AN UNDERGRADUATE THESIS

THE INFLUENCE OF BINGO GAME TOWARD THE STUDENTS' WRITING SKILL AT THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 PEKALONGAN

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

THE INFLUENCE OF BINGO GAME TOWARD THE STUDENTS' WRITING SKILL AT THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 PEKALONGAN

**Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program**

**By:
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Sponsor: Yeni Suprihatin, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2022 M**

APPROVAL PAGE

Title	:	THE INFLUENCE OF BINGO GAME ON STUDENTS' WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN
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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
           of Sella Martiani

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Sella Martiani
Student Number : 1801071049
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF BINGO GAME ON STUDENTS'
                  WRITING SKILL AT THE EIGHTH GRADE OF SMP
                  MUHAMMADIYAH 1 PEKALONGAN

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

Nomor   :
Lampiran   : -
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                 Sella Martiani

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Sella Martiani
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Jurusan   : Tadris Bahasa Inggris (TBI)
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Judul Skripsi   : THE INFLUENCE OF BINGO GAME ON STUDENTS' WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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Pembimbing

Mengetahui,
Ketua Jurusan TBI

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RATIFICATION PAGE

No. B- 5868/IN.28.1/D/PP.00.9/12/2022

An Undergraduate thesis entitled: **THE INFLUENCE OF BINGO GAME TOWARD THE STUDENTS' WRITING SKILL AT THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 PEKALONGAN**. Writen by Sella Martiani student number 1801071049, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, December 15th, 2022 at 10.00-12.00p.m

BOARD OF EXAMINERS:

Chairperson   : Yeni Suprihatin, M.Pd   (.........................)

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The Dean of Tarbiyah and Teacher Training Faculty,

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ABSTRACT

**THE INFLUENCE OF BINGO GAME TOWARD THE STUDENTS'
WRITING SKILL AT THE EIGHTH GRADERS OF SMP
MUHAMMADIYAH 1 PEKALONGAN**

BY
SELLA MARTIANI

The main aim of this research was to know whether Bingo Game influences the students' writing skill at SMP Muhammadiyah 1 Pekalongan. The researcher conducted this research based on the students' problems in writing skills which were found based on the results of the pre-survey. It is hoped that through the application of this research students' writing skills will be better.

The method of this research was quantitative research in the form of quasi-experimental design carried out at SMP Muhammadiyah 1 Pekalongan. The population of this research was the eighth graders students. The sample of this research was 36 students in the eighth grade of SMP Muhammadiyah 1 Pekalongan. In collecting data, the researcher used test (pre-test and post-test), observation and documentation.

Based on the analyse result, it was investigated that the result of *sig. 2 tailed* is 000. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this there is a positive and significant influence of Bingo Game toward the students' writing skill.

Keywords: Bingo Game, quantitative research, writing skill.

ABSTRAK

**PENGARUH PERMAINAN BINGO TERHADAP KETERAMPILAN
MENULIS SISWA KELAS VIII SMP MUHAMMADIYAH 1
PEKALONGAN**

Oleh:
SELLA MARTIANI

Tujuan utama penelitian ini adalah untuk mengetahui apakah Permainan Bingo mempengaruhi keterampilan menulis siswa di SMP Muhammadiyah 1 Pekalongan. Peneliti melakukan penelitian ini berdasarkan masalah siswa dalam keterampilan menulis yang ditemukan berdasarkan hasil pra-survei. Diharapkan melalui penerapan penelitian ini keterampilan menulis siswa menjadi lebih baik.

Metode penelitian ini adalah penelitian kuantitatif berupa desain quasi-eksperimental yang dilakukan di SMP Muhammadiyah 1 Pekalongan. Populasi penelitian ini adalah siswa kelas delapan. Sampel penelitian ini adalah 36 siswa kelas eighth SMP Muhammadiyah 1 Pekalongan. Dalam mengumpulkan data, peneliti menggunakan tes (pra-tes, dan tes pos), pengamatan dan dokumentasi.

Berdasarkan hasil analisis, didapatkan bahwa hasil *sig. 2 tailed* adalah 000. Jelas bahwa jika probabilitas atau Sig. > α (0,05), hipotesis alternatif (Ha) diterima. Ini berarti bahwa ada pengaruh positif dan signifikan variabel X pada variabel Y. Dengan kata lain, Ha diterima dan Ho ditolak. Oleh karena itu, disimpulkan bahwa ada pengaruh positif dan signifikan dari permainan bingo pada keterampilan menulis siswa.

Kata kunci: Permainan Bingo, *penelitian kuantitatif, keterampilan menulis.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : SELLA MARTIANI

Student Id   : 1801071049

Department : English Education Department

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from bibliographies mentioned.

Metro, 09 December 2022
The researcher,

Sella Martiani
St. Number. 1801071049

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : SELLA MARTIANI

NPM : 1801071049

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 09 Desember 2022
Yang membuat pernyataan,

<u>Sella Martiani</u>
NPM. 1801071049

MOTTO

اَلْعِلمُ صَيدٌ والكِتابةُ قَيدُهُ, قَيِّدْ صيودكَ بِالْحِبالِ الواثِقَة

(الإمام الشّا فعىّ)

Knowledge is like a hunted animal, and writing is a rope to tie it up. Tie your prey

with a strong rope. (Imam Syafi'i)

Ilmu itu bagai binatang buruan, dan tulisan adalah tali untuk mengikatnya ikatlah

binatang buruanmu dengan tali yang kuat. (Imam Syafi'i)

DEDICATION

The piece of work is dedicated to:

1. My beloved God, Allah SWT as the only one who gives me the strength and helps me during the work of the undergraduate thesis until I finish it.

2. My beloved parents, Mr. Suwiji and Mrs. Susiana, who always support, pray, and guidance to be successful in my study, thank you for your endless love.

3. My lecturer, Yeni Suprihatin, M.Pd, thank you for always guide, support and motivate me during the writing process of my undergraduate thesis.

4. My young sister and brother, Sindi Vatika Sari and Dimas Rahar Dian, thank you for being my sibling.

5. My beloved, wonderful, amazing, pretty best friends ever after, Imadul Bilad 18, thank you so much for your supports and prays for me. Hope you all can be successful in the future!

6. Thanks for Headmaster, English teacher, and class VIII students of SMP Muhammadiyah 1 Pekalongan who have allowed and helped me do research there.

7. My almamater IAIN Metro, as a place for me to gain knowledge which is an important part of my life journey

ACKNOWLEDGEMENT

Praise is only to Allah SWT**,** the Most Gracious**,** the Most Merciful**,** the Lord of the Universe. The greatest gratitude is presented to the Almighty God for His guidance**;** blessing**,** mercy**,** and opportunity that have been given in accomplishing this undergraduate thesis entitled "The Influence of Bingo Game toward the Students' Writing Skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan". May peace be upon our beloved prophet Muhammad SAW**,** the lord of Muslims in the world**,** who has guided us from the darkness to the brightness. At this time**,** the researcher would like to express her deepest gratitude**,** especially to**:**

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.

4. Yeni Suprihati, M.Pd, as the advisor valuable knowledge and support in finishing this an undergraduate thesis.

5. Headmaster, Teacher, Staff of SMP Muhammadiyah 1 Pekalongan who gives permission to the researcher conduct the research in this school.

6. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this an undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. It is hoped this undergraduate thesis can be useful for researcher in particular, for our collage and every reader in generic.

Metro, 09 December 2022
Researcher,

Sella Martiani
NPM. 1801071049

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CHAPTER I

INTRODUCTION

A. Background of the Study

People realize culture in daily life and create a variety of thoughts, activities, and artifacts to meet their requirements. One of the most significant factors influencing human life and civilization is language. Although language is the primary means of communication, it plays a significant part in human life. Language is composed of individual words, word groups, clauses, and sentences that can be spoken or written. The four language skill in English are reading, listening, speaking, and writing.

Based on the four English skill above, writing is one of the most important language skill. Writing is also the process of pouring creativity or ideas into written form, which usually called an essay. Writing is the most complex human activity. Writing is a process of creating notes, information or stories using characters. Many the students in junior high school do not know the important of writing. Whereas, developing writing abilities can help the students in the learning other English language skill more effectively. It is concluded that writing is a way used by people to describe the world and the parts that are in it.

Writing is one of the skills in language teaching that is often problems for the students in the process of learning English. Where the students are not able to put their ideas into writing because the students lack confidence and

lack of vocabulary they have as a provision for writing. It is known that in English writing must be in accordance with the rules of grammar. Therefore, the researcher chose a bingo game to help the students learn to write with pleasure and joy.

Furthermore, writing is one of the skill in English that used by teachers to teach. Writing is one of the student activities in the classroom. The benefits of writing in learning are to express the contents of their thoughts, ideas, opinions, or desires through writing. The student can express their hobby, develop their language abilities, and make their life more productive by writing. It is concluded that by writing, the students could generate previously unknown knowledge.

In addition, teaching English in writing class is not enough using the teachers' instruction only. The teacher can choose suitable game that can interest students' and encourage their involvement in learning. There are many educative game influences writing. One of the games that support this influence is bingo game. The bingo game is a global and experiential strategy that provokes personal thinking.[1] Games are educative learning that can help teachers to make the students interested in the learning process. A game with specific rules can be played. In general, games are usually played individually or in groups.

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[1] Angela Coco, *et.al*, "Bingo for Beginners: A Game Strategy for Facilitating Action Learning, " *ttp.: American Sociological Association* 29, No.4, (2001): 492.

Meanwhile, in learning English, the bingo game contains several benefits, including as an effective and interesting game to use in the classroom.

Furthermore, the researcher has conducted a pre-survey on June 19th 2022 at SMP Muhammadiyah 1 Pekalongan. In the pre-survey process, the researcher observed 18 archives of English assignments related to writing the paragraph based on the paragraph descriptive. The results of pre-survey are illustrated in the following table.

Table 1.1
The Data of Pre-Survey Result in Writing of Descriptive Text at the
Eighth Grade of SMP Muhammadiyah 1 Pekalongan

No.	Grade	Frequency	Percentage	Criteria
1.	≥60	3 Student	17 %	Complete
2.	<60	15 The students	83 %	Incomplete
	Total	18 The students	100 %	-

Based on the table above, it can be known there are three the students who achieved the passing grade. It can be seen that the students who do not have good writing skill have a percentage of 83 %. This shows a well known the students writing in descriptive text is relatively weak.

Furthermore, from the result of the interview with the English teacher is Ms. Arlina, it known most the students' knowledge is very low, the students have low writing skill, low mastery of English, lack of word mastery that the students have, the students find it difficult to flow ideas in the writing process. Therefore, it is concluded that there is a phenomenon of low student writing skill in the written data of class VIII B the students at SMP Muhammadiyah 1 Pekalongan.

In this study, the researchers are interested in using bingo game because this game can increase the students' activeness and motivation interest in lessons, mainly writing skill in descriptive text. By using bingo, the learning atmosphere in the classroom becomes more fun and not boring. By using game as educative learning, it has believed that it can increase the students' understanding of lessons. For English teachers, game helps teachers to create a context in which the language becomes useful.

In addition, learning foreign languages using game can also control competition and improve the students' skill to collaborate. Furthermore, the use of bingo game influences the acquisition of new language, which improves a person's writing ability, especially in writing descriptive text. Thus, detailed object descriptions are something descriptive text provides. Typically, the stated thing can be a place, an inanimate object, or a living person.

In connection with the overall description above, the researcher intends to investigate whether the use of bingo game can influence the students' writing skill. In this case, the researcher conducted a quantitative research entitled "The Influence of Bingo Game toward the Students' Writing Skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan".

B. Identification of the Problem

Based on the results of the pre-survey, the researcher identified several research problems, including:

1. The students have low skill in English writing.

2. The students have less vocabulary in writing English text.

3. The students have difficulties to express their Ideas in writing process.

4. The students cannot use punctuation properly and correctly in writing process

5. The students cannot apply the concept of English grammar in writing process

C. Problem Limitation

Based on these identified problems, the researcher limits the study's problems by focusing on the students writing skill. In order to solve the student's low writing skill the researcher would like to investigate the use of bingo game can influence the students writing skill. Therefore, the researcher would like to conduct quantitative research in title The Influence of Bingo Game toward the Students' Writing Skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan.

D. Problem Formulation

To achieve the purpose of research, the researcher formulates the problem of the research: "Is there any positive and significant influence of Bingo Game toward the Students' Writing Skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan?

E. Objective and Benefits of the Study

1. Objective of the study

Based on the problem formulation the researcher had determined the researches objective that is to investigate whether there is any positive

and significant influence of bingo game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

2. Benefits of the study

This research is expected to be useful not only for researcher but also for the students, teachers and other researcher. The significance includes:

a. For the students

This research is supposed to be useful for the students by providing information related to their writing skill in English. In addition, the students can be actively involved in the process of learning English by using alternative game that they do not use before, namely Bingo Game. It is expected that the use of Bingo Game becomes more interested and motivated them in the writing process, especially the use of Bingo Game can enrich their English vocabulary so that they are increasingly challenged to string words.

b. For the Teacher

This research is supposed to be useful for English teachers by giving information to English teachers, especially at SMP Muhammadiyah 1 Pekalongan. In addition, this research can be one of the information regarding alternative English teaching game that attracts the students' attention in the writing process. Therefore, the teacher can take further steps from the results of this study.

c. **For the other Researcher**

This research can be useful for other researcher so that it becomes a reference or alternative basis that consider for conducting the same research topic, namely the use of Bingo Game in teaching writing. This is because other researcher can obtain information not only related to Bingo Game theory, but also technical and practical explanations for the application of quantitative research using Bingo Game in teaching writing.

F. **Prior Research**

This research was accomplished by considering several prior researches that has been carried out by other researcher with the same research topic. Febriani Sahnaputri, and Evie Kareviati conduct the first primary research with the research title "The students' Responses Toward The Implementation Of Bingo Game With Scientific Approach In Teaching Writing Descriptive Text".[2] This research was conducted at Junior High School in Cimahi. The research method used is qualitative. The research has objective to motivate the students in writing skill. It was very helpful in providing the students with more enjoyable activities that made the students involved in the teaching and learning process actively.

The concept of this research with Febriani Sahnaputri, and Evie Kareviati research has similarities in the topic. Especially, the similarities in research on Bingo Game. In comparison, these two studies have differences in

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[2] Febriani Sahnaputri and Evie Kareviati, "The students' Responses Toward The Implementation of Bingo Game With Scientific Approach In Teaching Writing Descriptive Text." Project: *Professional Journal of English Education* 4, No.3, (2021).

terms of research objective and research method. That is because this research aims to investigate the implementation of the Bingo game technique in teaching writing and to find out the students' participation toward the implementation of the Bingo game. The objective of this research include is there any positive and significant influence of Bingo Game toward the students' writing skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan

Rita Noviyanti, Syamsul Bahri, and Chairina conduct the second prior research with the research title "The Use of Think Bingo Game to Improve The students' Vocabulary Mastery".[3] The research was conducted on 20 the students from VIII-3 at SMPN 16 Banda Aceh. The research aims to find out whether the use of Bingo game can improve the students' vocabulary at SMPN 16 Banda Aceh or not. This research used experimental method; the researcher used a vocabulary test which containing 20 questions on pretest and posttest. The result is expected to shows that the score = 6, 18 > table = 1.72 with the level significance 0.05 and the degree of freedom (df) 19. Therefore, (Ho) is rejected and (Ha) is accepted.

The concept of this research with that of Rita Noviyanti, Syamsul Bahri, and Chairina research has similarities in the topic and research methods, especially in research on Bingo Game. In comparison, these two studies have the differences in terms of research objective. That is because the study aims of the study is to find out whether the use of Bingo game can

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[3] Rita Noviyanti, Syamsul Bahri, and Chairina, "The Use of Think Bingo Game to Improve The students' Vocabulary Mastery." *Research in English and Education* 4, No.1, (2019).

improve the students' vocabulary at SMPN 16 Banda Aceh or not. In contrast, the objective of this research include to investigate whether any positive and significant influence of Bingo Game toward the students' writing skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan

The third prior research is conducted by Siti Syafi'atul Qomariyah with the research title "Bingo Game in the students' vocabulary and reading comprehension".[4] The research was conducted on tenth-grade the students of SMAN 8 Mataram. Their study aims to explore the effect of using Bingo Game on the students' vocabulary and reading comprehension.

The concept of this research with that Siti Syafi'atul Qomariyah has similarities in the research topic on Bingo Game. In comparison, these two studies have differences in terms of research objective and research methods. This study purposes is to explore the effect of using Bingo Game on the students' vocabulary and reading comprehension. In contrast, the objective of this research include to investigate whether any positive and significant influence of Bingo Game toward the students' writing skill at the Eighth Graders of SMP Muhammadiyah 1 Pekalongan.

The novelty that distinguishes this research from previous research is the type of bingo game chosen. In this research, the researcher uses the advanced word family and parts of speech (noun) bingo type. The words on the cards in this game may all have the same root word but have distinct prefixes and suffixes.

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[4] Siti Syafi'atul Qomariyah, "Bingo Game in The students' Vocabulary and Reading Comprehension." English Journal of Merdeka: *Culture, Language, and Teaching of English* 5, No.2, (2020).

In addition, the pictures used on the cards of this game are taken from nouns, for example persons, animals, and things. From the collection of words and picture, it is made into descriptive text.

Based on all the descriptions related to prior research above, it is concluded that several researcher have conducted research on the topic of Bingo Game.

CHAPTER II

REVIEW OF LITERATUR

A. The Concept of Writing Skill

1. Nature of Writing Skill

Writing is a complex skill encompassing multiple processes and talents, and some the students may trouble with it.[1] It means that writing is an important technique that allows various processes and talents, which might cause difficulties for some learners. It is obvious from the previous statement that writing can require complicated abilities and present obstacles for the students.

Moreover, Brown states "writing is a thinking process".[2] Before it is issued, writing can be prepared and given an infinite number of modifications. The ability to communicate in English, both orally and in writing is expected of the students. Writing is a thinking tool that allows the students to express their ideas while also assisting the students in understanding and sharing their perspectives on the world.[3] Moreover, writing is a cognitive tool that allows learners to express identities as well helping learners in understanding and sharing their ways of understanding.

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[1] Peter Westwood, *What teachers need to know about Reading and writing difficulties,* (Australian: ACER Press, 2008), 57.

[2] Atikasari Husna, Akhmad Multazim, "The students' Difficulties in Writing Recount Text at Inclusion Classes", LET: Linguistics, Literature and English Teaching Journal 9, no. 9 (2019): 53.

[3] Sarah Kartchner Clark, *Writing Strategies for Science,* (Huntington Beach: Shell Education, 2014), 6.

On the contrary, writing is the creation of comprehensible letters or characters with the goal of conveying message.

Writing usually assumed of as a creative act.[4] Generally, writing is regarded as a creative activity. An understanding of writing is also known as creative activity since it strategies the researcher ideas into written form. It means writing also referred to as creative action because it funnels the words or ideas into formal writing.

2. **The Function of Writing**

Writing skill has great function, as follow: [5]

a. In writing, the researcher have the ability to retract their statements if they made a mistake. The spoken word, on the other hand, cannot be changed after it has been spoken. Once the researcher make a remark verbally, it has an impact on the readers, and the researcher are unable to reword it to the point where the original statement is forgotten. If the authors discover that their statement is offensive or incorrect, they can revise it before presenting it to the audience. Writing is a method of communication that requires thinking and consideration.

b. Sometimes writing forces the author to explain what the author thinks. If the researchers have difficulty writing, it is often because they have not yet come to understand how to think things through. Sometimes it helps researcher just sit down and write down what the researcher has

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[4] Cheryl E. Ball and Drew M. Loewe, *Bad Ideas About Writing*, (Morgantown: West Virginia University Libraries, 2017), 78.

[5] Judith F. Olson, *Writing skill success in 20 minutes a day, 3rd ed,* (New York: Learning Express, LLC, 2005), viii.

in mind to organize and find out what the researcher are thinking. Writing is an effective way to communicate thoughts without objection.

c. Another benefit is permanence. Written ideas have significantly more weight than spoken words. They can also be reviewed and referred to in their original form. Spoken ideas rely on the sometimes-flawed memories of others.

In other hand, the essential function of writing is to facilitate indirect communication between the researcher and the reader. Writing can help to improve memory and sharpen the mind. As a result, learning to write is critical for anyone.

3. Teaching Writing Skill

Teaching writing in a unique method that helps both teachers and the students, and acts as a means of communication, evaluation tool, and intellectual exercise.[6] Teaching writing is a crucial element of teaching language application. Writing is an activity that involves expressing an idea or ideas into written form. Many individuals believe that writing is tough. This is due to a combination of inventiveness and determination. Teachers were asked if they could teach writing in English. As a result, the teacher must have a different technique for teaching writing. This one-of-

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[6] Vicki Urquhart and Monette McIver, *Teaching Writing in The Content Areas*, (Alexandria: Association for Supervision and Curriculum Development, 2005), 2.

a-kind method serves as a communication tool, an assessment tool, and an intellectual exercise.

Process writing is characterized as writing that involves learners in meaningful writing, allows various drafts and changes, and includes formative feedback in conferencing. [7] The process method is an attempt to use the planned capabilities of writing to allow learners to think as they write. Another way to implement it that writing is a type of thought. Writing helps to bridge the gap between content knowledge and comprehension. The students can get more involved in science through completing a range of writing assignments and activities. Writing to learn is a type of expressive writing in which the students are encouraged to write about what they are thinking and learning.

The types of writing exercises to complete should be selected by the students' level and capacity. Classroom writing performance is classified into five major categories.[8]

a. Imitative

This type is in the early stages of learning to write. The students simply write down English letters, words, and simple sentences to understand the conventions of the orthographic code at the basic level of learning to write. At this time, several sorts of classroom techniques are often used.

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[7] H. Douglas Brown and Heekyeong Lee, *Teaching by Principle an Interactive Approach to Language Pedagogy*, 4th *ed* (New York: Pearson, 2015), 428.
[8] *Ibid.,*438.

b. Intensive

This intensive writing is most commonly shown through structured, written grammar practices. This style of writing does not allow the researcher to be very creative. A controlled writing assignment is presented in which the students must change a particular structure overall.

c. Self-writing

The most obvious example of this topic in the classroom is student note-taking. This category involves diary or journal writing.

d. Display writing

All language the students are required to display their work in exercises, essay exams, and research projects. One of the academic skill that ESL the students must master is a variety of display writing techniques.

e. Real writing

Some classroom writing attempts for actual message delivery to an audience in need of those messages.

According to the theories discussed before, learning to write should be well-structured. The writing activities that are used in teaching writing is determined by the students' level and capacity. Furthermore, writing practices, such as composing paragraphs or small essays, should be based on competency requirements and basic competencies. Those approaches stated above should be successful in enhancing the students' writing skill.

4. Process of Writing Skill

The process of writing is learning activity how to write by writing that consists of type of writing. In general, the process of writing that consists of four main elements: [9]

a. Planning

Planning is a set of procedures for finding and producing written information.

b. Drafting

Drafting is a set of procedures for organizing and developing a long piece of writing.

c. Editing (Reflecting and Revising)

Reflecting and revising are frequently aided by other readers (editors) who discuss and give suggestions, a set of techniques designed to re-examine and re-evaluate the selections that have resulted in a piece of writing.

d. Final Version

The final version is created after the researcher has edited their draft and made the changes they believe are required. This may seem quite different from both the initial plan and the first draft, but the researcher is now ready to convey the written language to its intended audience.

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[9] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), 4.

5. Measurement of Writing

The measurement of English writing performance includes five core components, such as content, organization, vocabulary, language use, and mechanics.[10]

a. Content

Measuring the content of a written product is not easy. The student demonstrates a deep understanding of the material by providing several descriptors such as knowledge, substantive, thesis development, and relevant to the assigned topic.

b. Organization

There are six different ways to describe an organization in well-written text. They are fluent expression, ideas support, concise, well-organized, logical sequence, and cohesive.

c. Vocabulary

Good researcher take care to choose the most effective wording for the text. Vocabulary consists of four categories: sophisticated range, effective word or idiom choice and usage, word form mastery, and appropriate register.

d. Language Use

As vocabulary, the language use provides eight explanations such as practical complex constructions, agreement, tenses, number, word function, and articles.

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[10] H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (California: Longman inc, 2001), 357.

e. Mechanics

Mechanics are descriptions of spelling, punctuation, capitalization, paragraph, and handwriting in a written output. It is just as important as the evaluation in a composition profile.

To evaluate the students' writing abilities, English writing performance must be measured using a rubric as an evaluation instrument. They are as follow:[11]

Table 2.1
The Rubric Score of Writing

No.	Writing Aspects	Grade	Criteria	Explanation
1	Content	30-27	Excellent to Very Good	Knowledge - Substantive - etc.
		26-22	Good to average	Some knowledge of subject - adequate rage - etc.
		21-17	Fair to Poor	Limited knowledge of subject - little substance- etc.
		16-13	Very Poor	Does not show knowledge of subject – non substantive – etc.
2	Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
		17-14	Good average	Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	Fair to poor	Non-fluent – ideas confuse or disconnected – etc.
		9-7	Very poor	Does not communicate – no organization – etc.
3	Vocabulary	20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
		17-14	Good average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.

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[11] J. B. Heaton, *Writing English Language Test,* (London: Longman, 1990), 146.

No.	Writing Aspects	Grade	Criteria	Explanation
		9-7	Very poor	Essentially translation – little knowledge of English vocabulary.
4	Language use	25-22	Excellent to very good	Effective complex constructions – etc.
		21-19	Good to average	Effective but simple construction – etc.
		17-11	Fair to poor	Major problems in simple/complex construction – etc.
		10-5	Very poor	Virtually no mastery of sentence construction rues – etc.
5	Mechanics	5	Excellent to good	Demonstrates mastery of conventions – etc.
		4	God average	Occasional errors of spelling, punctuation – etc.
		3	Fair to poor	Frequent errors of spelling punctuation, capitalization – etc.
		2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

6. Kinds of Text For Teaching Writing

There are three kinds of writing as follows: [12]

a. Exposition

Exposition exposes what a specific mind believes, thinks, or knows. Exposition is organized logically around cause and effect, true or false, less or more, positive or negative, general or specific, and assertion.

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[12] Thomas S.Kane, *The Oxford Essential Guide To Writing*, (New York: Oxford University Press, 1988), 6.

b. Description

Description is concerned with perceptions, specifically visual perceptions. Its key issue is to organize what we observe into a meaningful pattern. Description allows the reader to imagine a location or person, as well as understand an experience or emotion, by using his or her imagination.

c. Narration

Narration is a series of related events a story. Furthermore, a message tells the particulars of an act or occurrence of course of events; presented in writing. It is problem in arranging the events in a sequence of time to reveal their significance.

Based on kinds of writing above the researcher in this research focuses in writing descriptive text, to know what the influence that make by the students, especially in using the direct method in descriptive writing performance.

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Meanwhile description is about sensory experience how something looks, sounds and taste. Mostly it is about visual experience, but description also deals with other kinds of perception.[13] Descriptive text is characterized by sensory details, which appeal to the physical senses, and

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[13] Thomas S.Kane, *The Oxford Essential*., 7.

details that appeal to readers emotional, physical, or intellectual sensibilities.

Description is to create a picture using words. The most important part of writing a description is using clear and effective words that create exactly the picture you want.[14] Using word to paint a picture is called description. Clear and efficient usage is crucial when writing a description.

Based on the above, the researcher assumes that the descriptive writing is description of particular thing, animal, persons, place, or others in a way to visualize it. The social function of descriptive text is to describe a particular person, place, or thing.

2. **The Generic Structure of Descriptive Text**

a. Generic Structure

The generic structure of descriptive text consists of:

1) Identification: Identifies phenomenon to be described.

2) Description: Describe parts, qualities, characteristic, etc.

b. Language Feature

1) Focus on specific participants (My English Teacher, My favorite place, etc.)

2) Use of simple present tense.

a) Use of adverbial verb.

b) Use of action verb.

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[14] Karen Blanchard and Christine Root, *Ready To Write*, Second Edition (California: Harvard University, 1994), 57.

3. **Example of Descriptive Text**

Justin Bieber

Justin Drew Bieber is a Canadian pop R&B singer. He is multitalented young artist. He can sing, dance, play musical instruments and write song lyrics.	Identification
He is tall and handsome. His hair is blond. His haircut has become so popular. His dance performance is as good as his voice. He is the teen star idol. Many teenager around the world become Bieber Fever.	Description

C. **Concept of Bingo Game**

1. **Nature of Bingo Game**

Bingo game is an efficient game used to increase motivation and learning effect.[15] Generally, bingo is a game that shown to encourage effective learning effect. Bingo game is a fun and efficient way to increase student motivation and learning. Bingo game can be effective way to increase motivation and learning. It is concluded that teachers chose the bingo game as an excellent learning tool. The bingo game tickles the interest of the students. Group formed in this bingo game to make class learning more engaging and enjoyable.

Bingo game is a fun way to teach language. They can be used in many different ways to help the students learn more about the language.[16]

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[15] Wei-Lun Chang and Yu-chu Yeh, "A Blended Design of Game-Based Learning for Motivation, Knowledge Sharing and Critical Thinking Enhancement," Taiwan: *Journal Homepage*, (2021): 2.
[16] Bernard Susser, "The Noisy Way: Teaching English with Game," *Jalt Journal*, 1, (197), 63.

Many people using bingo game as a way to teach language skill. A popular game has been used in many forms. Bingo game is a popular pastime that used to teach language skill in a variety of ways. Furthermore, the bingo game is an engaging game that draws the students' attention to learning, particularly English. There are several varieties of the bingo game that can be employed in classroom learning.

Bingo game is a familiar and exciting game in the classroom.[17] In addition, bingo game is a well-known activity that adds enthusiasm to the classroom. Bingo game is a fun way to get the students excited about learning. It means that bingo game can be effectively implemented in the teaching learning process in order to provide a positive atmosphere and entertaining activity in the classroom. The students' troubles are alleviated because of this game, and they become more interested in learning.

Based on the information above, it is possible to conclude that bingo game is engaging and effective learning tools that can be used in the classroom.

2. **Kinds of Bingo Game**

Different types of bingo game are classified as following: [18]

a. Advanced Word Family Bingo

A word family is a collection of words that share a common root plus additional prefixes and suffixes. Upper-level reading word

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[17] Virginia Musmanno, *Language Arts Bingo*, (New York: Scholastic, 2003), 4.
[18] *Ibid.,* 8.

families are not usually easily discernible or recognized. The goal of this game is quickly recognize these spelling patterns.

b. Contraction Bingo

Contractions make speech more informal or less formal. The students must understand that contractions are a technique of combining two words and that the apostrophe replaces missing letters in order to spell them correctly.

c. Ending Blend and Digraph Bingo

Auditory identification of final consonant digraphs, two consonants that produce one sound can be challenging. The majority of student practice is focused on initial sounds rather than final consonant blends and digraphs. Here is a great method to do it.

d. Homophone Bingo

Homophones (words that sound the same but have different meanings) can lead to misunderstandings and spelling errors. Multiple exposures to the correctly spelt term may be beneficial. The term homophone may also apply to units longer or shorter than words, for example a phrase, letter, or groups of letters that are pronounced the same as another phrase, letter, or group of letters.

e. Irregular Verb Bingo

The variety of past tense verbs are generated by adding "–ed" for the past tense and participle forms, irregular verbs each have their

own unique tense forms and past participles. However, the students must also be able to read and write irregular verbs.

f. Prefix Bingo

A prefix is an affix that is placed before the stem of a word. adding it to the beginning of one word changes it into another word. Morphemic analysis is one of the most critical skill required for intermediate-level reading proficiency. Prefix recognition improves the students' fluency and comprehension.

g. Suffix Bingo

Suffixes are significantly more difficult to pronounce than prefixes. The suffixes -age, -ary, -ment, -ness, -ship, and -tion are frequently used to denote nouns. Adjectives are words ending in -able, -ful, -ial, -ible, -ic, and -less. Verbs are frequently indicated by endings such as -ate, -ify, and -ize.

h. Synonym and Antonym Bingo

Improving vocabulary is primarily a result of familiarity and use, and studying synonyms and antonyms are excellent strategies to help the students enhance their vocabulary. This game combines two game: one for synonyms and one for antonyms.

i. Parts of Speech Bingo

In this game, there are eight elements that the students use to increase their awareness of the various elements of speech and learn to

identify them more quickly. In addition, parts of speech are classification of words that are categorized according to their roles and functions in the sentence structure of a language.

j. Syllable Bingo

A syllable is a word-forming unit composed of one phoneme or a sequence of phonemes. The students who can hear the amount of syllables in words can process multi-syllabic words more quickly, allowing them to become more fluent readers and spellers.

These many categories and classifications can be used in a variety of scenarios and transformations. Bingo can be employed in a variety of ways depending on the language content and the qualities of the learners (age, proficiency, affective variables, etc.). It is intended that this demonstrates that the Bingo concept can be customized to meet the demands of any group of language learners.

Based on the ten types of bingo game above, the researcher used the advanced word family and parts of speech (noun) type which is used to improve the students' writing skill in descriptive text.

3. **Procedure or Step of using Bingo Game in Teaching**

The procedure use in Bingo game, as follows:[19]

a. The teacher has to explain the rules of the game in front of the class and divided the students into groups based on the number of the students in the class.

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[19] Virginia Musmanno, *Language Arts*., 4.

b. The teacher distributes the cards so that each student in a group can have one.

c. The teacher reviews the objective of the game with the students. Explain how a winner has to complete three short paragraphs of the word in the picture given in the bingo card.

d. Each student chooses the word of the bingo among themselves and started to write sentences from the word provided and then they collaborate to make the sentences into a good paragraph. The first group finished their sentences-making paragraph for the card then they shall said "Bingo!".

e. The teacher tells the students to hold their cards when "Bingo" called. Once the winners have been determined, say, "Clear your cards." Replace the called words in the envelope and, if desired, repeat the game!.

Following the context provided before, the teacher instructs the students on the game's rules before dividing the class into various groups based on the number of the students. The teacher then makes the bingo card, and gives it to everyone in the class. A winner must finish three short paragraphs of the word family that is supplied at the bingo card, the teacher explains. Each student selects a word from the bingo game, begin writing sentences using the words provided, and then turn their sentences into good paragraphs. The first group to finish their sentences-in-

paragraphs for the card then exclaims "Bingo!" When "Bingo" is called, the students hold onto their cards. There is a clear winner.

4. Advantages and Disadvantages of Bingo Game

The advantages of using bingo game are as follows: [20]

a. It motivates learners to be active participants in their learning.

b. It can improve the students' ability to work together with others in groups.

c. Bingo game helps teachers to get reactions to the learning process.

d. Bingo is a game for people of all ages.

The disadvantages of using bingo game are as follows:

a. It is difficult for teachers to manage the class

b. The students are asked to create game on a regular basis in addition to the material.

Bingo game can be quite helpful in the process of learning English, but there are some disadvantages as well. The teacher looks for creative and innovative ways to encourage the students' enthusiasm for learning. Bingo game is one of several methods that the teacher can use to help the students improve their writing skill. The students receive motivation for the English-learning process due to this game.

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[20] Nurul Puspita and Amelya Herda Losari,"The Influence of Bingo Game Towards Srudents' Vocabulary Masterya at the First Semester of the Seventh Grade of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017,"English Education: *Jurnal Bahasa Inggris* 9, no.2 (2016): 8.

5. The Example of Bingo Game Picture

The example of bingo game card is provided in the following pictures:[21]

Figure 2.1
Example of Bingo Game Picture
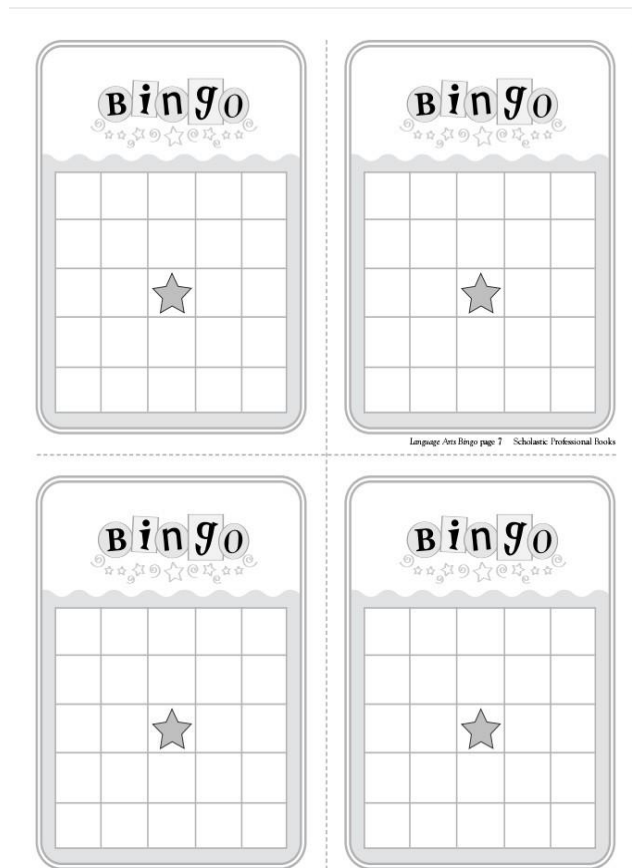
The picture above is a bingo card that is commonly used in the game. In the game, the cards are designed according to the students in the class with squares measuring 5x5, 4x4, or 3x3. The teacher can divide the group according to the box of bingo cards made. After that, each group is given one bingo card.

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[21] Virginia Musmanno, *Language Arts.*, 7.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research; they are independent variable (X) and dependent variable (Y). The independent variable (X) is Bingo Game and dependent variable (Y) is Writing Skill. Therefore, the explanation from Bingo Game is a game to improve the students' writing skill.

The theoretical framework in this research is "if Bingo Game is applied perfectly for the process of English teaching learning, the students' writing skill is good. Whereas if bingo game are not applied perfectly towards process of the teaching and learning, the students' writing skill is bad.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

Figure 2.2
The Influence of Bingo Game on Writing Skill
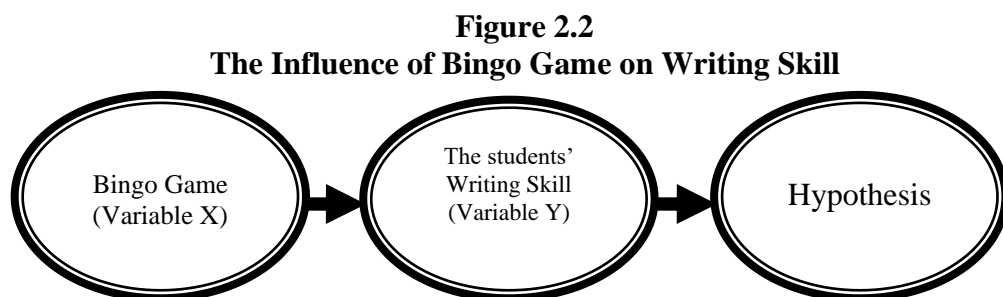
In the treatment that was carried out in quantitative research, if bingo game is implemented optimally, it is hoped that the students' writing

skill has a positive and significant influence at the eighth grade of SMP Muhammadiyah 1 Pekalongan. Therefore, this research has a positive impact. Meanwhile, if the bingo game is not conducted optimally, this research does not have a positive influence toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

E. Hypothesis

Based on Theoretical Framework and paradigm, There are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

(Ha): There is positive and significant influence of Bingo Game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

(Ho): There is no positive and significant influence of Bingo Game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

2. Statistical Hypothesis

In determining the level of statistical significance, the researcher determines the Statistical Hypothesis as follows:

If Fo >F table, then (Ho) is rejected, (Ha) is accepted.

If Fo< F table, then (Ho) is accepted, (Ha) is rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

A quantitative research design is use to conduct the research. Quantitative data analysis is a powerful research method that is rooted in the positivist tradition. It is frequently associated with large-scale investigations, but it can also serve smaller-scale investigations, such as case studies, action research, correlation research, and experimental research.[1] Quantitative research is a type of research that collects data in numerical form and compares the number of variables or evaluates the effectiveness of various interventions.

Research design of this research is quasi experiment research. In quasi experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups.[2] A quasi experiment is a type of research design that attempts to establish a cause and effect relationship. The researcher chose two classes as experimental and control class.

The researcher administrated pre-test and post-test to those experimental and control class. The researcher asked the students to do pre-test, to be active in treatment, and to do post-test. The treatment was conducted after pre-test. The pre-test was intended to find out the students'

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[1] Louis Cohen, Lawrenc Manion & Keith Morrison, *Research Method in Education*, (Canada: Routledge: 2007), 501.

[2] JOHN W. CRESWELL, *Research Design Qualitative, Quantitative and Mixed Methods Approaches,* (Calivornia: SAGE Publications inc, 2014),222.

writing skill before giving the treatment, while the post-test was intended to find out the significant influence of the students' using bingo game after the treatment has be given.

The researcher conducted research on the students of class VIII SMP Muhammadiyah 1 Pekalongan.

B. Operational Definition of Variable

1. Independent Variable

The bingo game is the independent variable in this study. An independent variable is one that is assumed to cause a change in another variable.[3] Described as an educational method in which the teacher illustrates the appropriate learning strategy or task before progressively giving over responsibility to the students. The following are some independent variable indicators:

a. The students are able to study in groups to play with bingo game.

b. The students are able to choose the word of the bingo among them and start to write sentences from the word provided and then they collaborate to make the sentences into a good paragraph.

c. The students are able to follow each step of the bingo game continuously by saying bingo when the sentence is finished and continuing the bingo game after they hear the word bingo.

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[3] R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative, and Mixed Approaches* 5[th]edition, (California: SAGE Publications, 2014), 12.

2. Dependent Variable

A dependent variable is one that thought to be impacted by one or more independent variables.[4] The dependent variable in this study is writing skill, which has the following indicators:

a. The students are able to write sentences using the right vocabulary.

b. The students are able to write sentences using proper grammar.

c. The students are able to use correct writing mechanics in the writing process.

d. The students are able to proofread English texts with complete organization.

C. Population, Sample and Sampling Technique

1. Population

The population is divided into the same number of groups as the number of treatments to be tested.[5] A population is a subset of the population, whereas a population is a whole group of people with certain characteristics.[6] Its means that the population is all subjects who have certain qualities and characteristics determined by the researcher and was observed in this study. The population of this study consisted of all the students of class VIII SMP Muhammadiyah 1 Pekalongan that consisted of three classes totaling 87 the students.

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[4] R. Burke Johnson and Larry Christensen, *Educational Research Quantitative.,* 12.

[5] Ranjit Kumar, *Research Methodology a step-bt-step guide for beginners 3rded*, (Los Angeles: SAGE Publicatio Ltd, 2011), 104.

[6] Leroy R. Thacker II and PhD, "What Is the Big Deal About Populations in Research?."Sage: *Progress in Transplantation* 30, No.3, (2019), 1.

2. **Sample**

    The sample is composed of people who were selected in this study.[7] The sample of this study consisted of two class because the type of quantitative research used is Quasi Experimental; therefore, the sample of this study consisted of two classes, namely class VIII A and class VIII B. Class VIII A as the experimental class and class VIII B as the control class. The number of the students in each class is 18 the students so that the total sample is 36 the students.

3. **Sampling Technique**

    In this study, the sampling technique is the cluster random sampling technique. This technique is used to identify samples that share the same characteristic. Furthermore, this technique is not about the individual, but about the group or class. The researcher involved the VIII A as the experimental class and VIII B as the control class to ensure that every member of the population in this study had the opportunity to become a sample.

D. **Data Collection Technique**

    In the data collecting procedure, there are three steps that have to follow in this research:

1. **Test**

    Normally, testing is conducted through implementing that element of the survey and determining how well it works. This researcher applied two tests, which are as follows:

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[7] Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies 5thed*, (USA: Elsevier, 2016), 191.

a. Pre-test

Pre-test is given to the experimental class and controlled class before giving a treatment to measure the students' writing ability. The experimental and control class received the same pre-test.

Pre-test was held with a writing test. The researcher distributed the pre-test questions by asking the students to write a short descriptive text consisting of three paragraphs. The students were asked to compose a paragraph of descriptive text.

b. Post test

After giving the treatment, the researcher gave a post-test for both the experimental class and control class to find out the results of the treatment whether the use of bingo game is significant or not for the students' writing skill.

The post-test was held with a written test. The researcher distributed post-test questions which consist of a writing test. The researcher distributed the post-test by asking the students to write a short descriptive text of three paragraphs. The students are asked to make descriptive text paragraphs.

2. Documentation

Documentation is one of many processes that accompany an audit; its primary goal is to list in writing all activities and facts relevant to the audit.[8] The instrument that was used for documentation method is books,

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[8] Henning Kagerman, Willian Kinney and *et al*, *Internal Audit Handbook*, (Germany: Springer, 2008), 432.

magazine, notes, and data from internet, journal and others. The researcher uses the documentation method to get some information about:

a. The history of SMP Muhammadiyah 1 Pekalongan.

b. The condition teachers and officials employs in SMP Muhammadiyah 1 Pekalongan.

c. The quantity of the students of SMP Muhammadiyah 1 Pekalongan.

d. Organization structure of SMP Muhammadiyah 1 Pekalongan.

e. The regulation of SMP Muhammadiyah 1 Pekalongan.

3. **Observation**

An important component of any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is expected to obtain information about the learning process, existing facilities and others. In this study, the researcher is the only participant who observed the VIII grades the students of SMP Muhammadiyah 1 Pekalongan.

E. **Research Instruments**

1. **Writing Test**

Writing test is used to identify the students writing skill of the eighth grades of SMP Muhammadiyah 1 Pekalongan. The test measures the students' writing skill about descriptive paragraphs. The test consists of a pre-test and a post-test in the form of writing test that to write a

descriptive paragraph in English consists of three short paragraphs including the identification, and description.

2. Documentation Sheet

In the process of collecting research data, the researcher use documentation sheets to collect data related to school history, conditions of teachers and office employees, number of the students, organizational structure and regulations of SMP Muhammadiyah 1 Pekalongan. In addition, the instruments are books, notes, data from the internet, journals.

3. Observation Sheet

Observation sheets are needed by the researcher, as an instrument to collect data related to teaching and learning activities using bingo game. The use of observation sheets makes it easier for the researcher to get complete data about the conditions of learning to write with bingo game so that the researcher can strengthen the results of research related to the effect of bingo game on the students' writing skill. Observations are carried out offline through learning in the classroom.

F. Data Analysis Technique

Marczyk, Geoffrey R. assumed that a written test is use to examine the difference in mean between the two groups. In general, they require a single dichotomous independent variable and a single continuous dependent variable.[9]

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[9] Geoffrey Marczyk, David De Matteo and David Festinger, *Essentials Of Research Design And Methodology*, (New Jersey: John Wiley & Sons, Inc, 2005), 220.

To investigate whether there is a positive and significant influence between the use of bingo game and the students' writing skill, the researcher analyzed the data using an Independent Sample written test with the SPSS 22.0 for windows program with the following hypothesis;

Ho: There is no positive and significant influence of the use of bingo game toward the writing skill of class VIII the students of SMP Muhammadiyah 1 Pekalongan in the 2022/2023 academic year.

Ha: There is a positive and significant effect of using bingo game toward the writing skill of class VIII graders the students of SMP Muhammadiyah 1 Pekalongan in the 2022/2023 academic year.

Independent Sample T-Test Guidelines;

1. If probability or Sig. < (0.05), then the null hypothesis (Ho) is rejected.

2. If the probability or Sig. > (0.05), then the null hypothesis (Ho) is accepted.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

These additional data give a general description of the research site. On November 22, 1997, SMP Muhammadiyah 1 Pekalongan was founded. Its address is Jl. Raya Pekalongan, Pekalongan, Kec. Pekalongan, East Lampung Regency, Lampung. Location of SMP Muhammadiyah 1 Pekalongan: 5.0807 latitude, 105.3648 longitudes. SMP Muhammadiyah 1 Pekalongan operates under the supervision of the ministry of education and culture. There have been seven significant modifications from the organization's founding up until this point. for the new teacher, Kristian adi Candra, S. Pd.

SMP Muhammadiyah 1 Pekalongan has a vision and mission. Vision is nothing but a moral ideal that describes the desired school profile in the future. The vision of SMP Muhammadiyah 1 Pekalongan is to be leading in intelligence, educated, faith and character.

In addition, the goals to be achieved by SMP Muhammadiyah 1 Pekalongan are to realize the school's vision that has been set as follows implementing quality, efficient and relevant education, improving the quality of student character, implementing transparent, accountable, effective and participatory education programs, establishing cooperation

with partner schools, meeting National Education Standards, fulfilling learning outcomes of students in accordance with the pancasila student profile, and increasing the quality and quantity of ICT-based learning.

To realize the vision that has been formulated, a mission is needed in the form of activities to be carried out. The mission of SMP Muhammadiyah 1 Pekalongan is to create a profile of pancasila students with character, carry out effective learning and guidance so that students develop optimally according to their potential, foster a spirit of excellence in incentives for all school members, encourage and help each student to recognize their own potential, so that it can be developed properly, fostering appreciation of Islamic religious teachings, so that it becomes a source of wisdom in acting, which is participatory management involving all school members and school committees.

2. The Description of Research Result

The result of this research is described based on the problem formulation: "Is there any positive and significant influence of bingo game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan? In the Academic Year of 2022/2023?".

To describe the result of this research, the researcher explained in the following parts:

a. The Description of Pre-Test Result

The researcher conducted a pre-test on October, 31[th]2022 by giving the writing skill test into the eighth graders in SMP

Muhammadiyah 1 Pekalongan. In the pre-test process, the researcher asked the students to write a short descriptive text that consists of 3 paragraphs by choosing one of the topics in order to know their writing skill of descriptive text. The pre-test results are illustrated in the following table:

Table 4.1
The Pre-test Result of Experimental Class
Students' Writing Skill
The Eighth Graders VIII A of SMP Muhammadiyah 1 Pekalongan

No	Name	Score	Criteria
1	AS	34	Incomplete
2	ASI	34	Incomplete
3	FES	35	Incomplete
4	IY	34	Incomplete
5	JO	67	Complete
6	J	48	Incomplete
7	M	65	Complete
8	M	62	Complete
9	MDZ	34	Incomplete
10	NAG	42	Incomplete
11	NDA	69	Complete
12	NF	36	Incomplete
13	RPP	35	Incomplete
14	SA	34	Incomplete
15	SLA	66	Complete
16	SV	52	Incomplete
17	VAI	73	Complete
18	ZAA	52	Incomplete
	Total	872	
	Average of Students' grade	48	

Table 4.2
The Pre-Test Result of Experimental Class

No	Grade	Frequency	Percentage	Criteria
1.	< 60	6 students	33%	Complete
2.	≥ 60	12 students	67%	Incomplete
	Total	18 students	100%	-

In addition, the chart below illustrated the frequency distribution of the

student's writing in pre-test :

Figure 4.1
The Chart of Frequency Distribution of The Students' Writing
Score of Experiment Class in Pre-test

Table 4.3
The Pre-Test Result of Control Class
Students' Writing Skill
The Eighth Graders VIII B of SMP Muhammadiyah 1 Pekalongan

No	Name	Score	Criteria
1	AS	36	Incomplete
2	ARF	36	Incomplete
3	AZF	34	Incomplete
4	ADP	34	Incomplete
5	AWP	37	Incomplete
6	CMRL	35	Incomplete
7	DS	34	Incomplete
8	DP	40	Incomplete
9	DIR	35	Incomplete
10	ERD	42	Incomplete
11	FN	37	Incomplete
12	HFP	44	Incomplete
13	IAF	34	Incomplete
14	MPR	34	Incomplete
15	NAS	34	Incomplete
16	RAA	34	Incomplete
17	SA	52	Incomplete
18	ZUS	68	Complete
Total		700	
Average of Students' grade		39	

Table 4.4
The Pre-Test Result of Control Class

No	Grade	Frequency	Percentage	Criteria
1.	< 60	1 students	6 %	Complete
2.	≥ 60	17 students	94 %	Incomplete
Total		18 students	100 %	-

In addition, the chart below illustrated the frequency distribution of the student's writing in pre-test :

Figure 4.2
The Chart of Frequency Distribution of The Students' Writing Score of Control Class in Pre-test
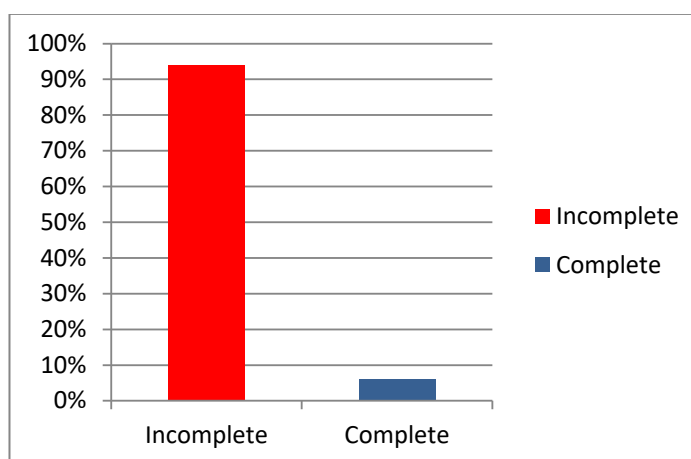
Based on the result of pre-test above, it was investigated that the average grade in experimental class is 48 and the average grade in control class is 39.

In addition, the Pre-Test score in the experimental class, the percentage of students who did not reach the Minimum Mastery Criteria (MMC) was 67%, while the percentage of students who did not reach the MMC in the Pre-Test control class was 94%. It shows

that students' writing skills are dominated by incomplete criteria. Therefore the researcher seeks to follow up on the results of the Pre-Test by applying quantitative research using bingo game to test whether there is a positive and significant effect of using bingo game on the influence of student writing.

b. Treatment by Using Bingo Game

In carrying out the research after conducting the Pre-Test in the experimental class and control class, the researcher taught both the experimental class and the control class. This is because researchers apply quantitative research methods with the type of quasi-experimental study which requires teaching both in the experimental class and in the control class.

However, the application of the bingo game was only applied in the experimental class, while in the control class the English teacher taught using the method usually applied by the teacher in the English learning process, especially those related to writing skills.

The treatment carried out by researchers in the experimental class using bingo game was carried out 3 times. The first treatment will be carried out on October 31, 2022, the second treatment will be carried out on November 3, 2022 and the third treatment will be carried out on November 7, 2022.

In carrying out the treatment, the researcher teaches students about the skills of writing descriptive text which includes

understanding, generic structure and characteristics. Next, the researcher gives several examples related to descriptive text and analyzes them. In implementing the bingo game the researcher distributes bingo cards containing the pictures to be described. Students are divided into 3 groups, each group consisting of 6 students. Students are asked to describe the pictures on the bingo cards that have been divided into each group. Each student gets 1 topic to describe by making 3 short paragraphs. In each group whose members can complete 3 short paragraphs first, they will be the winner by saying BINGO.

Besides that, in the first treatment the researcher gave bingo cards with the theme of pictures of objects. In the second treatment, the researcher gave the theme of pictures of pet animals and the third treatment; the researchers gave the theme of pictures of animals, especially 4-legged animals.

c. **Post-Test Result**

The researcher conducted a post-test on November, 10th2022 by giving the writing skill test to the eighth graders VIII A and VIII B at SMP Muhammadiyah 1 Pekalongan. The type of writing skill test is descriptive text that consists of two topics. In the the post-test process, the researcher asked the students to write descriptive text about one topic that have they chosen in order to know to their writing skill of

descriptive text. The post-test results are illustrated in the following

table:

Table 4.5
The Result Post-test of Expreimental Class
Students' Writing Skill
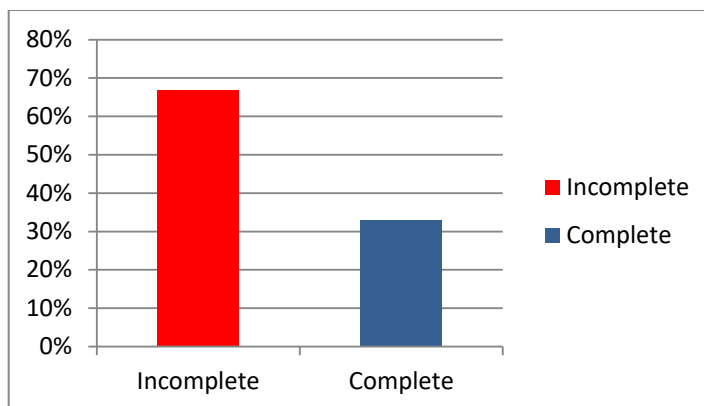**The Eighth Graders VIII A of SMP Muhammadiyah 1 Pekalongan**

No	Name	Score	Criteria
1	AS	74	Complete
2	ASI	65	Complete
3	FES	62	Complete
4	IY	47	Incomplete
5	JO	71	Complete
6	J	56	Incomplete
7	M	73	Complete
8	M	76	Complete
9	MDZ	71	Complete
10	NAG	58	Incomplete
11	NDA	80	Complete
12	NF	55	Incomplete
13	RPP	55	Incomplete
14	SA	60	Complete
15	SLA	72	Complete
16	SV	70	Complete
17	VAI	82	Complete
18	ZAA	87	Complete
Total		1.214	
Average of Students' grade		67	

Table 4.6
The Post-Test Result of Experimental Class

No	Grade	Frequency	Percentage	Criteria
1.	< 60	13 students	72 %	Complete
2.	≥ 60	5 students	28 %	Incomplete
Total		18 students	100 %	-

From the data pots-test above, it can be the chart as follows:

Figure 4.3
The Chart of Frequency Distribution of The Students' Writing
Score of Experimental Class in Post-test
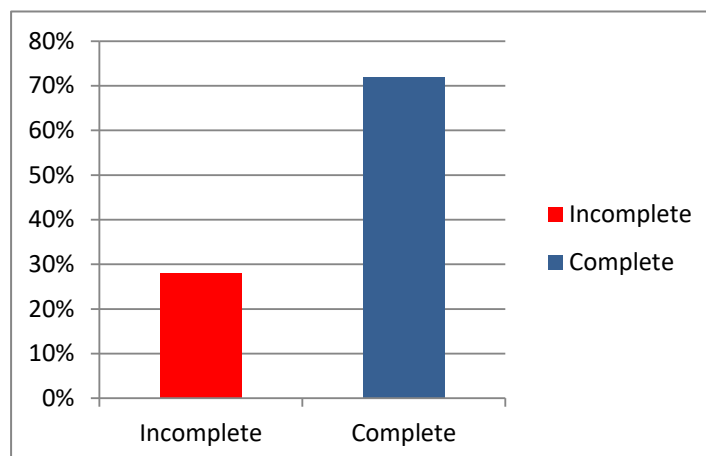
Table 4.7
The Post-test Result of Control Class
Students' Writing Skill
**The Eighth Graders VIII B SMP Muhammadiyah 1 Pekalongan**

No	Name	Score	Criteria
1	AS	43	Incomplete
2	ARF	38	Incomplete
3	AZF	45	Incomplete
4	ADP	34	Incomplete
5	AWP	47	Incomplete
6	CMRL	39	Incomplete
7	DS	34	Incomplete
8	DP	49	Incomplete
9	DIR	34	Incomplete
10	ERD	39	Incomplete
11	FN	39	Incomplete
12	HFP	38	Incomplete
13	IAF	34	Incomplete
14	MPR	46	Incomplete
15	NAS	45	Incomplete
16	RAA	56	Incomplete
17	SA	54	Incomplete
18	ZUS	69	Complete
Total		783	
Average of Students' grade		43	

Table 4.8
The Post-Test Result of Control Class

No	Grade	Frequency	Percentage	Criteria
1.	< 60	1 students	6 %	Complete
2.	≥ 60	17 students	94 %	Incomplete
Total		18 students	100 %	-

From the data pots-test above, it can be the chart as follows:

Figure 4.4
The Chart of Frequency Distribution of The Students' Writing Score of Control Class in Post-test
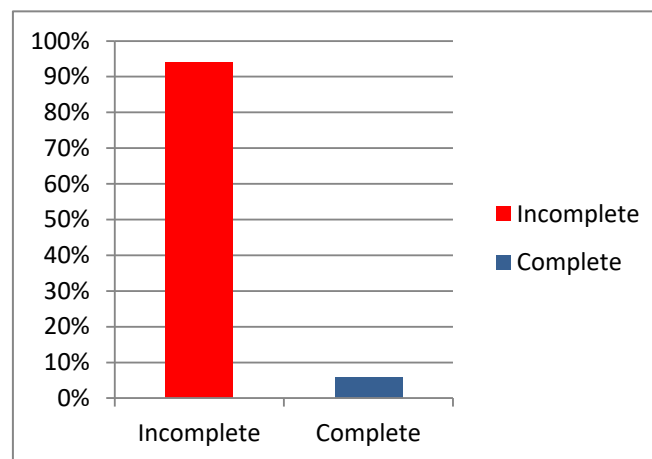
Based on this information it is known that the average post-test score of experimental class students shows 67. This value is higher than the average score in the pre-test. This shows an influence in the post-test after treatment using bingo game.

d. Test of Normality and Homogeneity

Before the research data continued in the t-test, the researcher conducted a normality test and homogeneity test. In carrying out the normality test the researcher uses the SPSS application to find out whether the data is normally distributed. The SPSS results related to the normality test are illustrated in the following table.

Table 4.9

The result of Normality Test by using SPSS

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
score	.122	36	.193	.941	36	.054

Based on the table, it is known that the significance value of Kolmogrov-Smirnov is 193. This shows that the significance value is greater than 0.05. The data are normally distributed if the significance of the Kolmogrov-Smirnov test is greater than 0.05. In other words, the research data is normally distributed because the Kolmogrov-Smirnov significance value is more than 0.05.

In addition, the researcher also conducted a homogeneity test to find out whether the data from this study were homogeneous or not. In determine the homogeneity of researcher using the SPSS application. The SPSS test results related to homogeneity, it is illustrated in the following table.

Table 4.10
The result of Homogeneity Test by using SPSS

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
1.201	1	34	.281

From the result of the table it is known that the research data is homogeneous due to value significance more than 0.05.

e. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

1) Ho: There is no positive and significant influence of bingo game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

2) Ha: There is positive and significant of using bingo game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

This is the statistical hypothesis:

1) If the sign.2-tailed is lower than 0.05 and *t*-value is higher than *f-table*, so the null hypotesis (Ho) is rejected, and alternative hypotesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and *t*-value is lower than *f-table*, so the null hypostesis (Ho) is accepted and alternative hypotesis (Ha) is rejected.

2) If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ha) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPPSS calculations in variable X (bingo game) tests to variable Y (writing skill), the researcher obtained the results described as follows:

Table 4.11
The SPSS Computation Result about the Influence of
Bingo Game on Students' Writing Skill
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	1.201	.281	7.138	34	.000	23.944	3.354	17.128	30.761
	Equal variances not assumed			7.138	33.190	.000	23.944	3.354	17.122	30.767

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* in this research is 000. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that

this research successfully proves that there is a positive and significant influence of Bingo Game on student writing skill.

In addition, the table above illustrated that *t observed* was 7.138 with degree of freedom was 34 to confidence interval of the difference 95%.

After considering the t-test table by using *df* 34. Therefore, it can be found that:

Table 4.12
Critical Value of f-table

Level of significant	5%	1%
Df	1.684	2.423

1. The critical value of t-test (ttable) for the 5% level is 1.684

2. The critical value of t- test (ttable) for the 1% level is 2.423

From all the data analysis above, it canbe found that:

a. "t-observed" = 7.138

b. "f-table" level of significant 5% = 1.684

c. "f-table" level of significant 1 % = 2.423

It means that" t-observed" is higher than "f-table" or it can be written as 1.684<7.138>2.423. It means that from the value above there was any positive and significant influence of bingo game toward the students' writing skill at the eighth graders of SMP 1 Muhammadiyah 1 Pekalongan. It can be seen from the result of the students' pre-test and post-test.

a. If t-observed > f-table, Ha is accepted and Ho is rejected.

b. If t-observed < f-table, Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as:

"There is a positive and significant influence of bingo game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan".

Finally, the data confirmed that" t-observed" = 7.138 was higher than "f-table" level of signficant 5% = 1.684 and "f-table" level of significant 1 % = 2. 423. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant the influence of bingo game toward the students' writing skill at the eighth graders of smp muhammadiyah 1 pekalongan.

B. Discussion

The discussion of this research focuses on the research result in the form of explanation whether there is positive and significant influence of bingo game on students' writing skill. It was investigated that the result of *sig. 2 tailed* in this research is 000. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of Bingo Game on students' writing skill.

In addition, the data confirmed that" t-observed" = 7.138 was higher than "f-table" level of signficant 5% = 1.684 and "f-table" level of significant

1 % = 2. 423. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there is a positive and significant the influence of bingo game toward the students' writing skill at the eighth graders of smp muhammadiyah 1 pekalongan.

The results of this research are relevant to Angela's statement regarding the benefits of bingo game, which is that it can improve learning in actively developing their group skills while learning. In other words, by actively using cards with their groups to develop ideas before the real writing process starts, students can improve their writing skills while learning to write. Students were prepared for the writing process with vocabulary and topic-related writing ideas due to the concepts they had received from the bingo cards.

In addition, Febriani Shahnaputri and Evie Karevia explained that bingo game have a positive and significant influence toward the students' writing skills because the results of the research indicate there is progress of students in the learning process using bingo game.[1]

Based on the statement above, it is clear that bingo game can be used to improve writing skill because bingo game has a positive and significant influence. This is illustrated using the writers' observations and research. Students demonstrate an engaged and innovative approach to learning when using bingo game.

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[1] Febriani Sahnaputri and Evie Kareviati, "The students' Responses Toward The Implementation of Bingo Game With Scientific Approach In Teaching Writing Descriptive Text." Project: *Professional Journal of English Education* 4, No.3, (2021).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research provides the research result. It was investigated that the result of *sig. 2 tailed* in this research is 000. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of Bingo Game toward the students' writing skill.

In addition, the data confirmed that" t-observed" = 7.138 was higher than "f-table" level of significant 5% = 1.684 and "f-table" level of significant 1 % = 2. 423. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there is a positive and significant the influence of Bingo Game toward the students' writing skill at the eighth graders of SMP Muhammadiyah 1 Pekalongan.

B. Suggestions

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the

students can understand and write the material which researcher has given and influences their write especially in writing skill.

2. For the Teachers

It is recommended that the teacher to be more creative in motivating the students in learning English and to include Bingo Game in teaching process, especially in writing in order to sengage the students to be active in learning process.

3. For the Headmaster

It is suggested that headmaster to support the teacher in using the beneficial teaching strategy in learning process because it could teach the students' wriring skill and the students to be more active.

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APPENDICES

Appendix 1 Syllabus

SILABUS PEMBELAJARAN

Sekolah : SMP MUHAMMADIYAH 1 PEKALONGAN

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian				Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa • Kalimat sederhana - mengundang - mengumumkan - menyampaikan pesan 3.Kosa kata - Kata terkait	1.Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2.Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3.Menulis kalimat sederhana terkait jenis teks 4.Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	1. *Complete the following senten-ce / text using suitable word / words* 2. *Arrange the word into good senten-ces.* 3. *Write simple sen-tences based on the situation given* 4. *Write an invita-tion/ an announ-cement / messa-ge based on the*		4 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	tema dan jenis teks 4. Tanda baca 5. Spelling					situation given.	4 x 40 menit	
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	1. Teks rumpang berbentuk - *descriptive* - *recount* 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca,	1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive dan recount gambar/realia. 3. Melengkapi rumpang dalam teks descriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang	1. Melengkapi rumpang teks essai pendek berbentuk *descriptive* 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptivedan recount.* 3. Menulis teks essai dalam bentuk a. *descriptive dan recount.*	Tes tulis Tes tulis Tes tulis	1. Completion 2. Jumbled sentences 3. Essay	1. Complete the paragraph using the suitable words. 2. Rearrange the Following sentences correctly. 3. Write an essay a. describing something or a certain place. b. Telling what		1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	Spelling	terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.				*you did last Sunday*		

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Mengetahui
Kepala Sekolah

Kristian Adi Candra, S.Pd

Pekalongan, 10 November 2022
Guru Mata Pelajaran

Arlina Megawati, S.Pd

Appendix 2 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Muhammadiyah 1 Pekalongan
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII / Ganjil
Materi Pokok   : Text Descriptive pendek dan sederhana, tentang orang,hewan, dan benda.
Aspek / Skill   : Menulis
Alokasi Waktu   : 4 x 40 menit

A. Standar Kompetensi

6: Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

KD 6.2: Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

C. Indikator

6.2.2: Menyusun kalimat menjadi teks pendek yang bermakna dalam bentuk descriptive dan recount

6.2.3: Menulis teks sederhana dalam bentuk descriptive dan recount

D. Tujuan Pembelajaran.

Pada akhir pembelajaran siswa dapat :

1. Menyusun kalimat secara berurutan menjadi teks pendek yang bermakna dalam bentuk descriptive

2. Membuat teks sederhana dalam bentuk descriptive berdasarkan pernyataan-pernyataan yang tersedia

E. Materi Pembelajaran.

1. Penjelasan tentang Text Descriptive

2. Generic Structure Descriptive Text

     a. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topic.

     b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

3. Characteristic Descriptive Text:
   a. Menggunakan Simple Present Tense
   b. Menggunakan attribute verb, seperti be (am, is,are)
   c. Hanya berfokus pada satu topik

F. Pembelajaran : Penggunaan Bingo Game

G. Langkah - langkah Kegiatan.

Kegiatan	Deskripsi	Waktu
Pendahuluan	a. Guru dan siswa mengawali kegiatan belajar dengan berdoa b. Guru menanyakan keadaan siswa dan melakukan presensi siswa c. Menanyakan materi yang telah dipelajari pada pertemuan sebelumnya d. Guru mempersiapkan materi yang akan dipelajari	**10 Menit**
Inti	a. Guru menjelaskan materi tentang descriptive text terkait dengan pengertian, *generic structure* dan karakteristik b. Guru memberikan sebuah contoh teks descriptive dan menelaah bagian-bagiannya c. Siswa mencari kosa kata sulit dari teks yang diberikan guru d. Siswa menemukan makna kosa kata sulit dengan bantuan kamus e. Guru menjelaskan pada siswa tahap-tahap pembuatan teks descriptive f. Guru menjelaskan aturan main bingo game di depan kelas dan membagi siswa menjadi beberapa kelompok berdasarkan jumlah siswa di kelas. g. Guru membagikan kartu sehingga setiap siswa dalam kelompok dapat memiliki satu. h. Guru mengulas tujuan permainan bersama siswa dengan menjelaskan bahwa siswa akan menjadi pemenang jika mereka menulis tiga paragraf berdasarkan kata keluarga yang diberikan dalam kartu bingo terkait dengan topik penulisan. i. Setiap siswa memilih kata bingo di antara mereka sendiri dan mulai menulis kalimat dari kata yang disediakan dan kemudian mereka berkolaborasi untuk membuat kalimat menjadi paragraf yang baik. Kelompok pertama menyelesaikan paragraf pembuatan kalimat untuk kartu tersebut kemudian mereka akan	**25 Menit**

Kegiatan	Deskripsi	Waktu
	mengatakan "Bingo!". j. Guru menyuruh siswa untuk memegang kartu mereka ketika "Bingo" dipanggil. Setelah pemenang ditentukan, katakan, "Hapus kartu Anda." Ganti kata-kata yang dipanggil dalam amplop dan, jika diinginkan, ulangi permainan!.	
Penutup	a. Menanyakan kesulitan siswa selama proses belajar mengajar b. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran c. Guru bersama-sama dengan peserta didik membuat kesimpulan tentang materi yang telah dipelajari d. Guru memberikan post-test e. Menugaskan siswa untuk membuat teks descriptive tentang binatang.	**5 Menit**

H. Media/ Alat dan Sumber Pembelajaran

1. Media/Alat

   a. Papan Tulis

   b. Spidol Boardmarker

   c. Media bingo game: kartu-kartu

2. Sumber Pembelajaran

   a. Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen

   b. Kamus Bahasa Inggris

Mengetahui   Pekalongan, 10 November 2022
Kepala Sekolah   Guru Mata Pelajaran

Kristian Adi Candra, S.Pd   Arlina Megawati, S.Pd

The Rubric Score of Writing By Heaton

No.	Writing Aspects	Grade	Criteria	Explanation
1	Content	30-27	Excellent to Very Good	Knowledge - Substantive - etc.
		26-22	Good to average	Some knowledge of subject - adequate rage - etc.
		21-17	Fair to Poor	Limited knowledge of subject - little substance- etc.
		16-13	Very Poor	Does not show knowledge of subject – non substantive – etc.
2	Organization	20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
		17-14	Good average	Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	Fair to poor	Non-fluent – ideas confuse or disconnected – etc.
		9-7	Very poor	Does not communicate – no organization – etc.
3	Vocabulary	20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
		17-14	Good average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
		9-7	Very poor	Essentially translation – little knowledge of English vocabulary.
4	Language use	25-22	Excellent to very good	Effective complex constructions – etc.
		21-19	Good to average	Effective but simple construction – etc.
		17-11	Fair to poor	Major problems in simple/complex construction – etc.
		10-5	Very poor	Virtually no mastery of sentence construction rues – etc.
5	Mechanics	5	Excellent to good	Demonstrates mastery of conventions – etc.
		4	God average	Occasional errors of spelling, punctuation – etc.
		3	Fair to poor	Frequent errors of spelling punctuation, capitalization – etc.
		2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Appendix 3 Teachers and Official Employers of SMP Muhammadiyah 1 Pekalongan

Table
Teachers and Official Employer of SMP Muhammadiyah 1
Pekalongan

No	Name	Occupation	Gender
1	Kristian Adi Candra	Headmaster	Male
2	Marsini	Vice principal	Female
3	Ayunvita Ekawati	Indonesian teacher	Female
4	Budi Astuti	Arts and culture teacher	Female
5	Edi Zulmansyah	School administration	Male
6	Faqih Hudarrahman	School administration	Male
7	Indawan	ICT Teacher	Male
8	Arlina Megawati	English Teacher	Female
9	Marsiyah	Head of library	Female
10	Nida Fadhilah	Religion Teacher	Female
11	Rahma Fardani	Math teacaher	Female
12	Salim	Citizenship Education Teacher	Male
13	Sri Suprihatin	Head of laboratory	Female
14	Sulastri	Social Science Teacher	Female
15	Sunarto	Sport Teacher	Male
16	Tri Yuantoro Hidayat	Sports Teacher	Male
17	Windu Kelana	Social Science Teacher	Male
18	Yuli Juwita Sari	Religion Teacher	Female
19	Yulia Noviani	Treasurer	Female
20	Zaenatun	Natural Science Teacher	Female

Appendix 4 Students Quantity of SMP Muhammadiyah 1 Pekalongan

Table
The Students Quantity of SMP Muhammadiyah 1 Pekalongan

No	Class	Gender		Amount
		Male	**Female**	
1	VII A	15	7	22
2	VII B	13	9	22
3	VII C	21	0	21
4	VIII A	11	18	29
5	VIII B	8	21	29
6	VIII C	10	19	29
7	IX A	14	18	32
8	IX B	14	16	30

Appendix 5 Organization Structure of SMP Muhammadiyah 1 Pekalongan

STRUKTUR KEGIATAN ORGANISASI SMP MUHAMMADIYAH 1

PEKALONGAN

SCHOOL COMMITTEE		SCHOOL INSTITUTION

HEADMASTER
CRISTIAN ADI, S.Pd

VICE HEADMASTER
MARSINI, S. Pd

HEAD OF COUNSELING GUIDANCE
SUNARTO

HEAD OF LIBRARY
MARSIYAH, S. Pd

HEAD OF LABORATORY
SRI SUPRIHATIN, S. Pd

HEAD OF MUHAMMADIYAH ISLAM
SALIM, S. Ag

HEAD OF ADMINISTRATION

EDI ZULMANSYAH

TEASURER
YULIA NOVIANI, S. Pd

STAFF
FAQIH HUDARRAHMAN, S. Pd

HEAD OF INFRASTRUCT FACILITIES

WINDU KELANA, S. Pd

HEAD OF STUDENTS

INDAWAN, S.E,.M.M

HEAD OF CURRICULUM

MARSINI, S. Pd

TEACHER

HOMEROOM TEACHER

STUDENTS

Appendix 6 Building Condition of SMP Muhammadiyah 1 Pekalongan

Table

Building Condition of SMP Muhammadiyah 1 Pekalongan

No	Facilities	Number of units
1	Natural Science Laboratory	1
2	Counseling Guide Room	1
3	Warehouse Room	1
4	Classroom IX A	1
5	Classroom IX B	1
6	Classroom VII A	1
7	Classroom VII B	1
8	Classroom VII C	1
9	Classroom VIII A	1
10	Classroom VIII B	1
11	Classroom VIII C	1
12	Computer Laboratory	1
13	Mosque	1
14	Sport Column	1
15	Guard Room	1
16	Library Room	1
17	Administration Room	1
18	UKS Room	1
19	Toilet	4

Appendix 7 The Sketch Location of SMP Muhammadiyah 1 Pekalongan

The Sketch Location of SMP Muhammadiyah 1 Pekalongan

DENAH LOKASI SMP MUHAMMADIYAH 1 PEKALONGAN

Appendix 8 Blue Print of Writing Test

Basic Competence	Indicator	Test	Test Item
Expressing meaning in functional texts and simple short essays in the form of descriptive and recount to interact with the surrounding environment	The students are able to express their writing idea in simple short essays using a variety of written language accurately, fluently and acceptably in the form of descriptive text..	Pre-Test	The students are able to write three short paragraphs about descriptive text in 40 minutes. About one of two topic choices.
Expressing meaning in functional texts and simple short essays in the form of descriptive and recount to interact with the surrounding environment	The students are able to express their writing idea in simple short essays using a variety of written language accurately, fluently and acceptably in the form of descriptive text.	Post-Test	The students are able to write three short paragraphs about descriptive text in 40 minutes. About one of two topic choices.

Appendix 9 Writing Test Instrument

1. **Writing Test Instrument (PRE-TEST)**

<div align="center">

Pre-test

</div>

Direction: *Write a short descriptive text that consists of 3 paragraphs by choosing one of the following topics!*

a. *Rabbit*

b. *Elephant*

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2. Writing Test Instrument (POST-TEST)

Post-test

Direction: *Write a short descriptive text that consists of 3 paragraphs by choosing one of the following topics!*

a. Zebra

b. Panda

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Appendix 10 Writing Rubric

Writing Assessment Rubric
The Pre-Test Result of Experimental Class

No	Students Name	Writing Aspect					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AS	13	7	7	5	2	34
2	ASI	13	7	7	5	2	34
3	FES	14	7	7	5	2	35
4	IY	13	7	7	5	2	34
5	JO	21	16	17	11	2	67
6	J	12	12	11	9	2	48
7	M	20	13	17	13	3	65
8	M	21	13	16	10	2	62
9	MDZ	13	7	7	5	2	34
10	NAG	17	8	8	7	2	42
11	NDA	20	14	19	13	3	69
12	NF	14	8	7	5	2	36
13	RPP	14	7	7	5	2	35
14	SA	13	7	7	5	2	34
15	SLA	21	14	15	13	2	66
16	SV	13	9	15	13	2	52
17	VAI	22	13	21	14	3	73
18	ZAA	21	10	10	9	2	52

Writing Assessment Rubric
The Pre-Test Result of Control Class

No	Students Name	Writing Aspect					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AS	14	7	7	6	2	36
2	ARP	13	7	7	7	2	36
3	AZF	13	7	7	5	2	34
4	ADP	13	7	7	5	2	34
5	AWP	13	7	8	7	2	37
6	CMRL	14	7	7	5	2	35
7	DS	13	7	7	5	2	34
8	DP	14	8	9	7	2	40
9	DIR	13	7	7	6	2	35
10	ERD	15	8	9	8	2	42
11	FN	13	7	8	7	2	37
12	HFP	15	10	10	7	2	44
13	IAF	13	7	7	5	2	34
14	MPR	13	7	7	5	2	34
15	NAS	13	7	7	5	2	34
16	RAA	13	7	7	5	2	34
17	SA	17	13	13	7	2	52
18	ZUS	22	17	17	9	3	68

Writing Assessment Rubric
The Post-Test Result of Experimental Class

No	Students' Name	Writing Aspect					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AS	20	15	21	15	3	74
2	ASI	17	16	17	13	2	65
3	FES	18	12	17	13	2	62
4	IY	17	7	9	12	2	47
5	JO	22	15	19	14	2	71
6	J	17	13	13	11	2	56
7	M	22	13	22	14	2	73
8	M	22	16	21	14	3	76
9	MDZ	21	14	20	13	3	71
10	NAG	17	13	14	12	2	58
11	NDA	22	20	21	14	3	80
12	NF	15	13	15	10	2	55
13	RPP	18	13	12	10	2	55
14	SA	18	13	15	12	2	60
15	SLA	22	13	20	14	3	72
16	SV	22	14	19	13	2	70
17	VAI	25	17	22	15	3	82
18	ZAA	26	20	23	15	3	87

Writing Assessment Rubric
The Post-Test Result of Control Class

No	Students Name	Writing Aspect					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AS	14	9	10	8	2	43
2	ARP	14	7	8	8	2	38
3	AZF	15	12	9	7	2	45
4	ADP	13	7	7	5	2	34
5	AWP	16	10	10	9	2	47
6	CMRL	13	7	10	7	2	39
7	DS	13	7	7	5	2	34
8	DP	15	11	12	8	2	49
9	DIR	13	7	7	5	2	34
10	ERD	15	7	8	7	2	39
11	FN	15	7	8	7	2	39
12	HFP	13	7	9	7	2	38
13	IAF	13	7	7	5	2	34
14	MPR	13	10	10	11	2	46
15	NAS	14	10	10	9	2	45
16	RAA	16	13	13	12	2	56
17	SA	20	10	9	13	2	54
18	ZUS	22	14	18	13	2	69

Appendix 11 Observation Sheet

No	Date	Treatment	Learning Activity
1	31 October 2022	Treatment 1	In the first treatment, when the teacher explained the bingo game rules some students paid attention while the others did not. Some students complained with the group they got. Furthermore, some students were very happy when they got bingo cards, but they were confused by the teacher's explanation. Then the teacher explains again until the students understand the bingo game. The students found it difficult to write 3 short paragraphs about descriptive text with the topics on the bingo cards, because their vocabulary was lacking and most of them did not bring a dictionary. The students debated to choose what word they would describe to make a good paragraph. The unfinished group felt sad when the other group shouted BINGO.
2	3 November 2022	Treatment 2	In the second treatment, students try to listen carefully to what the teacher says in front of them about bingo game. The students received the groups they got by counting. Then most of the students were enthusiastic and excited when they got bingo cards and students could understand what to do next based on the teacher's explanation. Students are quite good at this second treatment because they have taken the initiative to bring a dictionary to be able to complete 3 short paragraphs related to

			descriptive text. Students are fair in choosing the words on the bingo cards and collaborating with each group to complete their writing into good paragraphs. So they were one of their groups shouting BINGO which is where the winner has been found.
3	7 November 2022	Treatment 3	In this third session, the students did a great job of paying attention when the teacher spoke in front of them and formed groups for bingo game. The students were indeed incredibly excited and thrilled when they received their bingo cards and knew what to do next. The students already have a clear understanding of the objective of the game, which they will win when they can finish writing three short paragraphs on the descriptive text for the words on the bingo cards. The next step is for the students to discuss within their groups on selecting the words for the bingo cards. Additionally, students are highly active in working together in their groups to rapidly finish three short paragraphs and shout BINGO so they can win by holding up their bingo cards.

Appendix 12 Documentation Sheet

THE PROFILE OF SMP MUHAMMADIYAH 1 PEKALONGAN

No.	Aspect	Available	Not Available
1.	The history of SMP Muhammadiyah 1 Pekalongan	√	
2.	The building condition and school in SMP Muhammadiyah 1 Pekalongan	√	
3.	The quantity of students at SMP Muhammadiyah 1 Pekalongan	√	
4.	Organization structure of SMP Muhammadiyah 1 Pekalongan	√	
5.	Location sketch	√	
6.	Students' writing document	√	

Note: Tick (√) for each positive activity

Appendix 13The Result of SPSS

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
score	experiment class	18	67.44	10.821	2.550
	control class	18	43.50	9.243	2.179

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.201	.281	7.138	34	.000	23.944	3.354	17.128	30.761
	Equal variances not assumed			7.138	33.190	.000	23.944	3.354	17.122	30.767

Appendix 14 Thesis Guidance Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4565/In.28.1/J/TL.00/10/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Yeni Suprihatin (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**SELLA MARTIANI**
NPM	:	1801071049
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF BINGO GAME ON STUDENTS WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Oktober 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 15 Permit of Pre-Survey

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0858/In.28/J/TL.01/03/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,KEPALA SMP
MUHAMMADIYAH 1 PEKALONGAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**SELLA MARTIANI**
NPM	:	1801071049
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF BINGO GAME ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN

untuk   melakukan   prasurvey   di   SMP   MUHAMMADIYAH 1 PEKALONGAN dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 16 Response Letter of Pre-Survey

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH PEKALONGAN
SMP MUHAMMADIYAH 1 PEKALONGAN
(TERAKREDITASI B)

Alamat : Jalan Raya Pekalongan Lampung Timur Kode Pos. 34391 Telp. (0725) 7611134
NPSN : 10806055 E-mail : smpmuhammadiyahlamtim@yahoo.co.id

Nomor   : 108/IV.4/AU/F/2022
Lampiran   : --
Perihal   : Balasan Izin Pra Survey

Kepada
Yth   : Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
               INSTITUT AGAMA ISLAM NEGERI METRO
               di-
                   Tempat

Assalamualaikum Wr. Wb

Berdasarkan surat nomor :B-0858/In.28/J/TL.01/03/2022 tanggal 16 Maret 2022 perihal izin Prasurvey kepada :

NAMA	NPM	JURUSAN
SELLA MARTIANI	1801071049	Tadris Bahasa Inggris

Pada dasarnya kami memberikan izin untuk melaksanakan Prasurvey di SMP Muhammadiyah 1 Pekalongan.

Demikian kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Pekalongan , 26 Juli 2022
Kepala Sekolah,

KRISTIAN ADI CANDRA
NBM : 1066491

Appendix 17 Letter of Assignment

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-4604/In.28/D.1/TL.01/10/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SELLA MARTIANI**
NPM	:	1801071049
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF BINGO GAME ON STUDENTS WRITING SKILL AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 25 Oktober 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 18 Permit of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4605/In.28/D.1/TL.00/10/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1 PEKALONGAN
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4604/In.28/D.1/TL.01/10/2022, tanggal 25 Oktober 2022 atas nama saudara:

Nama	:	**SELLA MARTIANI**
NPM	:	1801071049
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF BINGO GAME ON STUDENTS WRITING SKILL AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2022
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 19 Response Letter of Research

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH PEKALONGAN
SMP MUHAMMADIYAH 1 PEKALONGAN
(TERAKREDITASI B)
Alamat : Jalan Raya Pekalongan Lampung Timur Kode Pos. 34391 Telp. (0725) 7611134
NPSN : 10806055 E-mail : smpmuhammadiyahlamtim@yahoo.co.id

Nomor   : 126/IV.4/AU/F/2022
Lampiran   : --
Perihal   : Balasan Izin Research

Kepada
Yth   : Wakil Dekan Akademik dan Kelembagaan
                 Fakultas Tarbiyah Dan Ilmu Keguruan
                 INSTITUT AGAMA ISLAM NEGERI METRO
                 di-
                       Tempat

Assalamualaikum Wr. Wb

Berdasarkan surat nomor :B4604/In.28/D.1/TL.01/10/2022, tanggal 25 Oktober 2022
perihal izin RESEARCH kepada :

NAMA	NPM	JURUSAN
SELLA MARTIANI	1801071049	Tadris Bahasa Inggris

Pada dasarnya kami memberikan izin untuk melaksanakan Prasurvey di SMP
Muhammadiyah 1 Pekalongan.

Demikian kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Pekalongan , 31 Oktober 2022
Kepala Sekolah,

WARSINI, S.Pd
NBM. 958 108

Appendix 20 Library Free Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1413/In.28/S/U.1/OT.01/11/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Sella Martiani
NPM	: 1801071049
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071049

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 November 2022
Kepala Perpustakaan

Drs. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

Appendix 21 Major Library Free Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : Sella Martiani
NPM   : 1801071049
Prodi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 09 Desember 2022

Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

Appendix 22 Guidance Consultation Card

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
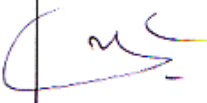**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Martiani
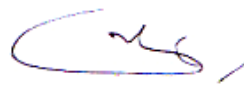NPM : 1801071049

Prodi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	09-10-2022		Bimbingan APD	
			Acc for APD	
			Goes to Chapter IV a v	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Martiani   Prodi : TBI
NPM : 1801071049   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 29/11 /2022		Bimbingan Bab 4,5	
			Revise abstrack ; Keywords.	
			Elaborate the profile of school in the paragraph.	
			Master the Quantity research.	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Martiani   Prodi : TBI
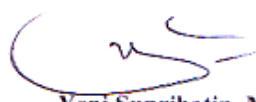NPM : 1801071049   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			complete the apperdix	
			acc for munaqosyah	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Sella Martiani
NPM   : 1801071049

Jurusan   : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	05-09-2021		What will you analyze? Define the location or participant in title	
2			How to cite the resources (footnote)	
3			Revise chapter I Give prasurvey data	
4			Revise chapter II Revise Chapter IV	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Martiani   Jurusan : TBI
NPM : 1801071049   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	25-8-2021		complete the title with the research location	
2.			Determine the author of the song and how many songs.	
3			Check the grammatical errors and mechanical aspect of writing	
4.			Revise the prasurvey data, Problem formulation	
5.			Add the concept of ELT using song lyrics and concept of semantics	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Martiani
NPM : 1801071049

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	20-5-2022		Give the examples of assosiasive meaning	
2			Check the footnote	
3.			Revise the proposal no more than 3 days, see (monday)	
1.	28-06-2022		Add the procedure of Bingo Game (step) in teaching chapter II	
			Give the picture of Bingo Game application	
			Acc for seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Martiani   Jurusan : TBI
NPM : 1801071049   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	28/05/2022		Chapter 1 – 3 acc for seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

Appendix 23 The Documentation of Research

Name : Randy _ P.P.

Writing test instrument

Pre-test

Direction: *Write a short descriptive test that consists of 3 paragraphs by choosing one of the following topics!*
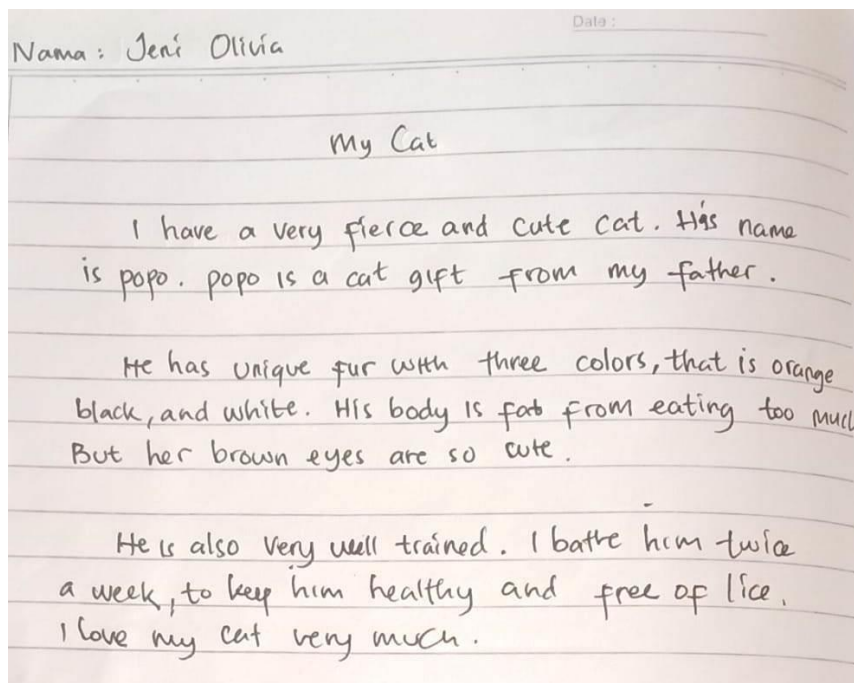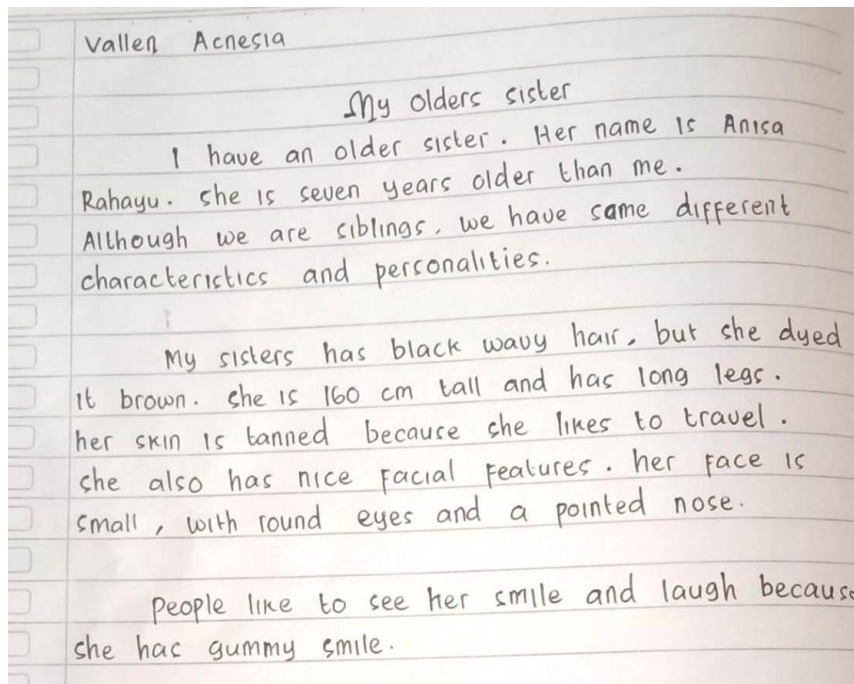
a. Rabbit

b. Elephant

RABIT

I BUY RABIT in the Pel Shop metro, It wight 1,5 kg.
I BUY It whit the PRICS one hudsi thauzen and nup hte tauzm.

I hAve RABIT Litlle an white Coler, Lik kor, HAES EY RRD.

I Plot gene, Has cute, Hase sepecial, i love xov,

Vallen Acnesia

My Olders sister

I have an older sister. Her name is Anisa Rahayu. she is seven years older than me. Although we are siblings, we have same different characteristics and personalities.

My sisters has black wavy hair, but she dyed it brown. she is 160 cm tall and has long legs. her skin is tanned because she likes to travel. she also has nice facial features. her face is small, with round eyes and a pointed nose.

People like to see her smile and laugh because she has gummy smile.

Nama: Jeni Olivia   Data :

My Cat

I have a very fierce and cute cat. His name is popo. popo is a cat gift from my father.

He has unique fur with three colors, that is orange black, and white. His body is fat from eating too much. But her brown eyes are so cute.

He is also very well trained. I bathe him twice a week, to keep him healthy and free of lice. I love my cat very much.

M. Dzaki Zufar

VIII A

(71)

Writing test instrument

Post-test

Direction: *Write a short descriptive text that consists of 3 paragraphs by choosing one of th*
following topics!

a. Zebra

b. Panda

Panda

I see Panda In the zoo. I Like Panda.
Ponda From china. panda that I see name is bobo.
It is very cute

Panda has black and white (Pur) panda sopi for.
four legs, and two eyes It has black fur on H s
ears, eye, arm, and shoulders

panda eat bamboo. panda's body like a bear.

BINGO CARD

 MONKEY	 HAMSTER	 ROOSTER
FREE SPACE		**FREE SPACE**
 DOG	 CAT	 RABBIT

Appendix 24 Turnitin

THE INFLUENCE OF BINGO GAME ON THE STUDENTS' WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN

by Sella Martiani 1801071049

Submission date: 07-Dec-2022 12:07PM (UTC+0700)
Submission ID: 1973980579
File name: 50._Sella_Martiani_1801071049x.docx (227.04K)
Word count: 10786
Character count: 56552

AN UNDERGRADUATE THESIS

THE INFLUENCE OF BINGO GAME ON THE STUDENTS' WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN

By:

SELLA MARTIANI
Student Number. 1801071049

English Education Department
Tarbiyah and Teaching Learning Faculty

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

THE INFLUENCE OF BINGO GAME ON THE STUDENTS' WRITING SKILL AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 PEKALONGAN

CURRICULUM VITAE

The name of writer is Sella Martiani. The writer was born in Nusa Maju, March 12th, 1999. This writer is the first child of Mr. Suwiji and Mrs. Susiana. The younger sister named Sindi Vatika Sari. And a younger brother named Dimas Rahar Dian.

The writer completed kindergarten at TK Permata Bunda Jaya Margo Bhakti. She was enrolled her study at SD Negeri 03 Margo Bhakti, graduated in 2011. She continued to at Mts Nurussalam Sidogede on 2012-2014. Then continued to high school at MA Nurussalam Sidogede and graduated in 2017. Then, the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (TBI).