of learning will be effectively achieved. In teaching vocabulary, for example, bingo game is one of the classic games that are recommended and suitable to teach vocabulary in a fun way (Sasson, 2007). The steps of bingo game can attract the students' attention and their involvement in the teaching and learning process. In addition, bingo game has been a popular teaching method because many people know how to play it (Peterson, 2006). This game can be played in a group or individually to maximize the acquisition of vocabulary and increase students' participation in the classroom.

To examine the effectiveness of Bingo game, a number of previous studies have been conducted. In the last five years, previous researchers have investigated the effectiveness of bingo game in the teaching of vocabulary. Findings of the previous studies revealed that bingo game could help the students memorize and understand new words easily (Febriyansyah, 2016), could improve the students' vocabulary achievement and their active participation. Also it is proved the theory of bingo game could help the students to enlarge their vocabulary (Damayanti, 2016), and proved the theory that bingo game can improve the students' ability to use adjective effectively (Asdar, 2018).

For junior high school students, acquiring vocabulary is fairly difficult. Based on the result of interview with the English teacher at SMPN 2 Yosowilangun, it was revealed that students' mastery of vocabulary was poor as indicated by their difficulties in understanding the meanings of unfamiliar words and in memorizing new words. Because of this, the mean score in vocabulary test was 57.8 while the

percentage of students who achieved the minimum standard score 70 was 32.14 % students or 9 from 28 students. In addition, the teaching and learning process of vocabulary still applied the conventional method that made students get bored easily. In the learning process, the teacher gave explanation, asked them to do the exercises by asking them to find the meanings of difficult words in the dictionary and asked them to memorize words. Thus, students had low motivation in learning vocabulary as indicated by their reluctance to memorize the unfamiliar words they heard and read.

Based on the phenomena described above, the researcher in collaboration with the English teacher tried to solve the students' problems in learning and acquiring vocabulary through bingo game. The present study applied a classroom action research to optimize the teaching and learning process of vocabulary in a fun way through bingo game and to solve the students' problems in learning and attaining English vocabulary. To sum up, this action research examined how fun activities through bingo game could create joyful learning atmosphere and help junior high school students learn and increase vocabulary mastery.

1.2. Research Problems

This action research was focused to answer two research questions in the following.

1. How can fun activities through bingo game create joyful learning atmosphere in the teaching of vocabulary in junior high school?
2. How are the outcomes of learning after bingo game has been implemented in the teaching of vocabulary in a junior high school?

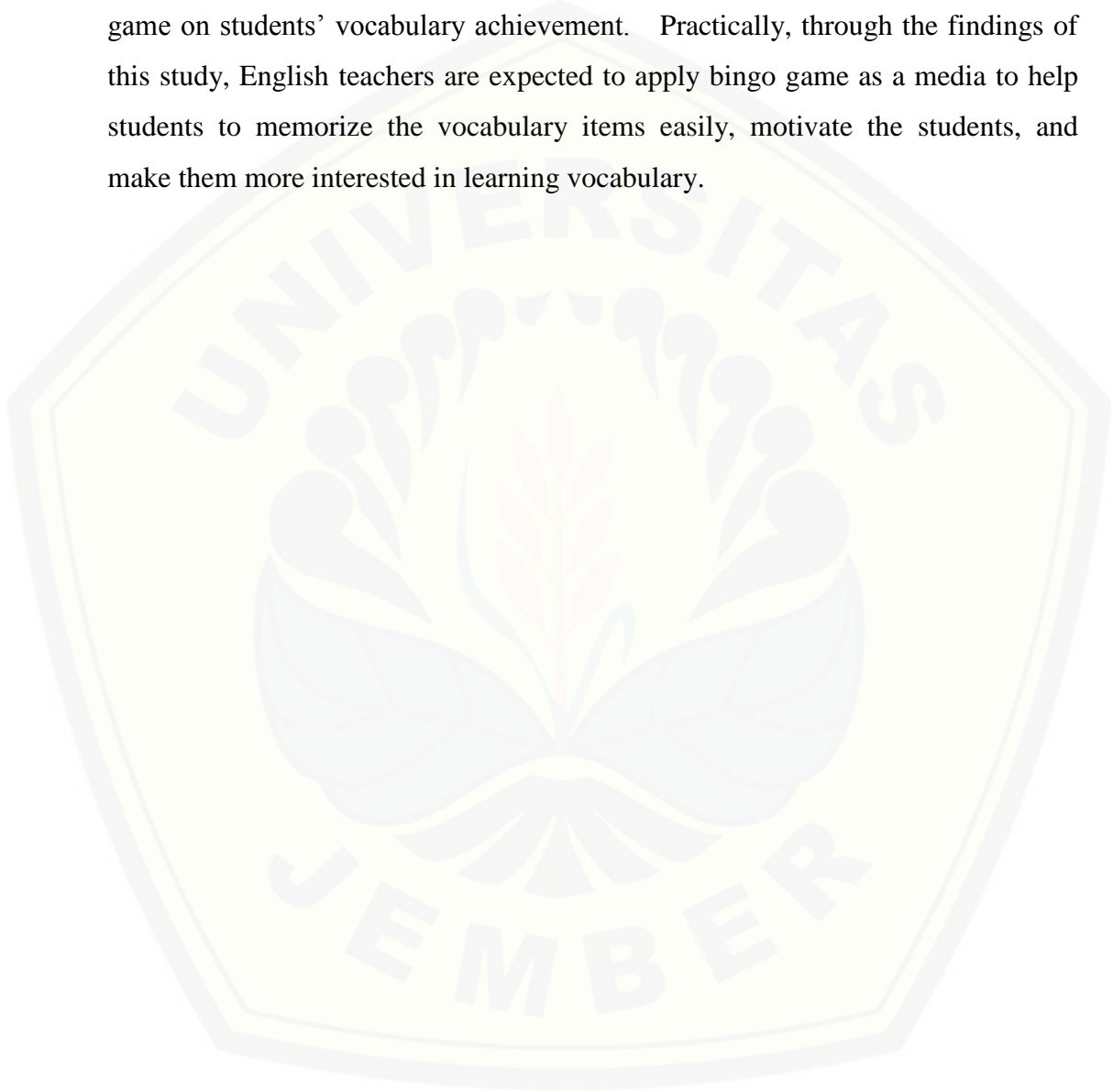
1.3. Research Objectives

Based on the research questions above, the objectives of the research were as follows.

1. To describe the joyful learning atmosphere in the process of learning vocabulary by implementing bingo game in a junior high school.
2. To report the junior high school students' mastery of vocabulary after the implementation of action using bingo game in a junior high school.

1.4. Research Contribution

The results of this research are expected to give empirical and practical contributions. Empirically, it is expected that the results of this research are useful for other researchers who want to conduct a further research dealing with different research design, such as an experimental research to examine the effects of bingo game on students' vocabulary achievement. Practically, through the findings of this study, English teachers are expected to apply bingo game as a media to help students to memorize the vocabulary items easily, motivate the students, and make them more interested in learning vocabulary.



CHAPTER 2

LITERATURE REVIEW

This chapter deals with some theories related to the research problems. They are theoretical framework, conceptual framework, and previous studies

2.1. Bingo Game as Media in Teaching Vocabulary

According to Johnson (1997), employing various media may help the students to utilize the memory and motivate them during language learning process. In the teaching and learning process of English, the presence of ELT media is one of the important factors that can facilitate language learners develop their English skills.

In the cone of experience diagram, model simulation of real life experience is memorable rather than reading and listening to the teachers' lecture or explanation (Dale, 1969). Additionally, he revealed that involving the students' experience using their sensory in the learning process has a better chance for the students to remembered and understood. This kind of learning can be achieved by employing media in teaching learning process. Thus, employing media is important to involve the students to the effective learning situation.

Bingo game is one of an important media in the teaching of vocabulary. The original type of bingo game comes from Italian people named Lo Giuoco del Lotto D'Italia. Bingo is one of the games that can be used to teach vocabulary in the classroom. This game can be used as a tool to learn vocabulary in educational field. It is in line with the statement from Uchida (2003) claiming that bingo game is an interesting tool which is used to introduce, revise, and reinforce new vocabulary.

According to Kavaliauskiene (2000), bingo game applies learner-centered approach in which the students should prepare the work by themselves. In other words, when the students play this game, the students can choose the words based on their preference. In addition, Lopez (2006) states that bingo game is a game which lets the whole class or small groups play. The teacher can serve as the caller, or students can take turns serving as the caller. The caller calls out the

definition, then the players have to determine if their bingo card has the word that matches the definition. Richardson et al (2009) said that bingo Game is for the whole class that encourages students to study and review their vocabulary words. Thus, bingo game can be applied in order to make the students enjoy and excited during the teaching and learning process of vocabulary.

There are some types of bingo game that can be applied to teach vocabulary in the classroom, they are picture Bingo and Definition Bingo. In this research, the researcher used picture bingo because it is more suitable for students of Junior High School. 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 5 x 5 and there are twenty four words in the card.

2.2. Vocabulary Mastery in ELT

Vocabulary takes such a fundamental role in mastering English as a foreign language. There are some definitions of vocabulary proposed by some experts. Richard and Schmidt (2002, p. 580) define vocabulary as "a set of lexemes, including single words, compound words and idioms". Moreover, Hatch and Brown (1995) define vocabulary as a list or set of words for a particular language or words that individual speakers of language might use. 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.

According to Hatch and Brown (1995), vocabulary can be classified into two types; they are small and large vocabulary. Small vocabulary includes prepositions, conjunctions, determiners and pronouns. Conversely, large vocabulary carries a high information load such as nouns, verbs, adjectives and adverbs. This research will focus on large vocabulary which covered nouns, verbs, adjectives and adverbs.

According to the 2013 curriculum, vocabulary learning is integrated with four language skills. As the language component, it acts to help students master the language skill. Since the vocabulary is not taught individually, it will be integrated with the teaching of reading, writing, speaking and listening skills. In this research, teaching vocabulary through bingo game is integrated with the teaching of reading skill. The researcher prepared a certain text and asked the students to read it. From the text, the researcher chose some vocabularies and those vocabularies will be used when the students plays bingo game.

According to Lopez (2006) the procedures in playing bingo game is described as follows: (1) students can make bingo cards by dividing a piece of paper into five rows and five columns (Depending on the command of the teacher) with one free space box where students can determine the position of their free space box; (2) All vocabularies and definitions are written on strip of paper and put in a container; (3) Caller pulls the strip from the container, then read the definition; check the word from the list; (4) The students will cross the correct answer according to the column that definition read out by the caller; (5) The first group to get “Bingo” wins the game.

2.3. How Bingo Game Helps Students Learn and Acquire Vocabulary

In the teaching of English as a foreign language, the first thing that has to be mastered by the students is vocabulary. All of the four language skills will be easily reached if the students understand the meaning of the words or vocabulary well. It is in line with Thornburry (2002) statement that nothing can be conveyed without vocabulary. Therefore, vocabulary is one of the essential parts of language which are taught for the students.

As it is stated in Chapter 1, acquiring vocabulary is fairly difficult for junior high school students. The students had difficulties in understanding meanings of unfamiliar words and in memorizing new words. Hence, they had low motivation in learning vocabulary. It is affected by the conventional method that still applied in the teaching and learning process.

In the context of this study, bingo game serves as a mean to help students learn and acquire vocabulary. Games can be modified into attractive teaching aids

and the students will be motivated as well. In addition, by applying bingo game the students will create a sense of curiosity about how does the game work, what are the advantages of the game, and is it interesting or not. Thus, the students will study carefully and they will feel a different atmosphere, yet still fun. Further, bingo game can be used as one of interesting activities to review their vocabulary during the teaching and learning process. It can attract the students' attention and their involvement in the teaching and learning process. Students can learn how to work and cooperate as a group and also learn how to appreciate each other. Additionally, students can enjoy fun and joyful learning since game can create different environment in the class. Besides, bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it. Because of that students will be lured to become more active in the classroom. The teacher can also increase the students' spirit and motivation by giving a reward for winner of the game. In consequence, bingo Game that serves many attractive and fun learning is proposed to help the teacher in teaching vocabulary.

2.4. Previous Studies on the Use of Bingo Game in Vocabulary Learning

The previous studies related to the issue of using games for teaching vocabulary are summarized in the following. First, Febriyansyah (2016) conducted an action research in improving the students' vocabulary mastery through bingo game. The participants were 28 students of X IIS 3 of SMAN 4 Purworejo. The research findings showed that vocabulary mastery of most students improved after bingo Game was used in the teaching and learning process. It showed that the mean of students' vocabulary score in the pre-test and post-test (64.3 to 89.1). The students' involvement and classroom interaction during the implementation of the game were improved. It was showed in students' enthusiasm during the game. They tried to be the first winner and it raised the competitiveness among them. In addition, the implementation of bingo game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery improved through the implementation of bingo game.

Next, Damayanti (2016) conducted an action research in enhancing the students' vocabulary achievement by using bingo game at SMA NU Genteng. It aimed to solve the students' problem in vocabulary and to improve their vocabulary achievement. The findings showed that bingo game could improve the students' vocabulary achievement and their active participation. Also it is proved the theory of bingo game could help the students to enlarge their vocabulary.

Last, Asdar (2018) conducted a research entitled "Improving the Students' Ability to Use Adjective through Bingo Game at the Second Year of SMP Buq'atun Mubarakah Gombara Makassar". The design of the research is quasi experimental design where VIII A which consists of 20 students will be in experimental group and VIII B which consist 20 students will be in the controlled group. It aimed to find out whether or not the bingo game can improve students' ability to use adjective effectively. The result of the data indicated there was a significant difference between students' post-test in experimental and controlled class. The findings of this study proved that bingo game can improve the students' ability to use adjective effectively.

From those previous studies above, there were similarities with this present research that is discussing about the use of bingo game in teaching vocabulary. Nevertheless, there are some distinctions between those previous researches and this research. The first is about the research context and the research participants. The previous researches involved senior high school students and seventh grade students of junior high school. This research involved VIII B students of SMPN 2 Yosowilangun as the research participants. Further, those previous researches did not investigate the contribution of bingo game to create a joyful learning for the students. This study investigated the contribution of bingo game to create a vocabulary joyful learning atmosphere.

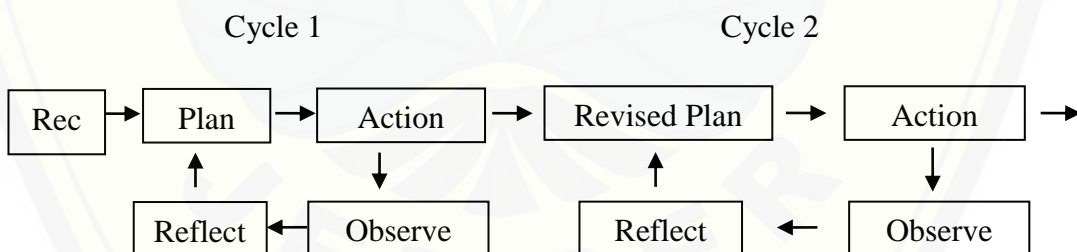
CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the methodology that will be used in conducting the study. It discusses the research design, research context, research participants, data collection method and data analysis method. Each part will be presented in the following explanations respectively.

3.1. Research Design

The presents study designed as action research with intention to optimize the teaching and learning process of vocabulary in a fun way through bingo game and to know whether there are some improvements or changes in the students' outcomes of learning after bingo game has been implemented in the teaching of vocabulary in this school. The present study follows the cycle model of action research proposed by Kemmis and Mc Taggart covering the activities of reconnaissance, planning, implementing the action, observing, and reflecting. The design of this research illustrated in the following diagram.

Diagram 3.1 The Design of Classroom Action Research Model



Note: Rec : Reconnaissance

(Adapted from Kemmis and McTaggart, 1992:19)

Based on Diagram above, the detail procedures in conducting this action research described in the following.

1. Reconnaissance or fact finding was done by interviewing the English teacher, conducting classroom observation to know the students' problems and checking the students' previous scores in vocabulary.

2. Planning the action by constructing lesson plan for cycle 1, the researcher prepared the observation guide in each meeting (it should be in the form of field notes), and constructing a vocabulary test
3. Implementing the action, it was done based on the lesson plan constructed and follows the schedule of English. In this action, the researcher taught vocabulary integrated with reading by implementing bingo game.
4. Observing the classroom activity. In this step, the English teacher observed the teaching learning process of vocabulary by implementing bingo game while the researcher did the action.
5. Conducting a vocabulary test that covers 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 classroom observation and vocabulary test in cycle 1.

3.2. Research Context

The present study was conducted in SMPN 2 Yosowilangun. There were several reasons for conducting action research in this school. First, the eighth-grade students' experienced difficulties in vocabulary mastery. Second, the English teacher has never applied bingo game during the teaching and learning process of English. Last, the school principal and the English teacher give permission to the researcher to conduct action research collaboratively with the English teacher.

3.3. Research Participants

The students from the VIII B class of SMPN 2 Yosowilangun (28 students) were selected to be the research participants. The researcher chose this class based on the suggestions from the English teacher because it was revealed that students' mastery of vocabulary was poor as indicated by their difficulties in understanding the meanings of unfamiliar words and in memorizing new words. Meanwhile, the mean score in vocabulary test was 57.9 while the percentage of students who achieved the minimum standard score 70 was 32.14% (9 of 28) students.

3.4. Data Collection Method

There are two kinds of data that were gathered in this present study: qualitative data and quantitative data. The qualitative data were in the forms of descriptive notes to describe how fun activities were through bingo game. It explained how bingo game could create the joyful learning atmosphere in the process of learning vocabulary. This data were gathered through observation. The quantitative data were in the forms of students' scores of vocabulary test.

3.4.1 Observation

In this research, observation was used to collect data/evidence that helped to explain how fun activities through bingo game create joyful learning atmosphere in the process of teaching and learning vocabulary. In this observation, the observer made important notes on students' behaviors in the teaching learning process of English.

3.4.2 Vocabulary Test

Vocabulary test were administered to measure the students' vocabulary achievement. According to Hughes (2003), achievement test is designed to establish how successful individual or group of students have been in achieving objectives. The achievement test was administered after the action to know the students' vocabulary achievement. In this research, the vocabulary test was focused on large vocabulary items covering nouns, verbs, adjectives, and adverbs in the forms of multiple choice. Multiple choice is the most popular method of testing a vocabulary knowledge for its practicality (Brown, 2003).

3.5. Data Analysis Method

The result of the observation containing notes about students' behaviors during the process of teaching vocabulary by implementing bingo game were analyzed qualitatively. They were analyzed thematically through the process of coding, categorizing, and interpreting the data in order to answer the first research question. The results of analysis were reported descriptively.

The results of the vocabulary test were analyzed quantitatively. The following formula was used to calculate students achieving the standard score.

$$S = \frac{R}{N} \times 100\%$$

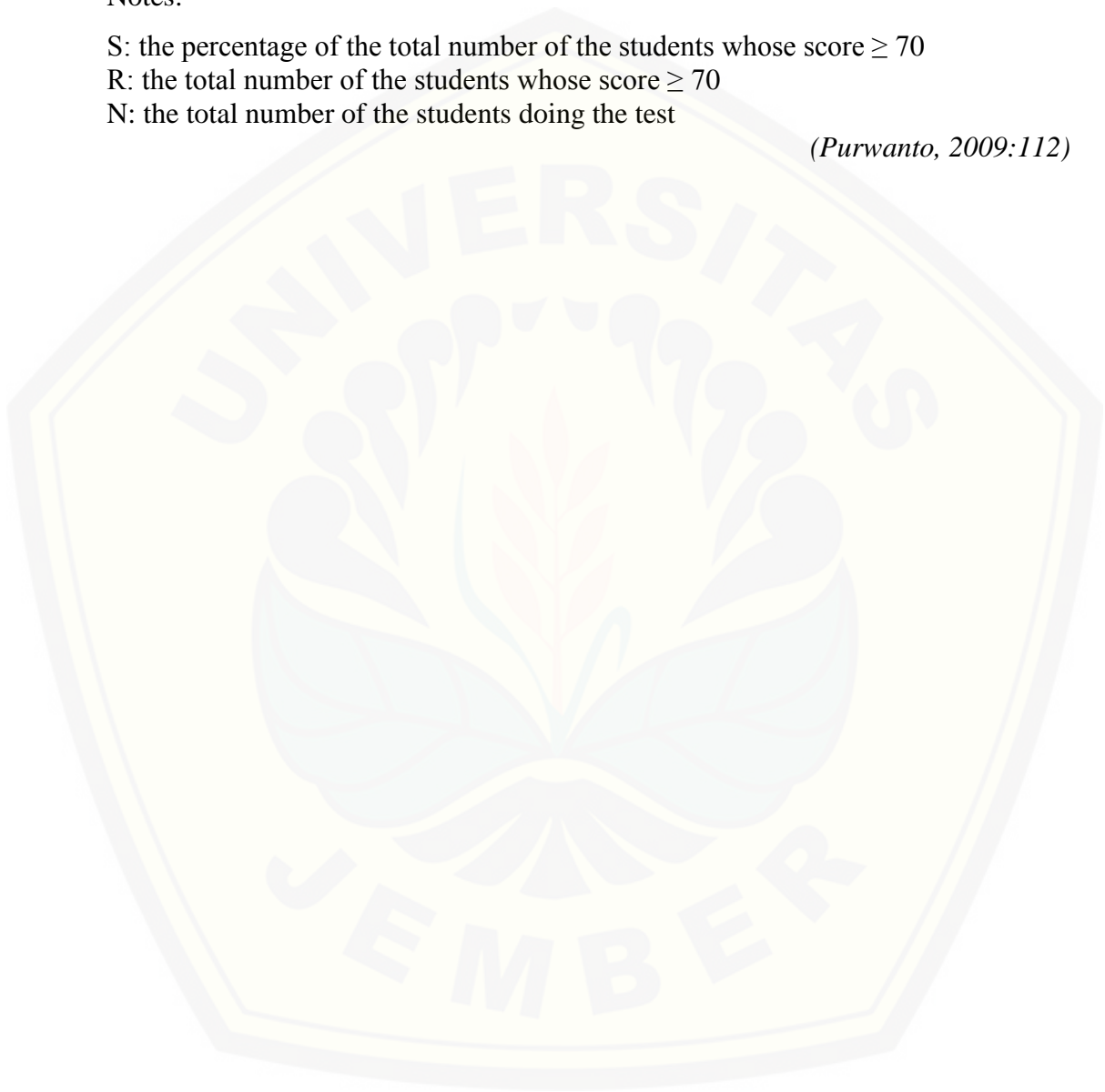
Notes:

S: the percentage of the total number of the students whose score ≥ 70

R: the total number of the students whose score ≥ 70

N: the total number of the students doing the test

(Purwanto, 2009:112)



CHAPTER 5

CONCLUSION AND SUGESTION

This chapter presents the conclusion and suggestion. The suggestions are expected to give empirical and practical contribution.

5.1 Conclusion

Based on the result of data analysis and discussion, there are two thing that can be concluded. Firstly, the fun activities during the implementation of bingo game in the process of teaching and learning can create joyful learning atmosphere for the students. Secondly, the implementation of bingo game could not achieve the criteria of success of this research because of some limitation. The achievement improved 25% from 32.14% in preliminary study to 57.14% in cycle 1. Meanwhile, the outcomes of students' vocabulary achievement after the implementation of bingo game still experienced an enhancement from their previous score.

5.2 Suggestion

Considering the result of this research, some suggestions were proposed in order to give empirical and practical contributions.

1. Empirically, the result of this research can be used as a source of information for further researchers who want to conduct a further research dealing with the implementation of bingo game by using the same or different research design such as experimental or descriptive research, with different language skills for different level of subjects and schools.
2. Practically, through the findings of this study, English teachers are suggested to use bingo game as an alternative teaching media to teach vocabulary to help the students to understanding the meanings of unfamiliar words, memorizing new words, and create a different atmosphere in the class to increase the students' motivation to learn vocabulary.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Implementing Bingo Game to Create Joyful Learning Atmosphere and Vocabulary Mastery	<p>1. How can fun activities through bingo game create joyful learning atmosphere in the teaching of vocabulary in junior high school?</p> <p>2. How are the outcomes of learning after bingo game has been implemented in the teaching of vocabulary in a junior high school?</p>	<p>Independent Variable: bingo game in the teaching learning process of vocabulary</p> <p>Dependent Variable: a. The students' learning atmosphere b. The students' vocabulary achievement</p>	<p>a. Asking the students to read a descriptive text and find new vocabulary from the text given by the teacher</p> <p>b. Asking the students to play bingo in the classroom</p> <p>c. Asking the students to do the exercises individually.</p> <p>The students' vocabulary achievement test score covering: a. Nouns b. Verbs c. Adjectives d. Adverbs</p>	<p>1. Participant of the research: Grade VIII-B students of SMPN 2 Yosowilangun</p> <p>2. Informant and collaborator: The English teacher of grade VIII-B of SMPN 2 Yosowilangun</p> <p>3. Documentation: a. Names of the participants b. The participants' previous score</p>	<p>1. Research Design: A classroom action research with the cycle model. The stages of each cycle are: - Planning - Implementing the action - Observing - Reflecting <i>(Kemmis, 1992)</i></p> <p>2. Research Area Determination method: Purposive method</p> <p>3. Research Subject Determination Method: Purposive method</p> <p>4. Data Collection Method: - Observation - Vocabulary test</p> <p>5. Data Analysis Method: - The result of the observation will be analyzed qualitatively. - The result of the vocabulary test will be analyzed by using this formula.</p> $S = \frac{R}{N} \times 100\%$ <p>Notes: S: the percentage of the total number of the students whose score ≥ 70 R: the total number of the students whose score ≥ 70 N: the total number of the students doing the test <i>(Purwanto, 2009:112)</i></p>

APPENDIX B**DATA INSTRUMENTS****I. Interview Guide**

No	Question	Answer
1.	What curriculum is used at this school	Curriculum 2013
2.	What does the minimum requirement score of English at this school?	It is 70.
3.	In what class do you teach English?	The entire Eighth grade. From VIII A – VIII F
4.	From those classes, which class has the lowest score on vocabulary?	VIII B has the lowest score among those classes.
5.	What are the students' difficulties in vocabulary?	The students experienced difficulties in understanding unfamiliar words, memorizing new words, and most of the students did not actively participated during the class.
6.	How do you teach vocabulary in teaching learning process?	I usually used drilling technique, then I asked the students to do the exercise and discuss it together with the students
7.	What kind of media did you use to teach vocabulary?	Sometimes I used picture as a media. I showed the pictures, then asked the students to mention the meaning of the picture
8.	Have you ever used bingo game to teach vocabulary? Why not?	No, I have not. Because I do not know the steps of using bingo game.

II. Documentation

No	The Data Taken	Data Resource
1.	The students' previous scores	School Documents
2.	The students' initial names	

APPENDIX C

The VIII B Students' Previous Scores in Vocabulary

No	Students' Initial Name	Score	Achieve	Not Achieve
1	AAW	60		✓
2	AJF	70	✓	
3	AAR	50		✓
4	AH	60		✓
5	AJI	70	✓	
6	B	70	✓	
7	DW	75	✓	
8	DDA	60		✓
9	FBA	35		✓
10	HM	35		✓
11	IW	70	✓	
12	IS	75	✓	
13	IM	60		✓
14	LH	35		✓
15	MIEP	45		✓
16	MAI	60		✓
17	MAIC	70	✓	
18	MLS	45		✓
19	MS	65		✓
20	MFAH	65		✓
21	MRS	50		✓
22	MRF	50		✓
23	NF	55		✓
24	NS	55		✓
25	NPW	45		✓
26	NH	70	✓	
27	PYDA	70	✓	
28	RAS	50		✓
Total		1620/28 = 57,8	9	19
Formula	$S = \frac{R}{N} \times 100\%$		32.14	67.85

APPENDIX D

LESSON PLAN
(Meeting 1)

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Lang. Component	: Vocabulary integrated with reading
Text type	: Descriptive Text
Theme	: People
Time allocation	: 2 x 40 minutes

A. Core Competence

- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1	Identifying the language features of descriptive text.
4.11	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1	Finding the difficult words in the descriptive text
		4.11.2	Classifying the nouns, verb, and adjective in descriptive text
		4.11.3	Finding the meaning of unfamiliar words

C. Learning Objectives

After joining the class the students are expected to:

1. Identify the language features of descriptive text
2. Find the difficult words about descriptive text
3. Classify the words into noun, verb, and adjective from the descriptive text
4. Finding the meaning of unfamiliar words

D. Materials : Enclosed

E. Media : Picture Bingo Game

Learning Sources : <http://www.englishindo.com/2015/07/contoh-descriptive-text.html>
<http://www.sekolahoke.com>

F. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ul style="list-style-type: none"> - Greeting the students - Checking students' attendance list - Starting the lesson with praying - Giving leading question related to the topic - Showing the picture relates on the topic - Stating the learning objectives 	5 minutes
Main Activity	Observing <ul style="list-style-type: none"> - The students are asked to observe the vocabulary from the descriptive text given. 	3 minutes
	Questioning <ul style="list-style-type: none"> - The teacher stimulates the students to question about another vocabulary related to the topic 	2 minutes
	Experimenting <ul style="list-style-type: none"> - The students are asked to classify the words into nouns, verbs, and adjectives from the descriptive text in groups - The teacher show the steps of playing vocabulary bingo - The students play vocabulary bingo related to the topic in groups - The students are asked to do the exercises individually 	58 minutes
	Associating <ul style="list-style-type: none"> - The teacher checks the student's answers together with the class 	5 minutes
	Communicating <ul style="list-style-type: none"> - The teacher gives feedback to the students. 	2 minutes
Closure	<ul style="list-style-type: none"> - Giving the students the chance to ask question. - Guiding the students to make conclusion - Stating the conclusion. - Parting the students. 	5 Minutes

Jember, 10 June 2019

Collaborator

Researcher

Inuk Puspitanti, S.Pd.
NIP. 19700522 20064 2 004

Novi Ik Friliyah
NIM. 120210401044

INSTRUCTIONAL MATERIALS

1. Leading Questions

- What do you call someone who makes content in YouTube?
- Who is the famous magician that becomes YouTuber in Indonesia?



- How does he look?
- What text that described about a person?

2. Main Activities

Descriptive text is a text that describes what a person, an animal, places, or a thing is like. The social function is to describe and reveal a person, an animal, places, or thing. The Generic Structures of descriptive text are identification (identify the phenomenon to be described) and description (describing the phenomenon in parts, and qualities, or/and in details). The language features are focus on specific participant, use of adjectives, and use of simple present tense.

The Example of Descriptive Text.

Title	Dedy Corbuzier
Identification	<p>Dedy Corbuzier is an Indonesian magician, presenter, and youtuber. His full name is Deodatus Andreas Deddy Cahyadi Sunjoyo. He was born on December 28, 1976 in Jakarta.</p> <p>Deddy has no hair, he is a <i>bald</i> men. He has a pointed nose. Deddy also has a muscular body. His height is about 181 and 74 kg for his weight. He is a <i>smart</i> person. He likes sharing his daily life, motivation and some jokes in his YouTube channel.</p>
Decription	
Note	B = Present Tense <i>I = Adjectives</i>

Read the following text carefully!

ATTA HALILINTAR

Muhammad Attamimi Halilintar was born on November 20, 1994 in Dumai. He is better known as Atta Halilintar. He is a young businessman, youtuber, and presenter.

Atta has a slim and tall body. He has a rectangle face with two slanting eyes. He also has a unique appearance. He always painted his hair. Sometimes he painted it with blue, green, or yellow color. In every video, he always uses a headband around his head. He is a cheerful, friendly, and humorous person. Atta likes to share videos every day. His videos mostly about prank, visiting a public figure's house, and travelling around the world. Although he is from a rich family and already becomes a successful businessman and youtuber, he is still down to earth.

Task 1

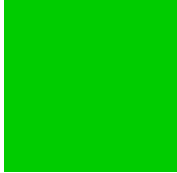























Classify the nouns, verbs, and adjectives based on the text you have read above. Rewrite them in the following table.

No.	Nouns	Verbs	Adjectives

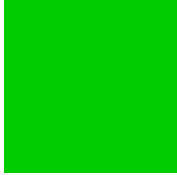
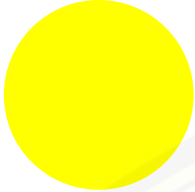






















The Procedure of Playing Vocabulary Bingo Game

1. The teacher gives handout consists of 25 empty boxes to each group. The students determine where their free space will be and write the word "Free" in one of the spaces on the card.
2. Every group has to fill every box with the words in any order, one in each box, with vocabularies about describing people that written on the whiteboard given by teacher.
3. After all groups fill in the boxes, All the vocabulary pictures are put in a container. The teacher will pick it randomly and show the picture.
4. The students highlight the word that matches the picture. When students have five across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins!
5. Have students read out the words that gave them bingo, checking that you actually show the picture for those words

Master Card

<p>Green</p> 	<p>Yellow</p> 	<p>Blue</p> 	<p>Headband</p> 	<p>House</p> 
<p>Humorous</p> 	<p>Magician</p> 	<p>Presenter</p> 	<p>Youtube</p> 	<p>Muscular</p> 
<p>Rich</p> 	<p>Pointed nose</p> 	<p>Free Space</p>	<p>Slanting eyes</p> 	<p>Slim</p> 
<p>Cheerful</p> 	<p>Family</p> 	<p>Travelling</p> 	<p>Rectangle face</p> 	<p>Tall</p> 
<p>Smart</p> 	<p>Family</p> 	<p>Shy</p> 	<p>Video</p> 	<p>Arrogant</p> 

Calling Card

				
				
		Free Space		
				
				

Students' Card

		Free Space		

Task 2

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

A		B	
1. House	.....	a. YouTube content creator	
2. Paint	.....	b. A building for living in	
3. Family	.....	c. To go and see someone and <u>spend</u> some time with them	
4. Youtuber	.....	d. A <u>group</u> of <u>people</u> who <u>live</u> together and are <u>related</u> to one another	
5. Visit	.....	e. To put paint onto something to <u>change</u> its <u>color</u>	

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

A		B	
6. Slim	.....	f. Rich	
7. Short	.....	g. Flatted	
8. Arrogant	.....	h. Friendly	
9. Poor	.....	i. Curvy	
10. Pointed	.....	j. Tall	

Task 3

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

1. He has a _____ body, because he likes to go to the gym.
2. People always laugh because of her jokes. She is a _____ person
3. An athlete will use a _____ to keep his hair or sweat to go down to his eyes.
4. Ana is little bit _____. Her weight is 60kg. Now, she is on diet to get a slim body
5. He like to _____ around Indonesia

Curvy	Travelling	Muscular	Humorous	Headband
-------	------------	----------	----------	----------

Answer Key

Task 1

No	Nouns	Verbs	Adjectives
1.	Businessman	Born	Better
2.	Youtuber	Know	Young
3.	Presenter	Paint	Slim
4.	Body	Always	Tall
5.	Face	Use	Rectangle
6.	Eye	Like	Slanting
7.	Appearance	Share	Unique
8.	Color	Visiting	Straight
9.	Hair	Travelling	Cheerful
10.	Headband	Still	Friendly
11.	Head	-	Humorous
12.	Person	-	Rich
13.	Family	-	Successful

Task 2

No	Answer
1.	B
2.	E
3.	D
4.	A
5.	C
6.	I
7.	J
8.	H
9.	F
10.	G

Task 3

No	Answer
1.	Muscular
2.	Humorous
3.	Headband
4.	Curvy
5.	Travelling

APPENDIX E

LESSON PLAN

(Meeting2)

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/Odd
Lang. Component	: Vocabulary integrated with reading
Text type	: Descriptive Text
Theme	: Tourism Place
Time allocation	: 2 x 40 minutes

A. Core Competence

- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1	Identifying the language features of descriptive text.
4.11	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 4.11.2 4.11.3	Finding the difficult words in the descriptive text Classifying the nouns, verb, and adjective in descriptive text Finding the meaning of unfamiliar words

C. Learning Objectives

After joining the class the students are expected to:

1. Identify the language features of descriptive text
2. Find the difficult words about descriptive text
3. Classify the words into noun, verb, and adjective from the descriptive text
4. Finding the meaning of unfamiliar words

D. Materials : Enclosed

E. Media : Picture Bingo Game

Learning Sources : <http://www.englishindo.com/2015/07/contoh-descriptive-text.html>
<http://www.sekolahoke.com>

F. Teaching and Learning Activities

Activity	Description	Time Allocation
Set Induction	<ul style="list-style-type: none"> - Greeting the students - Checking students' attendance list - Starting the lesson with praying - Giving leading question related to the topic - Showing the picture relates on the topic - Stating the learning objectives 	5 minutes
Main Activity	Observing - The students are asked to observe vocabularies in the descriptive text given	3 minutes
	Questioning - The teacher stimulates the students to question about another vocabulary related to the topic.	2 minutes
	Experimenting - The students ask to make a noun phrase related to the topic - The teacher show the steps of playing vocabulary bingo - The students play vocabulary bingo related to the topic in groups - The students ask to do the exercises individually.	58 minutes
	Associating - The teacher checks the student's answers together with the class	5 minutes
	Communicating - The teacher gives feedback to the students.	2 minutes
Closure	<ul style="list-style-type: none"> - Giving the students the chance to ask question. - Guiding the students to make conclusion - Stating the conclusion. - Parting the students. 	5 Minutes

Jember, 10 June 2019

Collaborator

Researcher

Inuk Puspitanti, S.Pd.

NIP. 19700522 20064 2 004

Novi Ik Friliyah

NIM. 120210401044

INSTRUCTIONAL MATERIALS

1. Leading Questions

- a. What is the Indonesia of King? What is the Indonesia of Four?
- b. What is the popular beach in Papua?



- c. Do you know what picture is it?

2. Main Activities

Read the following text and answer the following questions.

Raja Ampat

Raja Ampat is a famous islands located off the northwest tip of Bird's Head Peninsula on the island of New Guinea, in Indonesia's West Papua Province.in the West Papua. It is well known as a diving heaven for people around the world.

Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000types of coral fish and 700 types of mollusks. It makes Raja Ampat as the most diverse living library for world’s coral reef and underwater biota. Beside that, Raja Ampat has a beautiful scenery, especially from its underwater corals and its beach. Under the water of Raja Ampat Island, we can see many natural coral’s reef that never touched by human. We can also see many fishes that have many colors and types. They usually hide between the coral reefs to take a rest or brood their eggs. Not only that, we can see many war planes and ships that sunk in World War II. Because of its beautiful underwater scenery, many tourists come to Raja Ampat island. They come from Indonesia or from the other country.

Task 1

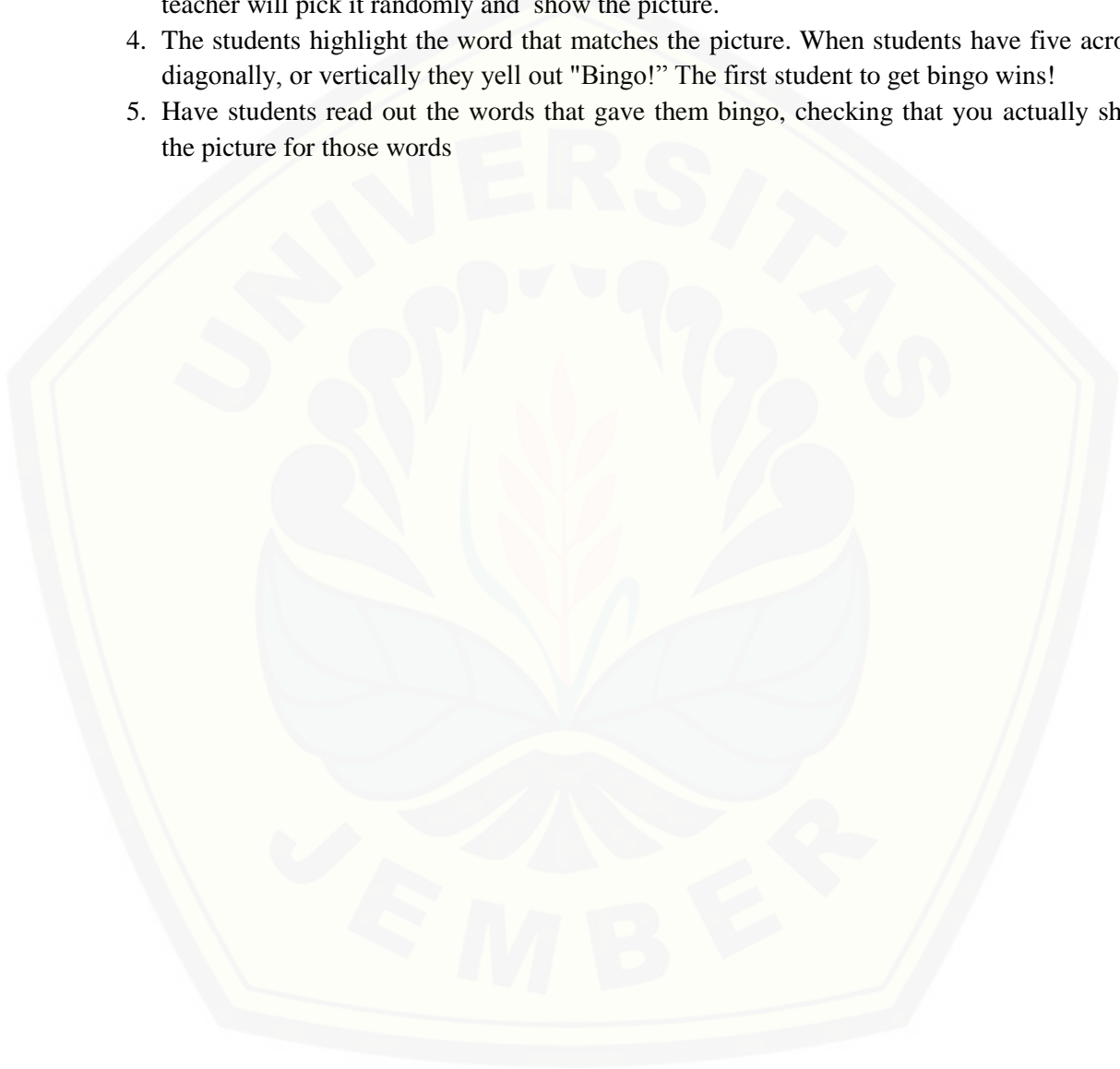
The words on the A column are adjectives and the words on the B column are nouns. Make noun phrases by combining them. See number 1 for example.

A	B
Various	Lake
Attractive	Souvenirs
Large	Waterfall
Memorable	Flora and fauna
Delicious	Atmosphere
Fresh	Cave
Beautiful	Trees
Deep	Food
Friendly	People
Clear	Journey
Relaxing	Air
Gigantic	Water
Quiet	Situation















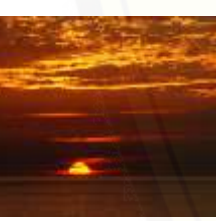






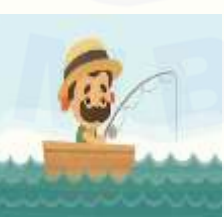


A	B
Fresh	Air

The Procedure of Playing Vocabulary Bingo Game

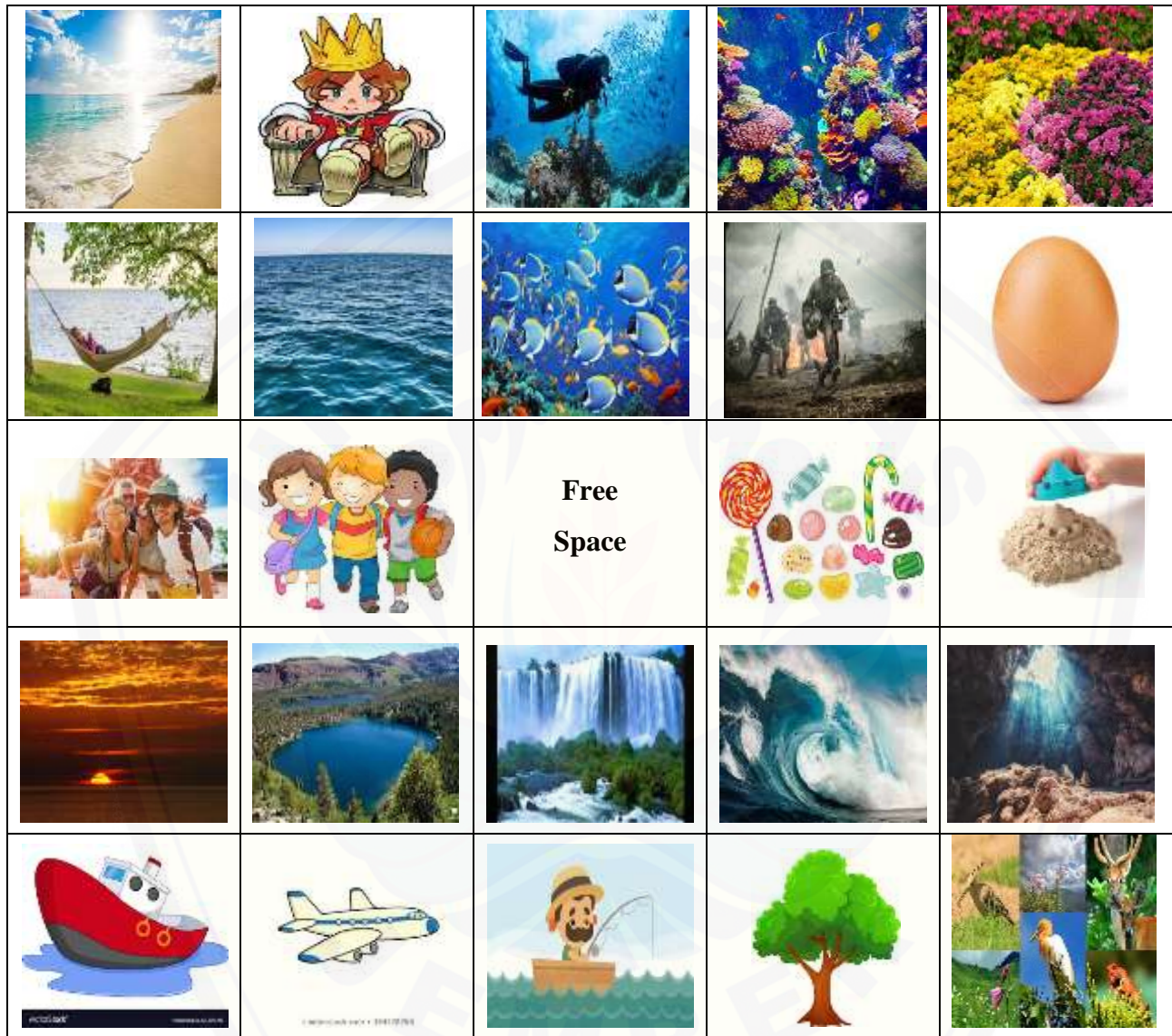
1. The teacher gives handout consists of 25 empty boxes to each group. The students determine where their free space will be and write the word "Free" in one of the spaces on the card.
2. Every group has to fill every box with the words in any order, one in each box, with vocabularies about describing people that written on the whiteboard given by teacher.
3. After all groups fill in the boxes, All the vocabulary pictures are put in a container. The teacher will pick it randomly and show the picture.
4. The students highlight the word that matches the picture. When students have five across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins!
5. Have students read out the words that gave them bingo, checking that you actually show the picture for those words



Master Card

<p>Beach</p> 	<p>King</p> 	<p>Diving</p> 	<p>Coral Reef</p> 	<p>Flora</p> 
<p>Relaxing</p> 	<p>Sea</p> 	<p>Fishes</p> 	<p>War</p> 	<p>Egg</p> 
<p>Tourist</p> 	<p>Friendly</p> 	<p>Free Space</p>	<p>Candy</p> 	<p>Sand</p> 
<p>Sunset</p> 	<p>Lake</p> 	<p>Waterfall</p> 	<p>Waves</p> 	<p>Cave</p> 
<p>Ship</p> 	<p>Plane</p> 	<p>Fisherman</p> 	<p>Tree</p> 	<p>Fauna</p> 

Calling card



Students' card

		Free Space		

Task 2

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

A		B
1. Beach	.....	a. The time in the <u>evening</u> when the <u>sun goes</u> down below the <u>horizon</u> and <u>night begins</u>
2. Sunset	.....	b. A <u>place</u> where <u>water flows</u> over the <u>edge</u> of a <u>cliff, rock,</u> or other <u>steep place</u> onto another <u>level</u> below
3. Lake	.....	c. An area of sand or small stones beside the sea or a lake
4. Waterfall	.....	d. A <u>large</u> hole in the side of a <u>hill</u> or under the <u>ground</u>
5. Cave	.....	e. A <u>large area</u> of <u>water</u> that is <u>surrounded by land</u>

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

A		B
6. Quiet	.....	f. Huge
7. Gigantic	.....	g. Silent
8. Relaxing	.....	h. Unforgettable
9. Various	.....	i. Several
10. Memorable	.....	j. Calming

Task 3

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

6. A holiday with friends will be an _____ experience
7. This _____ wave came from the sea
8. A beautiful red and golden _____ at the end of the day
9. Raja Ampat is home for _____ types of fish
10. Toba _____ is one of tourism place in Sumatra

Gigantic	Lake	Unforgettable	Various	Sunset
----------	------	---------------	---------	--------

Answer Key

Task 1

No.	Answer	
1.	Various	Souvenirs
2.	Attractive	Flora and fauna
3.	Large	Lake
4.	Memorable	Journey
5.	Delicious	Food
6.	Beautiful	Waterfall
7.	Deep	Cave
8.	Friendly	People
9.	Clear	Water
10.	Gigantic	Wave

Task 2

No.	Answer
1.	c
2.	a
3.	e
4.	b
5.	d
6.	g
7.	f
8.	j
9.	i
10.	h

Task 3

No.	Answer
1.	Memorable
2.	Gigantic
3.	Sunset
4.	Various
5.	Lake

APPENDIX F**Vocabulary Test**

Name :
Student Number :
Time Allocation : 60 minutes

Choose the correct answer by giving cross (x) on a, b, c or d on the answer sheet provided!

1. Mrs. Dendy has a lot of money and jewelry. She is a woman
a. Cruel b. Helpful c. Rich d. Poor
2. The students always feel ... to sing in front of the class. Their cheeks become red when the teacher called their name.
a. Shy e. Happy f. Cheerful g. Angry
3. Dan has light complexion. The antonym of the word "light" is
a. Bright b. White c. Black d. Dark
4. What is the synonym of down to earth?
a. Arrogant b. Humble c. Shy d. Generous
5. He is also intelligent and diligent. What is the meaning of the underlined word?
a. Careful and using a lot of effort
b. Not willing to work or use any effort
c. Able to learn and understand things easily
d. Able to think quickly
6. Steve is very cheerful, he a lot.
a. Smiles b. Cries c. Angry d. Jumps
7. Gamora like to her daily life in her YouTube channel
a. Make b. Give c. Share d. Bring
8. It is getting dark, we should go home
a. Slowly b. Quickly c. Mostly d. Badly
9. Raisa has a beautiful voice. Her job is a
a. Presenter b. Judges c. Comedian d. Singer
10. His hobby is He likes to travel around the world.
a. Holiday b. Walking c. Travelling d. Swimming
11. We can find,, and ... under the sea.
a. Coral reef, fishes, and mollusk b. Tree, flora, and fauna
c. Ship, plane, and train d. Lake, sunset, and sunrise
12. It is a good idea to go to the beach at 17.00 o'clock. So we can enjoy the ...
a. Fish b. Coral c. Sunset d. Sunrise

13. Uncle Joko goes to the sea to catch fish every day. His job is
 a. Fisherman b. Surfer c. seller d. Policeman
14. The husband of the Queen called ...
 a. Princess b. King c. Prince d. Duchess
15. Nadine' hobby is She loves to see under water biota, fish, and coral reefs.
 a. Fishing b. Singing c. Travelling d. Diving
16. Parangtritis has waves. It is the reason why we allow swimming in there.
 a. Small b. Gigantic c. Calm d. Fresh
17. Natasha has a nice smile and beautiful face. People always call her girl
 a. Ugly b. Shy c. Humorous d. Pretty
18. I forget to return the book that I from library.
 a. Take b. Bring c. Rent d. Put
19. Last holiday, my mother brought me some from Greece.
 a. Souvenirs b. Ticket c. Sand d. Dunes
20. The attraction has been managed pretty well. What is the synonym of the word "manage"?
 a. Handle b. Mismanage c. Neglect d. Obey

Answer Key

No.	Answer	No.	Answer
1.	C	11.	A
2.	A	12.	C
3.	B	13.	A
4.	D	14.	B
5.	A	15.	D
6.	A	16.	B
7.	C	17.	D
8.	B	18.	C
9.	D	19.	A
10.	C	20.	A

APPENDIX G**The Result of Observation in Meeting 1**

Date : 14 June 2019
Class : VIII B
Observer Name : Inuk Puspitanti, S.Pd.

Field Note

- The class situation was conducive, the students ready to join the teaching learning process
- The students interesting with the topic, they also answer the teacher's questions enthusiastically
- Some students still difficult to understand the new words.
- The students feel shy and afraid when the teacher asks a question or asked them to make a question
- When the teacher divide the students to work in group, they feel more comfortable
- The teacher explains the steps of playing bingo game very well. She also gives the example/simulation of how to play this game correctly. Well prepare.
- The students pay attention seriously. Maybe, they cannot wait to play the game with their group
- The students: active, enthusiastic, enjoy, discussed well.
- Some students busy with themselves
- The students interested in learning vocabulary after playing bingo
- They compete with the other group to become the winner who can yell "Bingo" first.
- The winner feel happy when they were became a winner. And it motivated the other group to be the next winner.
- The students did the exercise easily with their group. All students discussed well and could answer the exercise because the words were already played during the game.

APPENDIX H**The Result of Observation in Meeting 2**

Date : 17 June 2019
Class : VIII B
Observer Name : Inuk Puspitanti, S.Pd.

Field Note

- The students were very enthusiastic to learn vocabulary using bingo game
- During the game, the members of the group were active and helping each other
- All of the students were active and enjoyed the game. none of them has passive role. They helping each other.
- In the group activities, every member has different role. They have their own responsibility. They discussed with each other well.
- They said it was really fun. They didn't feel that they were studying, they feel it just playing the game
- The use of bingo game made them easily memorize the words.

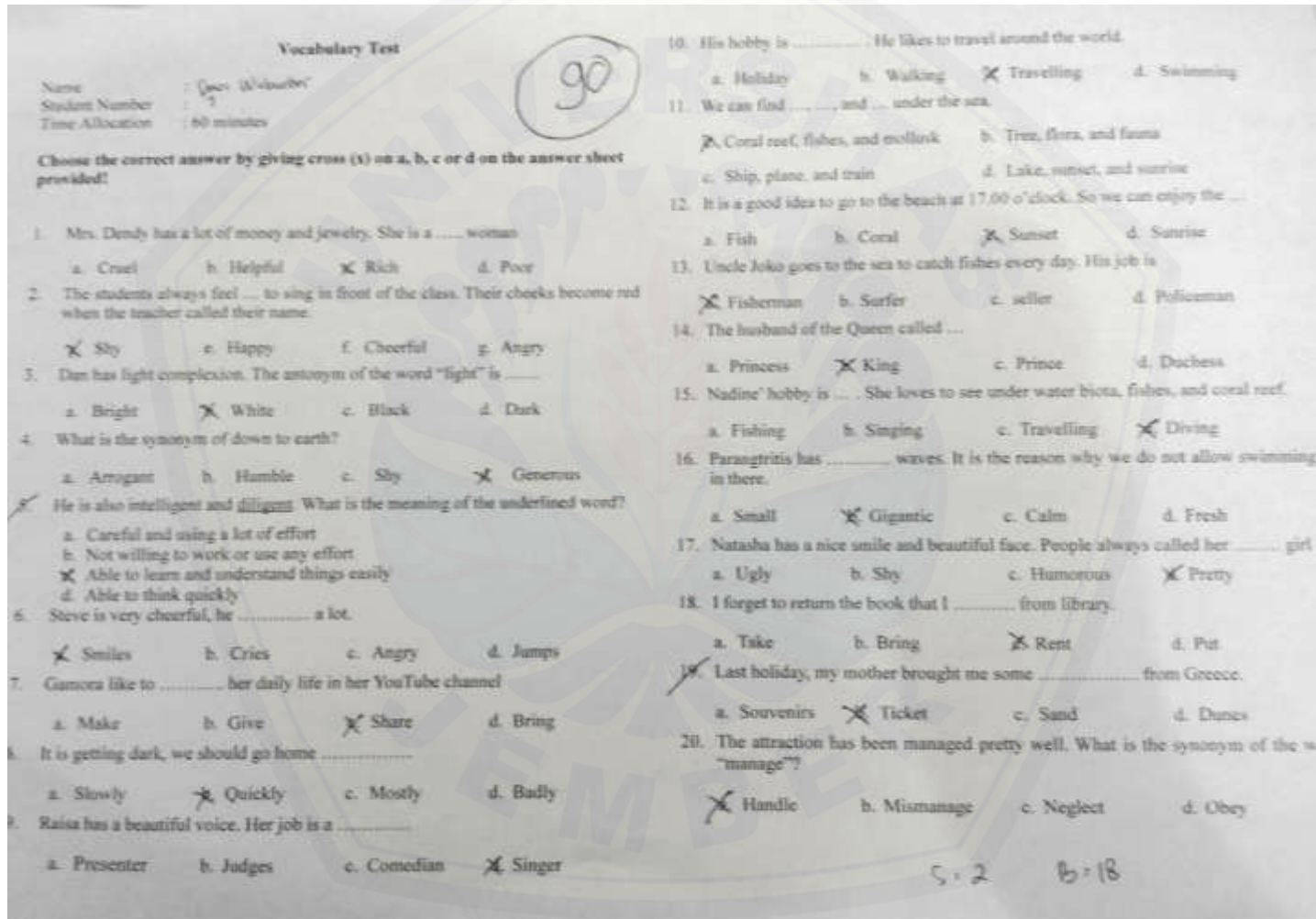
APPENDIX I

The Result of Vocabulary Test

No.	Initial Name	Score	Achievement	
			≥70	<70
1.	AAW	70	✓	
2.	AJF	75	✓	
3.	AAR	45		✓
4.	AH	70	✓	
5.	AJI	70	✓	
6.	B	75	✓	
7.	DW	90	✓	
8.	DDA	70	✓	
9.	FBA	45	✓	
10.	HM	50		
11.	IW	80	✓	
12.	IS	75	✓	
13.	IM	70	✓	
14.	LH	40	✓	
15.	MIEP	35		✓
16.	MAI	65	✓	
17.	MAIC	70	✓	
18.	MLS	55		✓
19.	MS	75	✓	
20.	MFAH	70	✓	
21.	MRS	45		✓
22.	MRF	60		✓
23.	NF	60		✓
24.	NS	65		✓
25.	NPW	35		✓
26.	NH	75	✓	
27.	PYDA	85	✓	
28.	RAS	70	✓	
Total Number			16	12
Formula		$S = \frac{R}{N} \times 100\%$	57.14%	42.86%

APPENDIX J

The Sample of Students' Vocabulary Test



Vocabulary Test

Name : Nur Pratama W.
 Student Number : 24
 Time Allocation : 60 minutes

35

Choose the correct answer by giving cross (x) on a, b, c or d on the answer sheet provided!

- Mrs. Dendy has a lot of money and jewelry. She is a woman.
 a. Cruel b. Helpful Rich d. Poor
- The students always feel ... to sing in front of the class. Their cheeks become red when the teacher called their name.
 Shy e. Happy f. Cheerful g. Angry
- Dan has light complexion. The antonym of the word "light" is
 a. Bright White c. Black d. Dark
- What is the synonym of down to earth?
 a. Arrogant b. Humble Shy d. Generous
- He is also intelligent and diligent. What is the meaning of the underlined word?
 a. Careful and using a lot of effort
 b. Not willing to work or use any effort
 c. Able to learn and understand things easily
 Able to think quickly
- Steve is very cheerful, he a lot.
 a. Smiles Cries c. Angry d. Jumps
- Gamora like to her daily life in her YouTube channel
 a. Make b. Give Share d. Bring
- It is getting dark, we should go home
 a. Slowly b. Quickly Mostly d. Badly
- Raisa has a beautiful voice. Her job is a
 a. Presenter b. Judges Comedian d. Singer
- His hobby is He likes to travel around the world.
 a. Holiday Walking c. Travelling d. Swimming
- We can find, and ... under the sea.
 Coral reef, fishes, and mollusk b. Tree, flora, and fauna
 c. Ship, plane, and train d. Lake, sunset, and sunrise
- It is a good idea to go to the beach at 17.00 o'clock. So we can enjoy the ...
 a. Fish Coral c. Sunset d. Sunrise
- Uncle Joko goes to the sea to catch fishes every day. His job is
 Fisherman b. Surfer c. seller d. Policeman
- The husband of the Queen called ...
 a. Princess b. King Prince d. Duchess
- Nadine's hobby is ... She loves to see under water biota, fishes, and coral reef.
 a. Fishing b. Singing c. Travelling Diving
- Purangtritis has, waves. It is the reason why we do not allow swimmer in there.
 Small b. Gigantic c. Calm d. Fresh
- Natasha has a nice smile and beautiful face. People always called her
 a. Ugly b. Shy Humorous d. Pretty
- I forget to return the book that I from library.
 Take b. Bring c. Rent d. Put
- Last holiday, my mother brought me some from Greece.
 a. Souvenirs Ticket c. Sand d. Dunes
- The attraction has been managed pretty well. What is the synonym of "manage"?
 a. Handle Mismanage c. Neglect d. Obey

S: B B: 7

