

**THE EFFECTIVENESS OF BAAMBOOZLE GAME  
ON STUDENTS WRITING SKILL  
AT 8<sup>th</sup> GRADE OF SMP DIPONEGORO 3 KEDUNGBANTENG  
BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as Partial Fulfillment of Recruitment for Sarjana Pendidikan (S.Pd.) Degree  
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**2024**

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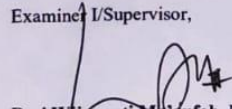
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ON STUDENT'S WRITING SKILL  
AT 8<sup>th</sup> GRADE OF SMP DIPONEGORO 3 KEDUNGBANTENG  
BANYUMAS REGENCY**

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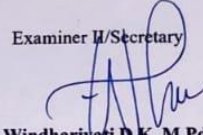
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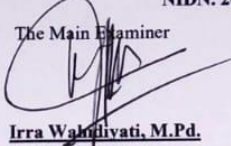
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Assalamu'alaikum Wr Wb

After conducting guidance, review, direction, and correction, the through this letter I convey that:

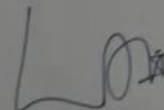
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**THE EFFECTIVENESS OF BAAMBOOZLE GAME ON  
STUDENT WRITING SKILL at 8<sup>th</sup> GRADE of SMP  
DIPONEGORO 3 KEDUNGBANTENG BANYUMAS  
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**ABSTRACT**

**Abstract:** This research sought to assess the impact of Baamboozle game on writing skills of student at the eighth-grade level of SMP Diponegoro 3 Kedungbanteng, Banyumas Regency. The quantitative method used is a quasi experimental design, which includes control and experimental group and a written test is used. The result showed that the significance of the t-test is 0.000 so that H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. This decision demonstrated that there was differences in the results of students who were given learning media using Baamboozle compared to those who were not. In this research, Baamboozle was used to measure how effective it is. Then the n-gain was used to figure out how effective it was. The average score N-Gain for the post-test of experimental group was 61,2%, while the average score N-Gain the post-test of the control group was only 59,5%. Based on effectiveness scale used, the average score of the experimental group was considered effective enough to be interpreted as N-gain. This means that using Baamboozle helped students writing skills.

**Keywords:** baamboozle, effectiveness, writing skill

**THE EFFECTIVENESS OF BAAMBOOZLE GAME ON  
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DIPONEGORO 3 KEDUNGBANTENG BANYUMAS REGENCY**

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**ABSTRAK**

**Abstrak:** Penelitian ini bertujuan untuk menilai dampak Baamboozle game pada keterampilan menulis siswa kelas delapan di SMP Diponegoro 3 Kedungbanteng, Kabupaten Banyumas. Metode kuantitatif yang digunakan adalah quasi eksperimen design yang meliputi kelas kontrol dan kelas eksperimen. Hasil penelitian menunjukkan bahwa signifikansi uji-t sebesar 0,000 sehingga H<sub>0</sub> diterima dan H<sub>1</sub> ditolak. Keputusan ini menunjukkan bahwa terdapat perbedaan hasil antara siswa yang diberi media pembelajaran menggunakan Baamboozle dibandingkan dengan yang tidak diberi perlakuan. Dalam penelitian ini, Baamboozle digunakan untuk mengukur seberapa efektifnya. Skor n-gain digunakan untuk mengetahui seberapa efektifnya. Rata-rata dari skor kelas eksperimen adalah 61,2%, sedangkan rata-rata kelas kontrol sebesar 59,5%. Berdasarkan skala efektivitas, rata-rata skor kelompok eksperimen dianggap cukup efektif untuk diartikan sebagai N-gain. Artinya, penggunaan Baamboozle cukup membantu meningkatkan keterampilan menulis siswa.

Kata Kunci: baamboozle, keefektifan, keterampilan menulis

**Motto**

"Believe that Allah will not give a test beyond the limits of his servant."

QS Al Baqarah 286



## DEDICATION

*I dedicate this thesis for:*

*Myself, I would like to say thank to me myself for being able to encounter all challenges calmly and confident that the hardwork pays off.*

*My precious parents, Mr. Slamet Sudiaraharjo and Mrs. Sriyati*

*My lovely sisters, Adia and Niha*

*My lovely nephew, Henza, Keenan, and Alicia*

*My precious teacher and lecturer*

*My dearest family*

*My lovely friends*

*All readers who have given the time to read this thesis*





## PREFACE

In the name of Allah, may praise always be to Allah SWT, for blessing me with his mercy and guidance to finish this thesis entitled “The Effectiveness of Baamboozle Game on Student Writing Skill at 8<sup>th</sup> Grade of SMP Diponegoro 3 Kedungbanteng, Banyumas Regency. This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Pureokerto. The writer would like to express the deep gratitude and appreciation to:

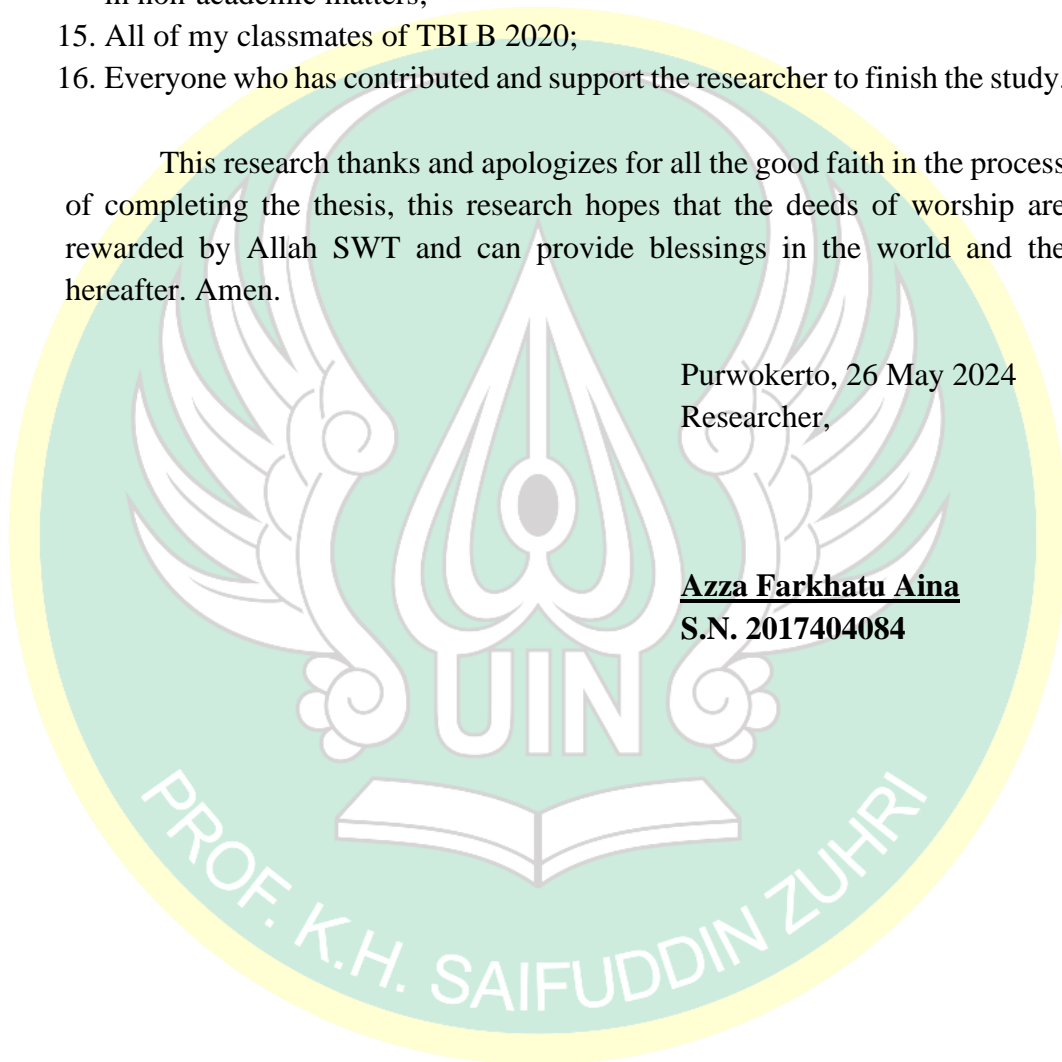
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Purwokerto, 26 May 2024  
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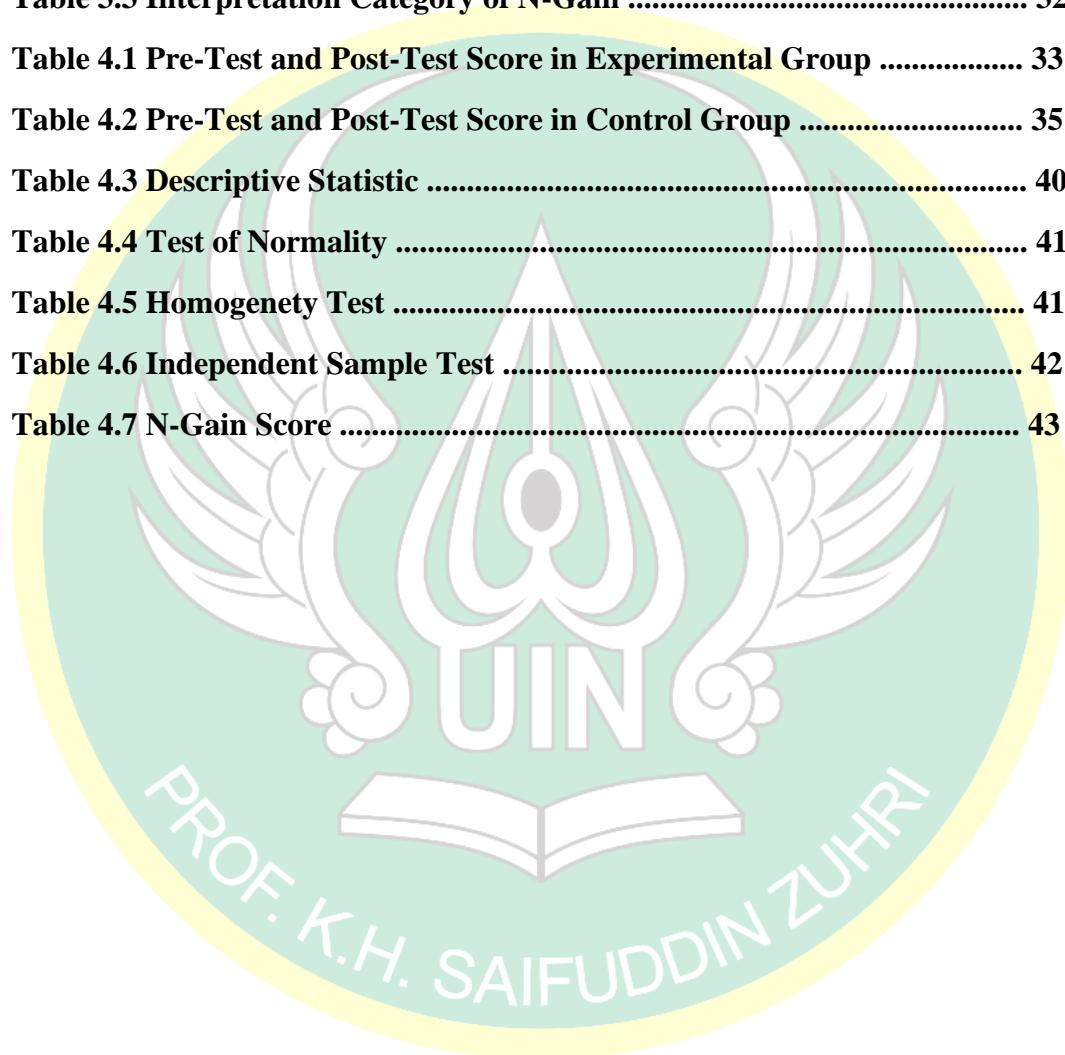
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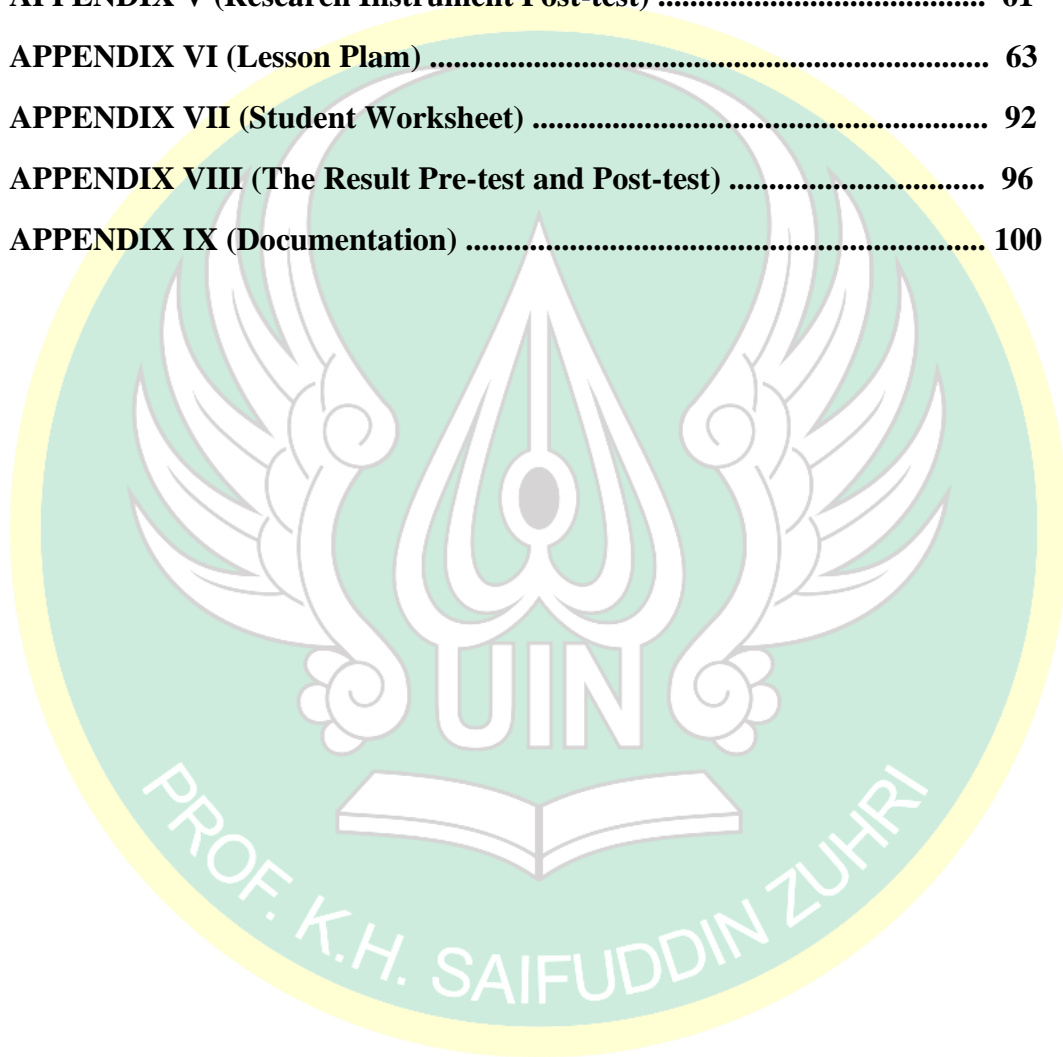
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# CHAPTER I

## INTRODUCTION

This chapter provides background of the study and describes general issues related to this research. Clarification of key terms, research question, aims and significances of the research and organization of the paper are also described in this chapter.

### A. Background of the Study

In the current era of globalization, technology is developing rapidly both technology communication and information, so that without realizing it has influenced every aspect of human life. Along with the flow of globalization demands needs the rapid exchange of information causes the role of communication technology becomes very important, especially in the current disruptive era. According to Husin (,2018) disruption is the technological evolution that takes place in human life is what defines the age. In this day and this age need be able to act responsibly. There two options that have: either we will be interrupted or will be disturbed. So that student need to switch from a fixed attitude to a growing mindset if want to become disruptive people. The first mindset is prone to reisting change because they believe it will compromise their current level comfort, but the second mindset genuinely wants to bring about change. (Salsabila et al., 2020).

The industrial revolution 4.0, we are in the midst of a period of disruption, was first described by German economist Profesor Klaus Schwab in his book, *The Fourth Mechanical Revoliution*, and it has altered how people live and work. The cyber-physical system that has affected the entire planet and creates human connectivity in terms of machines and information marks this as the industrial revolution's period. The industrial revolution, or the period of disruption, presented numerous difficulties for the field of education. The use of technology in the learning process or its effect on student behaviour, particulary for masters students, provide a difficulty.

Modern human activities are increasingly in cyberspace so we cannot dispute the fact, where many of these things have been observed, (Hasan & Rais, 2022).

Therefore, according to Ismail (2021) to help encourage students to be active in class and interested in learning, teachers need innovative media to be engaged in the teaching and learning process by presenting educational technology that is tailored to the needs of students. There are 5 competencies that must be prepared for a teacher in educating students in the digital era, including; (1) competence for technological commercialization, competency to build students have a soul entrepreneurship through technology, (2) educational competence, competence internet-based learning, (3) competence in future strategies, the teacher is able to predict what will happen in the future and how to make strategy, (4) competence in globalization, teachers are able to address various changing times in the era of globalization, (5) counsellor competence, the teacher is able to understand the problem student psychology as a result of development era (Listiyoningsih et al., 2022).

Technology can assist teachers and students in finding more information than they could through books and other written materials, which is one of the advantages of employing in the classroom. Under the guidance of the teacher, students can also quickly obtain fresh information that supports the course topic. With the development of technology, learning activities are no longer restricted to specific locations. To boost student learning interest, the teacher can offer the subject in a more appealing and diversified manner (Rarasati et al., n.d.). Consequently we can be interpreted that by using digital technology will add a value experience in learning according to demands of the times. So, therefore competency for teachers in digital transformation this should be improved so as not to be left behind times and can produce good education better quality.



In addition to writing and reading, writing ability is a sign of intellectual culture. Writing skill is the capacity to channel information mechanically and methodically while considering the objectives, language used, target audience, and writing style (Shvidko, 2020). According to Jager (2021) reading difficulties in student are caused by their incorrect recognition of uppercase and lowercase letters. Students struggle to pronounce the word that are written down, and as a result, many words go unpronounced or are not spoken correctly. It encourages a creeping reading style and inevitably causes students to misunderstand the content and significance of the reading material. These students are also unmotivated to search for information in diagrams or teacher provided stimulation materials, making them weak learners. And also according to Shak, Lee & Stephen (2016) when student that struggle with reading also struggle with other fundamental abilities, particularly oral skills. Mispronouncing letters with the same shape, specific letters, and the names of letters with the same shape are among the limitations of students oral communication abilities. It will cause children to misunderstand how to pronounce words, sentences, and intonation in the appropriate manner. Students who struggle to grasp these two skills have trouble expressing themselves in writing. One of them is the inability to effectively coordinate the hands and eyes when writing.

On the other hand, the problem in makes meaning in writing is that students are weak in arranging sentences and thoughts according to the weight of their thoughts and leaving out certain words while writing (Hyland, 2018). According to Lamhot Naibaho (2022) in his research find that, the majority of survey participants who struggle with fundamental writing abilities also struggle with fundamental reading and writing abilities. Even though they have the capacity to succeed on par with their peers who are regarded as brilliant and capable, these flaws cause them to lose interest in learning new things and honing their talents. However, a suitable learning environment can be created in the classroom by a creative teacher and other

elements (Naibaho, 2022). Othman (2006) said in teaching writing, teacher has do teach a lot of students with variety of understanding and provide a guide to make them understand with the lesson of writing. Even tough teaching writing takes a lot of time, it must also be handled because there is a limited amount of time. In order to archieve good teaching, teachers must also be effective and savvy with the resources available to them. (Adam et al., 2021)

According to the results of observations the researcher found some problems, , especially in grade 8 regarding their low interest in learning writing skills. Therefore, an interesting learning media is needed. This study chose SMP Dioponegoro 3 Kedungbanteng because based on my observations there on 12<sup>th</sup> December 2022, it was found that after conducting interviews with English teachers at SMP Diponegoro 3 Kedungbanteng, the majority of the problems were related to learning media and writing skills. This is because most students are not interested and bored when learning English. The shortage of educators is also having an effect, as a result, English teachers must use fun media to learn.

Most Indonesians prefer to use applications, this research used "Baamboozle" aplications to students' writing skills in this study. With this Baamboozle application, one of the technology gamification for lerning. According to Krisbiantoro (2020), baamboozle is an online educational game that plays similiary to quiz contest but requires no account creation from the players. How to participate in the game by ringing the bell for each group. Baamboozle is the application that integrates today's leading learning technology and trends (Rahayu & Rukmana, 2022). Baamboozle is a game style learning tool operates online and provides engaging engagement for the class and beyond. Baamboozle, in contrast to some of the other quiz-based services available, is all about extreme simplicity. As a result, it distinguishes itself as a very user-friendly platform that functions well on even older devices, making it incredibly accessible. With more than 500,000 pre-made

games and the option for teachers to create their own, there is a wide variety of educational materials available.

Gamification is the use of game design principles to non-game contexts in order to engage users and promote desirable behaviors. The popularity of gamification in the quest to improve students' learning experiences, especially in a classroom, is influenced by the dynamic of games. Gamification is the use of game design principles to non-game contexts in order to engage users and promote desirable behaviors (Ahmad & Hashim, 2018). Due to dynamic nature of mobile learning and the impact that gamification has on students increased motivation., the combination of gamification and mobile learning is particularly intriguing. As a result, the students become more independent and stop depending solely on the teachers capacity to foster an effective learning environment. Students are urged to get more involved in their own learning through the advancements of learning media (Pambudi et al., 2018).

This research was conducted because the level of students' interest in writing was very low and they preferred playing video games rather than reading or writing. So researcher use the Baamboozle application as a medium, where there are lots of quizzes that can be arranged according to the subject being studied and also games that will make students interested in learning to compete in writing skills. This research choose class VIII junior high school as my research object.

There are some previous research have been conducted on the use of media to student writing skills. First, a thesis by Bambang with the title "First Grade Student Perception on Using Baamboozle Application in Learning Vocabulary at MTs Negeri 3 Mataram in Academic Year 2021/2022 (Bambang, 2022). The research was find the student increase and student interest on their vocabulary mastery. Second, research conducted by Elis Tuti Winaningsih, dkk with the title "Baamboozle Effectiveness in Increasing

Learning Motivation in Islamic Studies”(Winaningsih et al., 2022) . focus on the use Baamboozle as the game based learning learning media. Third, a research conducted by Iin Andriyani et al with the title “Utilization the use of Ice Breaking on the Baamboozle website in learning activities” (Andriyani et al., 2021). The research discussed about learning media by baamboozle website for Ice breaking.

This research focus on students' writing skills through the use of Baamboozle games application media. Most students prefer playing games to improve vocabulary mastery. So, the researcher combining the use of Baamboozle games appliation media to increase the students' interest in writing skills. Because this game can be played on website, it is very effective at increasing vocabulary knowledge and, writing skills of course. Due to the use of simple language. The researcher used quantitative research for my research. The researcher investigate the effectiveness of the Baamboozle Games in improving students' vocabulary mastery at SMP Diponegoro 3 Kedungbanteng, Banyumas. The findings of the study used as a guideline for other schools using instructional media for teaching. Therefore, the researcher conduct a research entitled "The Effectiveness of Baamboozle Game on Students Writing Skill at 8<sup>th</sup> Grade of SMP Diponegoro 3 Kedunganteng Banyumas".

## B. Clarification of Key Terms

To avoid misunderstanding or obtain the same perception used in this research, the following conceptual definition are given:

### 1. Writing Skill

According to (Hampton, 2018) writing skills is the capacity to describe or communicate ideas, from straightforward tasks like writing words to more difficult ones like composing. Writing is a kind of communication that does not rely on the same vocal pressure, tone, mimicry, gestures, or situations that are present during oral communication. Writing effectively is employing words, idioms, sentences, and other devices to enlighten, propose, describe, and convey ideas to readers (Simarmata, 2019).

### 2. Baamboozle Game

According to Krisbiantoro (2020), Baamboozle is an online educational game that plays similarly to quiz contests but requires no account creation from the players. How to participate in the game by ringing the bell for each group. Baamboozle is a game style learning tool operates online and provides engaging engagement for the class and beyond. Baamboozle, in contrast to some of the other quiz-based services available, is all about extreme simplicity. As a result, it distinguishes itself as a very user-friendly platform that functions well on even older devices, making it incredibly accessible. With more than 500,000 pre-made games and the option for teachers to create their own, there is a wide variety of educational materials available.

### C. Research Questions

Referring to the limitation of problem, the writer formulates the problem of the study: “Is the use of Baamboozle Game effective on writing skills at 8<sup>th</sup> grade of SMP Diponegoro 3 Kedungbanteng Banyumas?”

### D. Aims and Significances of the Study

#### 1. Aims of the research

Based on the research questions, the objective of this research is to measure the effectiveness of using Baamboozle Game to increase students writing skills.

#### 2. Significance of the research

##### a. Practical

##### 1) For teacher

The utilize of Baamboozle game media in learning could offer assistance understudies learn and think about the fabric more effortlessly and genuinely. The discoveries of this think about are moreover anticipated to propel teachers to make strides the instructing and learning prepare through the utilize of fun learning media, so that teachers can increment their cooperation within the learning prepare in arrange to empower understudies to be more dynamic and take an interest way better.

##### 2) For researcher

Researchers could incorporate appropriate media into specific learning materials. Furthermore, researchers have knowledge and insight into the material as well as appropriate learning media. The findings of this study are expected to contribute to the advancement of science, particularly those directly related to engaging and appropriate learning media.

b. Theoretical

This research has theoretical benefits, such as providing a foundation for other researchers to conduct similar studies to improve student problem solving skills. And as a means of assessing education in order to liven it up.

E. **Organization of This Research**

To make easier in understanding the content of this research, it is divided into three general description those are early part, main part and end of part on this thesis.

The first part contains the tittle of the research, page of statement of authenticity, page of attestation, page of official supervisory note, abstract, preface and table of content.

The main part contains main issues starting from chapter I to chapter V The chapter I is introduction that contains of background of the study, classification of key terms, research question, aims and significances of the research and organization of the research.

Chapter II is literature review that contains of theoretical framework, previous studies, conceptual framework and hypothesis.

Chapter III is methodology that contains of research design, research site and participants, population and sample, variable and indicators of the research, data collection technique and data analysis.

Chapter IV is findings and discussion that contain of findings and discussion.

Chapter V is conclusion and suggestions that contain of conclusion, limitation of study and suggestion from the entire series thesis discussion. In the end of the research contains of references, appendices and biography.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses theoretical studies, previous studies, conceptual framework and hypothesis that underpin this research.

#### **A. Theoretical Framework**

In this point, this research elucidates some theoretical studies, including; writing, gamification and baamboozle. The following is the elucidations of these theories:

##### 1. Writing

###### a). Definition of Writing

There are numerous uses for languages. It serves a variety of purposes as a result. Additionally, a language has two macroskills: receptive and productive skills. Writing proficiency is one of the useful abilities that should have a language down pat. The reason for this is that writing ability plays a significant role in enhancing a language learner's communicative skills.

According to Rivers (1981:294) writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2001:336) also said writing involves two steps. Finding the meaning comes first, and then the meaning is translated into language, comes second. What we think is represented in writing result. The act of writing represents ideas that persist in the mind. This task frequently hurts students who are unwilling to record their thoughts. When they try to identify topics to write about and start putting sentences together, the students run into problems. So, it can be concluded that the definition of writing skills is a productive process that is carried out through several stages, first. Explore and transmit ideas, thoughts and feelings into written form. Second, conduct a number of revision process to implement grammar and order text. Production of writing in the form of reading text should be meaningful for everyone who reads the writing.



Two broad assumptions underlie the book by S. Kane (2003:3) that writing is a rational activity and is a valuable activity. The fact that writing is rational simply means that it is mental exercise needing procedures that anybody can acquire. The second presumption is that learning to write is worthwhile. It offers an instant practical advantage (Kane, 2003).

#### b). Teaching Writing

According to Raimes in (Yudha, 2022) explain that teaching writing is a distinctive strategy for enhancing learning. From the claim, encouraging pupils to write can help them convey their ideas or thoughts more effectively. The difference is that a written product uses written language, whereas a spoken product uses spoken language. This indicates how crucial it is to emphasize writing instruction while raising pupils' language proficiency. In order to choose the proper approach to solving writing problems in the writing class, teachers must be aware of the issues that students encounter during the teaching and learning process.

There are three writing steps, proposed by Edelstein and Pival (1998):

##### 1) Pre-write

In pre-writing, the writer selects a general subject, delimits the subject, generates ideas, and organizes ideas. In pre-writing, the student first comes up with a general design, narrows it down to a more compact and more ideas that are organized following certain chronological or cause-effect relationship.

##### 2) Write in this step

The writer sets the ideas in his mind into words, sentences, paragraphs, etc. The student now transfers the abstract design and its related ideas into visible form: the writing on the paper, while writing,

there could be more and more ideas come up in his mind, adding to what he has obtained during pre-writing activities.

### 3) Re-write

Writers evaluate their writing, like correcting content and form, correcting vocabulary, punctuation, and grammar, and correcting errors, word duplications, and omissions. So that, as a teacher we must teach students to step by step as above and we must facilitate our students in learning to write so, they enjoy the teaching learning process, in the case by using Baamboozle game.

Types of writing activities to perform according to Brown (2001:343), there are five major categories of classroom writing performance:

- 1) Imitative, or writing down. This type is beginning level of learning to write.
- 2) Intensive or controlled. This intensive writing typically appears in controlled written grammar exercises. This type not allow much creativity on the part of the writer.
- 3) Self-writing. The most salient instance of this category in classroom is note-taking by the students.
- 4) Display writing. The short answer exercise for all language students, essay examination and research reports will involve an element of display.
- 5) Real writing. Some classroom writing at the genuine communication of messages to an audience in need of those messages.

From the theories above, that writing skill instruction should be carefully planned. Based on the level and aptitude of the pupils, certain sorts of writing exercises will be used to teach writing.

### c). Teaching Media in Writing

Definition of media is a general principle may be made regarding them a media tool used by educators is the tape recorder, tapes, video cameras, video recorders, film, slides, photographs, drawings, and graphics, as well as televisions, computers, projectors, laptop, and speakers. Azikiwe in Ananda (2021) explain that instructional media cover whatever the teacher uses to involve all the sense of sight, hearing, touch, smell and taste while presenting the lesson.

The abundance of media presents teachers with numerous options to improve the effectiveness and efficiency of their instruction. Additionally, she claims that the efficacy in the context denotes the degree to which educational goals and objectives are accomplished, whereas the efficiency is the term used to describe how educational media are used to accomplish teaching goals and objectives. In order to encourage students to explore their ideas and aid them in the writing process, teachers must take into account appropriated media. This will ensure that the students fully comprehend the teaching materials they are given. (Onasanya, 2004). in teaching writing skill, the teachers need to use media that motivate and help the students understand the materials.

Anderson (1987) learning process that are both cognitive and affective require movement, color, music, and interactions with other things as stimuli in connection with this, learning activities, such as learning to write, require the use of appropriate media, such as films and videos. This is so that movements, noises, and interactions can be shown in movies and videos. Additionally, using such media is appropriate for pupils who are constantly interested in fresh, beautiful, and contemporary things. In conclusion, teaching media facilitates students understanding of the subject matter. Student will be more engaged in class activities if media is used. Another crucial point is that teachers can communicate the

content more effectively and more entertaining than simply presenting the information in a cautious manner.

#### d) Evaluating Writing

It is important to evaluate writing instruction in order to gauge pupils' writing proficiency. Through an evaluation exercise, the success of a writing skill-learning process can be assessed. According to Brown (2001:357), the categories for evaluating writing are:

##### a. Content

It includes thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinions

##### b. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length

##### c. Discourse

It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variations

##### d. Syntax

##### e. Vocabulary

##### f. Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance.

Based on the blueprint which is attached on page 47 writing test and scoring of the students writings is based on the writing scoring type which is suggested by Jacobs, Zinkgraf Wormouth, Hartifel, and Hucey's (1981) in Brown (2004:246).

Table 2.1: Criteria of writing scoring

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
<b>Total</b>	<b>100</b>

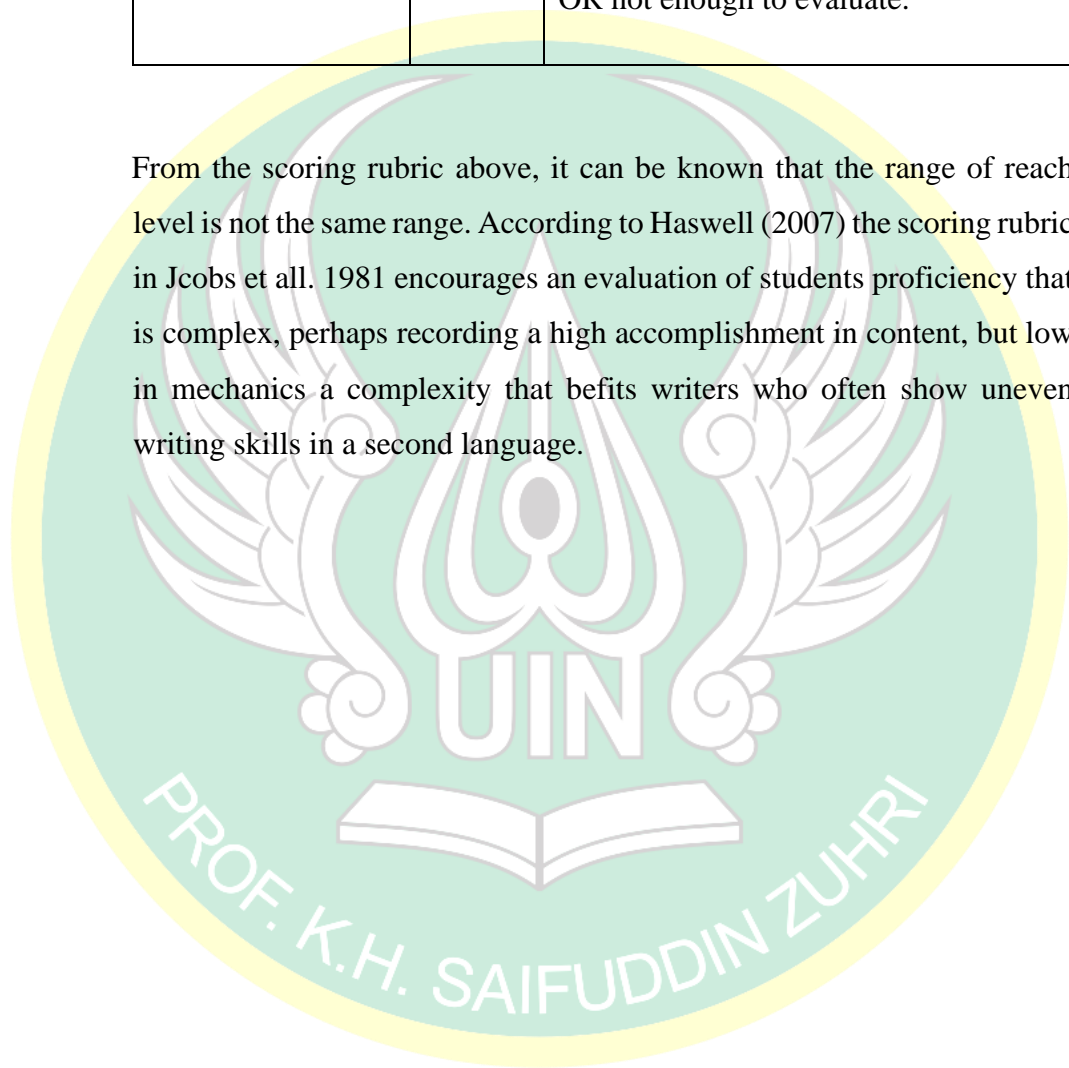
Table 2.2: Composition for Scoring Writing

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive. Through development of ideas, relevant to assignment topic.
	26-22	GOOD TO AVERAGE: some knowledge as subject, a adequate range a limited development of thesis a mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: limited knowledge of subject a little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, OR not enough to evaluate

VOCABULARY	20-18	EXCELLENT TO VERY GOOD:sophiscated range, effective word idioms choice and usage, word from mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word idiom form, choice, usage but mening not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: ffective complex contruction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in context constructions, several errore of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: major problem in simple/complex constructions, frequent errors or negation, agreement, tense, number, word order/function, articles, pronouns., prepsitions and or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	VERY POOR; virtually no mastery of sentence contructions rules, dominated by errors, does not communicate, OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conversions, few errors or spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occational erors of spelling, punctuation, capitalizations, paragraphing but meaning not obscured

	3	FAIR TO POOR: frequent errors of spelling, punctuations, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no mastery conversations, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting, illegible, OR not enough to evaluate.

From the scoring rubric above, it can be known that the range of reach level is not the same range. According to Haswell (2007) the scoring rubric in Jacobs et al. 1981 encourages an evaluation of students proficiency that is complex, perhaps recording a high accomplishment in content, but low in mechanics a complexity that befits writers who often show uneven writing skills in a second language.



## 2. Gamification

Gamification is the use of game design principles to non-game contexts in order to engage users and promote desirable behaviors (Ahmad & Hashim, 2018). Due to dynamic nature of mobile learning and the impact that gamification has on students increased motivation., the combination of gamification and mobile learning is particularly intriguing. As a result, the students become more independent and stop depending solely on the teachers capacity to foster an effective learning environment. Students are urged to get more involved in their own learning through the advancements of learning media (Pambudi et al., 2018).

Gamification is the use of game design principles to non-game contexts in order to engage users and promote desirable behaviors. The popularity of gamification in the quest to improve students' learning experiences, especially in a classroom, is influenced by the dynamic of games.

## 3. Baamboozle Game

### a. Definition

According to Alimova (2023) Baamboozle is game based learning is a feature of online teaching platform. There are many different games available so that teachers can make their own assignments or students can immediately finish pre-made ones. As a result, the materials library expands daily as teachers add their own assignments to the website's resources the online service "Baamboozle" offers a free account with a ton of stuff. A wonderful option for homework assignment, distance learning, and classroom use is Baamboozle. Because they may use their own devices to access it, students can play and study practically anywhere. In her research, this e learning platform can provide an attractive environment that supports learning and promotes active student participation in the classroom.



## b. Features

Baamboozle is an application that really functions to support learning which of course has features that can be used in the baamboozle application. According to Bambang (2022) on his thesis, Baamboozle is a useful tool in the class but can also control learning assistant as it offers a way to learn while gamifying interactions. This can help to keep students engaged longer, and since you can edit games, it need not be off topic.

(1) Questions are never in the same order and can be pulled from a huge bank you create. This means each game is fresh allowing you to over subject without it feeling repetitive. (2) Time limits are optional, which can be helpful in the classroom, but can also be turned off for those students who may find that added pressure difficult. You can allow students the option to hit pass on questions if you want, taking off additional pressure. (3) Each games allows up to 24 questions, providing enough range to explore a topic while keeping a time limit that is suitable for class learning (Bambang, 2022).

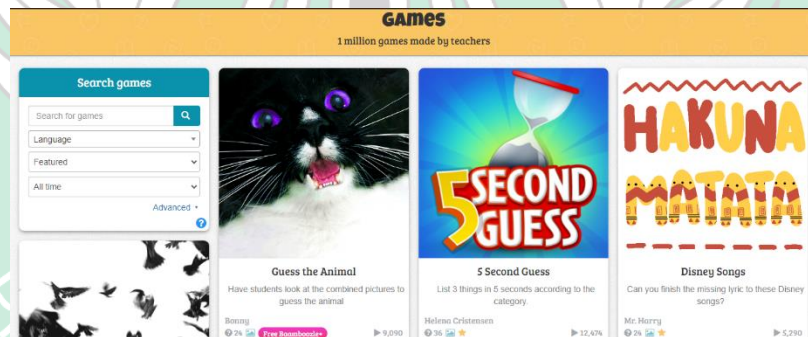


Figure 2.1

Baamboozle Features

### c. Advantages and Disadvantages

Every app or game has advantages and disadvantages, and the Baamboozle game is no exception,

- 1) The advantages trough out on the article by Alimova M.A (2023), include any teaching methods is can for online, offline and one-one class it can be benefit the use of games. Student are drawn to bright design, so they will be motivated to participate and finish assignments. Team battles for points draw the most attention from students, and the service also saves time. A instructor may construct a game in just 10 minutes using a set of Quizlet flashcards he offers his students sos study with. Teachers will then be able to find fresh material and adapt it to their classes among the millions of pre-made games. For teacher, creating their own tasks is equally simple. (M.A, 2023). Another benefit teaching English using Baamboozle is:
  - a) Question are never in the same order and pulled from a bank of question that free for create. Therefore, no two games are alike.
  - b) The games can be customizedto meets students needs.
  - c) Students can create team names.
  - d) The name can be esily projected on a screen teachers room which means students do not have to have a device to play the game
  - e) Student do not need accounts or codes to play the game
  - f) The game are easy to create.
- 2) The disadvantages that it will be challenging for the teacher to condition the class because the system encourages students ti be active and croeded the classroom. Resourches only offer a little amount of free functionality, which teachers should be aware of.

Teachers must buy a month or year long subscription to gain access to the content for longer.

## **B. Previous Studies**

First, a thesis by Bambang with the title "First Grade Student Perception on Using Baamboozle Application in Learning Vocabulary at MTs Negeri 3 Mataram in Academic Year 2021/2022 (Bambang, 2022). This thesis explains about how students' perception on learning vocabulary use the game-based learning with the Baamboozle game application. The results of the thesis, by the questionnaire that Baamboozle can help students understand the meaning of vocabulary and improve student vocabulary mastery. The difference is that the previous research aimed to find the student increase and student interest on their vocabulary mastery. While the current focus is on the student writing skills.

Second, research conducted by Elis Tuti Winaningsih, dkk with the title "Baamboozle Effectiveness in Increasing Learning Motivation in Islamic Studies" (Winaningsih et al., 2022). The purpose of this research is to analyze the relationship between Baamboozle and increasing Islamic Studies learning motivation for fifth grade students at SD Islam Sinar Cendekia Serpong, Tangerang. The previous research has similarities and differences with current research. The similarities are, the previous research and current research which are focus on the use of Baamboozle as the game-based learning media. Meanwhile, the difference is that the previous research aimed to find out the increasing and motivation learning of junior high school. While the current research is to find out student writing skills by using the Baamboozle games.

Third, a research conducted by Iin Andriyani et al with the title "Utilization the use of Ice Breaking on the Baamboozle website in learning activities" (Andriyani et al., 2021). The result of the research is the Baamboozle can improve the condition of student by using ice breaking when learning. The previous research and the current research discussed about learning media by baamboozle website. The difference is, current research is more focused on discussing

baamboozle for teaching skills in English. Based on a review of several previous studies, this research concluded that gamification is effective in helping students improve writing skills. Therefore, these previous studies can be used as references for researchers to conduct this research.

### C. Conceptual Framework

One mode to motivate student is through the utilize of fascinating mode in classroom. According to this research’s experience, students who learn English as a foreign language experience that learning English is very difficult. This study uses quantitative research and is titled “The Effectiveness of Baamboozle Game on Students Writing Skill at 8<sup>th</sup> Grade of SMP Diponegoro 3 Kedungbanteng Banyumas Regency”.

This research used students interest and enjoyment in taking classes and improve students writing skill. This research then observed this process to investigate wheter there were any striking differences between the two students who have learned to utilize the Baamboozle game and students who have not learning to use the Baamboozle game in class VIII of SMP Diponegoro 3 Kedungbanteng Banyumas Regency. The following are the steps to determine the effectiveness of the Baamboozle Game for class 8 SMP Diponegoro 3 Kedungbanteng Banyumas Regency:

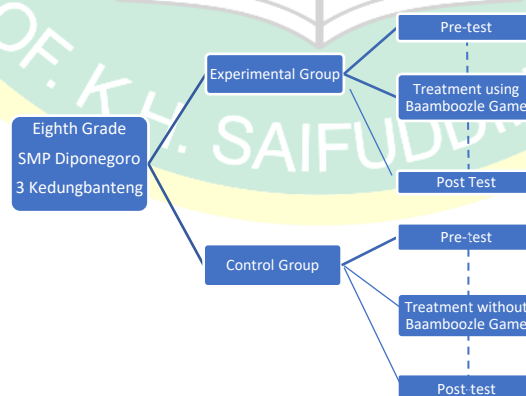


Diagram 2.1 Experimental and Control Group Step

## Hypothesis

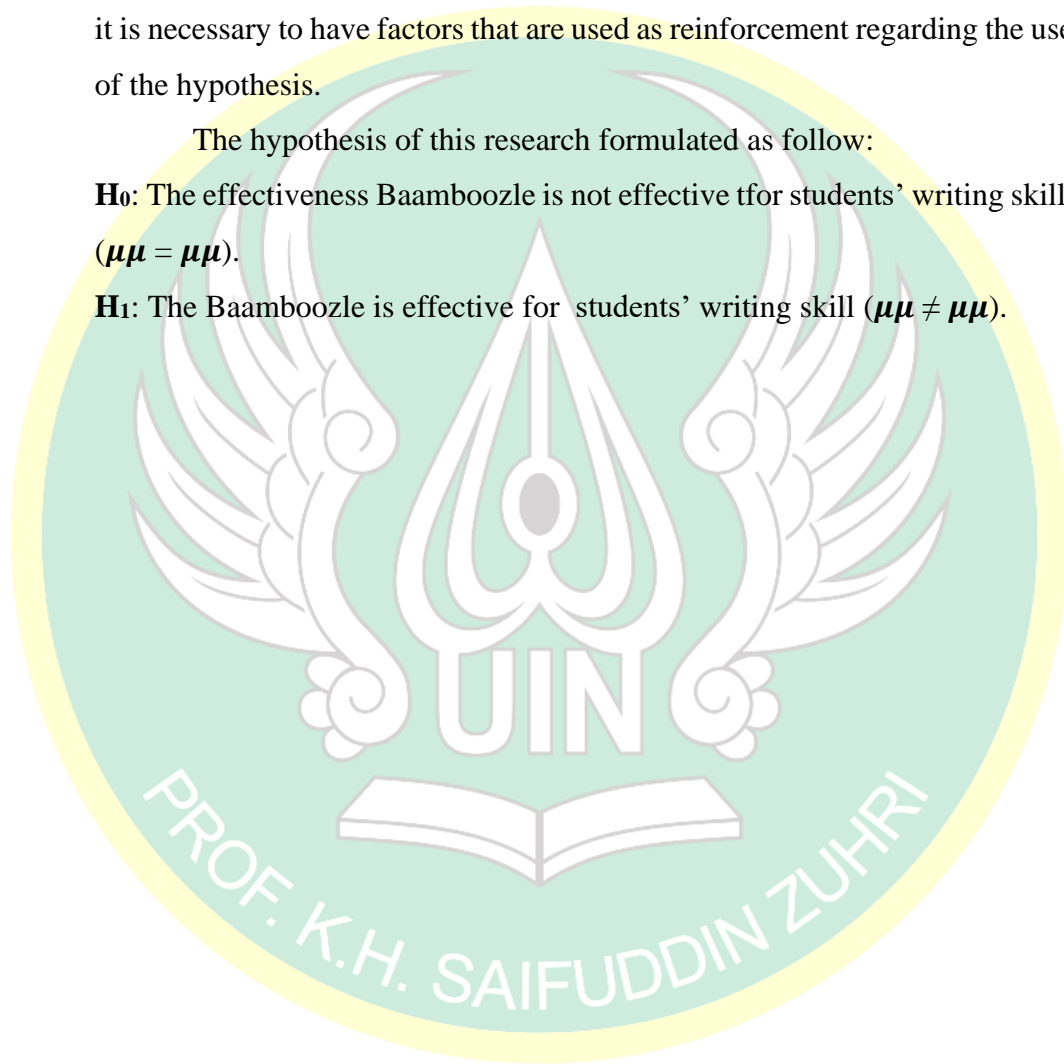
The hypothesis in this research refers to (Ghony, 2016) states that the hypothesis is the answer from the research which is still temporary and still very theoretical and not yet practical. It needs for practical research, so that the answer from this research can be final or completed. There are several kinds of hypothesis, ranging from the main hypothesis, null and statistics, so it is necessary to have factors that are used as reinforcement regarding the use of the hypothesis.

The hypothesis of this research formulated as follow:

**H<sub>0</sub>**: The effectiveness Baamboozle is not effective tfor students' writing skill.

( $\mu\mu = \mu\mu$ ).

**H<sub>1</sub>**: The Baamboozle is effective for students' writing skill ( $\mu\mu \neq \mu\mu$ ).



## **CHAPTER III**

### **METHODOLOGY**

This research describes the methodology. It consist of six parts. They are research design, research site and participants, population and sample, variable and indicators of the research, data collection technique and data analysis.

#### **A. Research Design**

##### **1. Type of the Research**

This research used quantitative approach. Quantitative approach is defined as Allen (2017) is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. Social scientists are concerned with the study of people. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. On the other hand, Sujarweni (2014:39) A type of research known as quantitative research makes discoveries that can be achieved (obtained) through the use of statistical procedures or other methods of quantification. This research method is appropriate for this research because the purpose of this research is to measure whether the use of Baamboozle Game is effective to teach writing skills in class. Because students will be happier if they use interesting media for learning, particularly in writing.

The researcher used experimental research in this method. Experimental research is the best method of quantitative design to use to decide cause-effect. it make an easier to find casual relationship. Experimental research consist of true experimental, quasi experimental, and pre-experimental research. Related to the research problem, the researcher used a quasi experimental design. Quasi experiment is a form of experimental design that was developed from true experimental design. This design has a control group, but it cannot function to fully control external variables that influence

the implementation of the experiment (Sugiono, 2010:114). The experimental group receives the experimental treatment in addition to completing the pre- and post- testing. Last but not least, genuine experiments are distinguished by random assignment, in which volunteers are assigned at random to the experimental and control conditions using a chance technique. (Rogers & Revesz, 2020)

## 2. Place and Time of the Research

### a) Place of the Research

This research conducted at SMP Diponegoro 3 Kedungbanteng Banyumas which is located at Jl. Raya Kedungbanteng, Kedungbanteng, Banyumas Regency, Central Java. The researcher chose this school because based on researcher observation, there was only one English teacher, so using gamification technology is expected to help teachers in learning activities to increase students' interest in learning.

### b) Time of the research

This research conducted on 13<sup>th</sup> to 24<sup>th</sup> November 2023 which will be described in the following table:

**Table 3.1 Treatment schedule of Experimental Group**

No	Day/Date	Treatment
1.	Monday, 13 <sup>th</sup> November 2023 Wednesday, 15 <sup>th</sup> November 2023	<ul style="list-style-type: none"> <li>- Pre test</li> <li>- Understanding recount text and relationship with simple past tense in powerpoint.</li> <li>- Match the sentence using Baamboozle Game Application.</li> </ul>
2.	Thursday, 16 <sup>th</sup> November 2023 Friday, 17 <sup>th</sup> November 2023	<ul style="list-style-type: none"> <li>- Researcher explain regular and Irregular</li> </ul>

		verbs. - Playing matching verb using Baamboozle Application. - Student practice making simple past tense sentences.
3.	Monday, 20 <sup>th</sup> November 2023 Wednesday, 22 <sup>nd</sup> November 2023	- Researcher explain the structure of interrogative sentences in simple past tense. - Play true or false game in Baamboozle application. - Student practice make an example of interrogative sentence in worksheet.
4.	Thursday, 23 <sup>rd</sup> November 2023 Friday, 24 <sup>th</sup> November 2023	- Researcher gave the example of recount text. - Play matching sentence using Baamboozle Application. - Student practice arranging random sentences into a good sentences in worksheet. - Post test.



**Table 3.2 Treatment Schedule of Control Group**

No	Day/Date	Treatment
1.	Wednesday, 15 <sup>th</sup> November 2023. Thursday, 16 <sup>th</sup> November 2023	<ul style="list-style-type: none"> <li>- Pre test</li> <li>- Understanding recount text and relationship with simple past tense in powerpoint.</li> <li>- Students match the picture and simple past tense sentence.</li> </ul>
2.	Thursday, 16 <sup>th</sup> November 2023 Friday, 17 <sup>th</sup> November 2023	<ul style="list-style-type: none"> <li>- Researcher explain regular and Irregular verbs.</li> <li>- Student discuss about regular and irregular verb in a group.</li> <li>- Student practice filling the blank sentence in worksheet.</li> </ul>
3.	Wednesday, 22 <sup>nd</sup> November 2023 Thursday, 23 <sup>rd</sup> November 2023	<ul style="list-style-type: none"> <li>- Researcher show the video about the structure of interrogative sentences in simple past tense.</li> <li>- Student practice make an example of interrogative sentence in worksheet.</li> </ul>
4.	Thursday, 23 <sup>rd</sup> November 2023 Friday, 24 <sup>th</sup> November 2023	<ul style="list-style-type: none"> <li>- Researcher gave the example of recount text.</li> <li>- Student practice arranging random sentences into a good sentences in worksheet.</li> <li>- Post test.</li> </ul>

### 3. Population of the research

The population in this research was all the 8<sup>th</sup> grade students of SMP Diponegoro 4 which consist of 4 classes, each class consist of 25-26 students. Thus, the population of this study is 102 students. According to Roscoe (1975) in Sekaran and Bougie (2010) the sample sizes used are generally  $> 30$  and  $< 500$ . Kerlinger and Lee (2000) suggest 30 samples as a total minimum sample in quantitative research. Another thing to consider Apart from the sample size, the sample must be representative and sample representativeness is not the size of the sample. Therefore, because the number of 1 class did not reach 30 students, the researcher used the entire population for this research. Researcher chose randomly using a web spinner to determine the experimental group and control group. It was chosen VIII B and VIII C as the experimental group and VIII A and VIII D as the Control group. The population of this research are 51 students of Experimental group and 51 students of control group.

### 4. Variables and indicators of the research

The definition of a variable is an object of research, or what is the focus of a study, both abstract and real. A variable is a value that has many variants, or something that is changeable and not fixed. In this study using independent variable. Independent variable (independent variable) or variable X is variable that is seen as the cause of the emergence of the dependent variable which is presumably as a result. While the dependent variable (dependent variable) or variable Y is the estimated (effect) variable, which varies accordingly changes of the independent variables. Generally the condition is desirable we reveal and explain (Kerlinger, 1992:58-59). In this research the independent variable was Baamboozle Game and the dependent variable was students writing skill.

## 5. Technique of data collection

To obtain more accurate data for this research, the researcher used data that was consistent with the problem's system. Researchers used a pre-post test in this research.

### a) Pre test

The pretest administer at the first meeting. The pretest appears to be an accurate assessment of the writing skills before to treatment. in first meeting researcher come to class and explain what they will do. Then, researcher gave them questions to in the form of gap text which completed by students.

### b). Treatment

The research teach using Baamboozle games as a teaching medium for experimental group as a treatment for four treatment. The material is material that follows the existing syllabus at the school. The treatment focused on 6 writing evaluation criteria. The first treatment focused on evaluating content, organization, and discourse criteria. Students play quizzes with the Baamboozle application with a focuses on three evaluations. The second treatment is focuses on assessing the criteria for syntax, vocabulary and mechanics. Where student play quizzes with the Baamboozle application with a focus on these three criteria. The third treatment, student join a quizzes and assessing the 6 criteria and will be reassessed in the fourth treatment.

c). Post Test

Post test was carried out after the treatment. here, I ask students to do the same activity as the pre test. Students are given the same situation theme.post test conducted to find out whether there is a difference In the scores achieved after giving treatment.

6. Technique of data analysis

The researcher analyze the data of the pre-test and post-test to know the effectiveness of using baamboozle game on students' writing skill. The goal of the data analysis is to find variations in learning achievement between learning control groups that do not use treatment and learning treatment groups that do use treatment. The researchers used the normality test.

a). Descriptive Statistical Analysis

Descriptive analysis is used to display deep data statistics, such as mean, sum, median, maximum minimum, median for the data distribution.

b). Quality Test

(1) Normality test

Pre test and post test carried out with normality test. The distribution normality test was carried out using Kolmogory-Smirnov formula with the IBM SPSS statistical program. The interpretation of the results should be based on SPSS calculation results. If sig (2-tailed) value greater than 0,05, normal population data distributed. However, if the sig (2-tailed) value is less than 0,05, population data is not normally distributed (Jainuri, 2019).

## (2) Hypothesis test

The research hypothesis is to test whether the average results learning from the experimental group is there a difference or not compared to the control group. Therefore researcher used the t test with the following statistical hypothesis:

$$H_0 : \mu E = \mu K$$

$$H_1 : \mu E \neq \mu K$$

$\mu E$  = The mean of experimental group

$\mu K$  = The mean of control group

On the decision making criteria if the significance is less than 0,05 then  $H_0$  is rejected and  $H_1$  can be accepted. If significance is more than or equal to 0.05 then  $H_0$  is accepted and  $H_1$  is rejected. In the testing this hypothesis, namely comparing the average learning outcomes of the experimental group with class learning outcomes control. Where if the average value of experimental group learning outcomes its bigger with the control group than the use of Baamboozle games can be said to be effective. However, if the average value of the experimental group learning outcomes is smaller than the control group, then the use of the Baamboozle games is not effective. In testing this hypothesis researchers using SPSS 22 software tools.

## (3) Homogeneity Test

The homogeneity test aims to demonstrate that two or more groups of sample data come from populations with the same variance. The Levene Test was utilized to examine the homogeneity of the data in this investigation (Getut, 2014).

Homogeneity determines the application of the following criteria: 3.

- (a) Significance test ( $\alpha$ ) = 0.05
- (b) If Sig. >  $\alpha$ , then the variance of each sample is the same (homogeneous)
- (c) If Sig. <  $\alpha$ , then the variance of each sample is not the same (no homogeneous).

#### 4. Hypothesis Test

The N gain score test is used with the intention of knowing the scale of the effectiveness of the use of learning method on research using experimental and control groups. So the formula for calculating the n-gain score can be seen as the follows:

$$N\text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

With decision making effectiveness scale according by (Hake, 2019):

**Table 3.3 Interpretation Category of N-Gain**

Percentage	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Effective Enough
> 76	Effective

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, this research examines about findings and discussion. It is applied pre-test and post-test to collect the data and N-Gain test also applied to elucidate the effectiveness of this research and analyzed the data.

#### A. Findings

##### 1. Description of the Data

This research is experimental research carried out at SMP Diponegoro 3 Kedungbanteng, Banyumas Regency. The population of this study is eight grade, and the subjects were 102 students. Based on the results of sampling are 8B and 8C as experimental groups and 8A and 8D as control groups. In this research, students from the experimental group received treatment using Baamboozle for learning and the control group did not receive treatment using Baamboozle. In order to determine efficacy of using reporting methods to improve speaking ability, the researcher used the N-gain test. In order to find out the significant differences scores between experimental groups receiving treatment and controls the group that did not receive treatment, an additional test was conducted.

From the outcome of pre-test and post-test in experimental group and control group, it is known that there are 51 respondents from each class. The mean pre-test outcome in experimental group is 43,51 and the mean pre-test outcome in control group is 44,20. The mean post test outcome in experimental group is 70,41 and the mean post-test outcome in control group is 70,51.

##### a. The pre-test and post-test score in the Experimental group

The final score of the students were:

**Table 4.1 Pre-test and Post-test Experimental Group**

NO	NAMA	SCORE		GAINED
		PRE TEST	POST TEST	
1.	AA	44	52	8
2.	ASM	20	44	24
3.	ASYM	36	60	24
4.	AEP	28	72	44
5.	AP	24	70	46
6.	AAR	20	80	60
7.	ESR	60	68	8
8.	DSR	72	88	16

9.	DAP	60	72	12
10.	DNAK	20	52	32
11.	FK	68	80	12
12.	IA	60	72	12
13.	MKS	80	84	4
14.	MWP	84	88	4
15.	MH	44	52	8
16.	MEH	40	62	22
17.	MFZH	40	72	32
18.	NMH	52	64	12
19.	NR	52	64	12
20.	NTH	36	72	36
21.	PAS	20	60	40
22.	PR	52	68	16
23.	RP	24	74	50
24.	SA	44	80	36
25.	SW	56	82	26
26.	VAV	48	84	36
27.	ADL	44	84	40
28.	AR	32	52	20
29.	ANZ	44	62	18
30.	ADJ	44	72	28
31.	AMYS	32	64	32
32.	APA	40	60	20
33.	AZA	60	72	12
34.	BPR	24	72	48
35.	DLN	20	62	42
36.	DKM	42	84	42
37.	FM	32	62	30
38.	GFQ	40	68	28
39.	HBM	52	84	32
40.	HAR	52	72	20
41.	IR	40	80	40
42.	MDP	65	85	20
43.	NK	44	80	36
44.	NA	60	84	24



45.	PF	60	72	12
46.	RSDA	40	72	32
47.	SHB	32	80	48
48.	SRY	32	64	32
49.	UAR	28	52	24
50.	VAP	32	52	20
51.	VYS	44	84	40
SUM		2219	3591	1372
MEAN		43,5098	70,41176	26,902
MAXIMUM SCORE		84	88	-
MINIMUM SCORE		20	44	-

The experimental group scores from the table show the pre-test average fifty-one students' score was 43.50 while the average post-test score was 70.41. Then the final average score on the gain score is 26.90 points. The pre-test is maximum score 84 and minimum pre-test score 20. Maximum post-test minimum scores of 88 and 44. Based on students' test results, their scores increased after researchers used the Baamboozle game learning media to handle students in writing ability. The results show that there are significant differences in student performance before and after the test.

b. The pre-test and post-test score in the Control group

The final score of the student were:

#### 4.2 Pre-test and Post-test Control Group

NO	NAMA	SCORE		GAINED
		PRE TEST	POST TEST	
1.	ANH	32	68	36
2.	AIN	36	72	36
3.	ANH	48	82	34
4.	ARCA	40	82	42
5.	APA	50	58	8
6.	BHP	48	72	24
7.	DA	40	72	32

8.	KPR	40	60	20
9.	MFIS	20	70	50
10.	MJ	67	84	17
11.	MDF	48	60	12
12.	MRM	40	52	12
13.	NAR	28	72	44
14.	PHP	44	84	40
15.	RVR	32	52	20
16.	RH	24	62	38
17.	RM	56	68	12
18.	RNA	50	72	22
19.	RSS	20	62	42
20.	RY	56	60	4
21.	SAF	44	80	36
22.	SAM	40	60	20
23.	SK	56	84	28
24.	TWU	20	80	60
25.	WAP	20	62	42
26.	AR	68	84	16
27.	AR	52	84	32
28.	AFR	52	68	16
29.	AN	24	68	44
30.	ATP	44	58	14
31.	AFB	67	72	5
32.	ALF	60	76	16
33.	CGE	24	76	52
34.	DA	40	62	22
35.	DW	52	72	20
36.	FF	62	88	26
37.	FS	52	88	36
38.	FHM	44	60	16
39.	FAP	40	64	24
40.	FMH	40	60	20
41.	IR	60	72	12
42.	MA	24	62	38

43.	MFZ	62	88	26
44.	NM	52	80	28
45.	NDP	44	68	24
46.	RFAR	60	64	4
47.	RP	52	84	32
48.	SSUA	40	80	40
49.	SO	52	64	12
50.	WH	44	72	28
51.	YYS	44	52	8
<b>SUM</b>		<b>2254</b>	<b>3596</b>	<b>1342</b>
<b>MEAN</b>		<b>44,19608</b>	<b>70,5098</b>	<b>26,3137255</b>
<b>MAXIMUM SCORE</b>		<b>68</b>	<b>88</b>	<b>-</b>
<b>MINIMUM SCORE</b>		<b>20</b>	<b>52</b>	<b>-</b>

Based on the control group score table, it shows that the pre-test average The score of fifty-one students was 44.19 while the average post-test score was 70.50. Then the final gain score was 26,313 points. The initial test has a maximum score is 68 and minimum pre-test score is 20. Post-test has maximum score 88 and minimum 52. Based on pre-test and post-test Based on these results, it can be concluded that the improvement in the experimental group was higher than the control group. This can be seen from the experimental group score of 1372 whereas the control group obtained a score of 1342. It was revealed that the class that was treated by Learning media uses the Baamboozle Game to improve writing skills for students with different abilities. achievement in writing ability. The diagram below shows the difference between student learning achievement in the experimental group and the control group.

## 2. Procedure of the Research

This research uses a pre-test, post-test and control group design as a research design. The population used in this research was class VIII students at SMP Diponegoro 3 Banyumas Regency Academic year 2023/2024. Furthermore the step in this research was to take samples from two groups.

One group is used as the experimental group and one group is used as the control group. There is 102 students in two classes. The experimental group consisted of fifty one students, meanwhile the control group consisted of fifty one students. In the experiment class, student are teaches with Baamboozle. In the control group, students were not taught to learn with Bambozle.

a. The procedure of The Research in Experimental group

The experimental group consisted of 51 students. Learning using Baamboozle given in this class. The students received a pre-test before the researchers provide learning using Baamboozle. The pre-test was held on Monday, 13<sup>th</sup> November 2023. The form of the pre-test is a written test. Students work on 25 questions for pre-test. Correct answers are given 3 points per question. There are 4 questions on componing random sentences with 4 points for the correct answer and there is one question on componing a recount text paragraph and 10 points for a perfect answer. In conclusion 100 is highest score.

Research implementations as follows:

1) The First Meeting

The first meeting was held on Monday, 13<sup>th</sup> November 2023 and Wednesday, 15<sup>th</sup> November 2023. On the first day, the researcher provided an understanding of recount text and its relationship with the simple past tense. That is, the researcher tells the story of past experiences as an illustration to the students. After that, the researcher started to open the power point and explained about simple past tense sentences. Followed by showing a picture, and students practice guessing which sentence matches the picture and vice versa. Then they continued practicing using the Baamboozle application, answering the quiz yhat had been prepared, and explaining their respective answers in front of the class.

## 2) The Second Meeting

The second meeting was held on Thursday 16<sup>th</sup> November 2023 and Friday 17<sup>th</sup> November 2023. On this second day the researcher provided material about regular and irregular verbs. After explaining the material, the researcher divided the students into 2 groups and then continued by playing matching verbs game using the Baamboozle application. Students practice making simple past tense sentences according to the direction of the researcher, after that students exchange their performance answer with their classmates who are then corrected together. After that, the researcher assessed the students performance results according to the assessment rubric.

## 3) The Third Meeting

The third meeting was held on Monday, 20<sup>th</sup> November 2023 and Wednesday 22<sup>th</sup> November 2023. At this third meeting, the researcher gave a video explaining the structure of interrogative sentences in simple past tense to students. The researcher invited students to play the Baamboozle game about yes or no regarding the interrogative form of the simple past tense. Then it continues with students working on assignments that have been prepared by the researcher, and then the researcher assesses the results of the students assessment.

## 4) The Fourth Meeting

The fourth meeting was held on Thursday, 23<sup>rd</sup> November 2023 and Friday 24<sup>th</sup> 2023. The researcher provided examples of gtext using simple past tense. Then invite students to play match sentences using Baamboozle application by dividing them into two groups. Then students was given the quiz of arranging random sentences into good and correct sentences by using the Baamboozle application too. Then the end of the meeting, students did the post-test had been distributed by the researcher.

### b. The Procedure of The Reseach in Control group

The control group consisted of 51 students. Learning using Baamboozle application is not given in this class. The students got a pre-test in the control group held on Monday 13<sup>th</sup> November 2023. The form of the pre-test is a written test. That students work on 25 questions for the pre-test. The correct answer is awarded 3 points per question. As for question about constructing sentences, 4 points are given for the correct answer and there is 1 question about creating a paragraph with 10 points for a perfect answer. The conclusion is that 100 is the highest score.

The next meeting learning using Baamboozle application will not be given by researchers into the control group. The control group received a lesson (16, 17, 23, 24 November 2023). Researcher instruct students to read stories and discuss simple past tense material in groups and in this meeting, the researcher collected post-test scores. Students will receive a written test as a post-test. Students don 25 question as a written test. The correct answer is given 3 points per question. As for about constructing sentences, 4 points are given for the correct answer and there is 1 question about creating a paragraph with 10 points for a perfect answer. The conclusion is that 100 is the highest score.

### 3. Data Analysis

#### a. Group Statistics

The following is a statistical group described in SPSS:

4.3 Table Descriptive Statistic

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experiment	51	20	84	43.51	15.738
PostTest Experiment	51	44	88	70.41	11.289
PreTest Control	51	20	68	44.20	13.194

PostTest	51	52	88	70.51	10.236
Control					
Valid N (listwise)	51				

From the outcomes of the group statistics above, it is known that the respondents from the control group were 51 students with a mean score of the pre test 44,20 and post test 70,51. And the respondents from the experimental group were 51 students with a mean score of pre test is 43,51 and post test 70,41.

b. Normality Test

The data analysis that used for test is T-test. Before testing the T-test there are conditions that must be met first. Prerequisite analysis test was carried out prior to data analysis. In this test, the Kolmogorov-Smirnov formula is used by applying the SPSS 25 software program. The outcome of the normality test can be seen if the outcome of significance 0.05 it is normal. The calculation outcomes are as follows:

Table 4.4 Test of Normality

Tests of Normality							
Kelas	Statistic	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		df	Sig.	Statistic	df	Sig.	
Hasil	1	.135	51	.022	.960	51	.080
	2	.135	51	.020	.944	51	.018
	3	.140	51	.014	.954	51	.046
	4	.117	51	.077	.948	51	.025

a. Lilliefors Significance Correction

In the table it is known that the df values are .135, .135, .140, .117. then a normality test was carried out the result in significance value is 51. That is the third result in significance value > 0.05. Thus, the result of students pre-test and post-test scores in the experimental and control groups are concluded to be normally distributed.

c. Hypotesis

In this T-tets the researcher applied the Independent Sample Test formula. To test the parametric applied to specify whether is has a discrepancy in the mean learning outcomes between the control group and the experimental group. Researches used SPPSS 25 software, with the following outcomes:

Before carrying out the T-test, researcher first carry out a Homogeneity test to find out whether two or more samples from different populations have the same distribution of variance or characteristics.

4.5 Table of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.407	3	200	.068
	Based on Median	2.435	3	200	.066
	Based on Median and with adjusted df	2.435	3	174.421	.066
	Based on trimmed mean	2.438	3	200	.066

The significance value is based on mean 0,068, based on median 0,066, based on median and with adjusted df 0,066 and based on trimmed mean 0,066 or grater than 0,05. So the data is homogen.

The following T-test is:

4.6 Table of Independent Sample 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



Ha	Equal	3.622	.060	-	100	.000	-26.902	2.712	-32.283	-21.521
sil	variances			9.91						
	assumed			9						
	Equal			-	90.6	.000	-26.902	2.712	-32.290	-21.514
	variances			9.91	83					
	not									
	assumed			9						

From the table above, it is known that the outcomes of the pre-test and post-test between the classes that were learning with Baamboozle and those that were not, with the outcomes of the T-test had a significance value of 0.000. Thus it can be decided that H0 is rejected, so H1 can be accepted. This decision proves that there are discrepancy in the control group and the experimental group in writing skill.

#### d. N-Gain Score Test

The following is the outcome of N-gain score test in experimental group and control group:

4.7 Table of N-Gain Score

### Case Processing Summary

Kelas	Valid		Missing		Total			
	N	Percent	N	Percent	N	Percent		
N_GainPersen	Experiment		51	100.0%	0	0.0%	51	100.0%
	Control		51	100.0%	0	0.0%	51	100.0%

### Descriptives

Kelas		Statistic	Std. Error	
N_GainPersen	Experiment	Mean	61.17	3.104
		95% Confidence Interval for Lower Bound	54.93	
		Mean Upper Bound	67.40	
		5% Trimmed Mean	61.38	
		Median	58.82	
		Variance	491.398	
		Std. Deviation	22.167	
		Minimum	18	

	Maximum	100	
	Range	82	
	Interquartile Range	39	
	Skewness	.007	.333
	Kurtosis	-1.087	.656
Control	Mean	59.54	3.412
	95% Confidence Interval for Lower Bound	52.69	
	Mean Upper Bound	66.40	
	5% Trimmed Mean	59.80	
	Median	60.00	
	Variance	593.894	
	Std. Deviation	24.370	
	Minimum	13	
	Maximum	100	
	Range	88	
	Interquartile Range	40	
	Skewness	-.160	.333
	Kurtosis	-.976	.656

The interpretation of N-gain effectiveness is <40% is ineffective, 40%-55% is less effective, 56%-75% is effective enough, and >70% is effective. According to the outcomes of N-gain score with the mean score of the experimental group is 61,2% and the control group is 59,5%. Thus the N-Gain score of the experimental and control group can be estimated as effective enough. Then, using Baamboozle is effective for teaching writing skill.

## B. Discussion

This research was conducted to find out whether Baamboozle media is effective in developing students writing skills. Research that has been carried out by researchers shows that the Baamboozle media is effective enough to apply in mastering writing skills. From these results, we know that students also need additional media in learning in order to carry out effective and enjoyable learning activities.

According to (Sekarini & Ma'rufah, 2022) students should focus on developing their writing skills because they will be valuable in the modern

world. Still, most students find it difficult to write in English. Then, according to (Kusumawanti & Bharati, 2018) students who do not study well for the English language may have less work opportunities than those who do. The problem needs to be tackled using the right strategy because it could have an effect on the students careers.

Sometimes teacher encourage students to write recount texts according to their skills and experiences, but the accuracy of the writing remains a concern when the pfoessor gathers all of the students contributions. Students who write in multiple languages frequently make grammatical and linguistic mistakes (Wahidiyati, 2020). According to the data description gathered, teaching English with the use of gamification strategies with the Baamboozle application to teach and enchance recount texts students writing abilities demonstrate their interest in the subject and their growth as writers. Results frequency and percentage rate this is corroborated by the pupils pre- and post-test results. Following treatment with the Baamboozle application, and the student team achievement student scores increased when teaching development strategies for producing recount texts in comparison to the preliminary findings.

The gamification learning method will provide opportunities for students to be more active during teaching and learning activities with the concept of games in cyberspace (Islami & Soekamto, 2022). Student collaboration is encouraged through the use of teamwork learning techniques in class. They can express an idea or point of view or they can help explain the subject to a friend. This strategy can be encouraging students to participate in the process. Especially in teaching writing. That researches have used Baamboozle to review students how to rewrite stories text as part of a learning strategy. After analyzing the students abilities, it was seen that after receiving treatment, students writing abilty for recount text and simple past tense has increased. Student taught this strategy because researches thought it would help students improve their writing skills as they will understand the subject more easily material, such as studying, having fun

while doing it, and collaborating with friends. As a results, students will have no difficulty writing their retellings.

This research is an experimental research conducted at SMP Diponegoro 3 Kedungbanteng, Banyumas Regency. The population for this research was the eighth grade of SMP Diponegoro 3 Kedungbanteng, Banyumas Regency. The subject consist of 102 of this students and in each class consisted 51 students. Based on the sampling outcomes by applying randomly, 8B and 8C was chosen as the experimental group then 8A and 8D was chosen as the control group in this Baamboozle game research. In this research, students in the experimental group gained writing skill treatment, where as students in the control group did not. The researcher applied N-gain score test to know how effective the use of Baamboozle application was in improving writing skill.

Data analysis shows that the pre-test average of the control group or the class that did not get the learning with Baamboozle was 44.20 with the highest score 68 and the lowest score is 20. The post-test average is 70.51 with the best score is 88 and the lowest score is 52. Experimental group stidents who learning with Baamboozle treatment had an average pre-test score 43.50 with the highest score being 84 and the lowest score being 20, and the average post-test score was 70.41. the best score is 88 and the lowest score is 44. The difference between the pre-test and post-test average the score in the control group was smaller than difference in the pre-test and post-test mean scores in the experimental group. The experimental group is greater than the control group.

The aim of this study was to investigatie the effectiveness of using Baamboozle on the writing skill of class VIII students of SMP Diponegoro 3 Kedungbanteng, Banyumas Regency by implementing the independent sample test there was a marked difference between the average results of students in that year control group and experimental group.

The experimental group consisted of 51 students and the control group consisting of 51 students. Learning using Baamboozle is provided

experimental group while the control group does not. The students received a pre-test before the researchers carried out the treatment. Pre-test in the experimental group and control group was carried out on Monday, 13<sup>th</sup> November 2023. The form of the pre-test is a written test. Students don 25 question as a written test. The correct answer is given 3 points per question. As for about constructing sentences, 4 points are given for the correct answer and there is 1 question about creating a paragraph with 10 points for a perfect answer. The conclusion is that 100 is the highest score.

The outcomes of group statistics in this research. It is kneed that the respondents from the control group were 51 students with a mean score of 56.96 and the respodents from the experimental group were 51 students with a mean 57,53. Tgus research is also kneed that the value of df is .135, .135, .140, .117. Then, normality test outcome in significance values are 51. The outcome of the three significance values is  $>0.05$ . thus the outcomes of the pre0test and post-test scores of students in the experimental group and the control group are concluded to be normally distributed.

This research uses the independent sample test formula. To test parametrics are used to determine whether there is a difference in average learning results between the control group and the experimental group. Researche using SPSS 25 software. Pre-test and post-test results are intermediate classes that were given treatment using Baamboozle application. The T-test results have a significance value of 0.000. so, it could happen decides that  $H_0$  is rejected, then  $H_1$  can be accepted. This decision proves that there is a gap between the control group and the experimental group on writing class.

The interpretation of N-gain effectiveness is effective enough. According to the outcomes of the N-gain score with the mean score of the experimental group is 61.2% and the control group is 59.5%. Thus, the mean score of experimental group can be estimated as effective enough and the control group can be interpreted as effective enough. Then, the use of Baamboozle is effective for teaching writing skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, conclusion and recommendation are discussed

#### **A. Conclusion**

Based on research that has been carried out and pre-test analysis and post-test data from the experimental group and control group in class VIII SMP Diponegoro 3 Kedungbanteng, Banyumas Regency with the hypothesis H<sub>0</sub>: accepted there was no differences in the use of Baamboozle in writing skill between classes those treated with Baamboozle and those not treated and H<sub>1</sub>: rejected discrepancy in the use of Baamboozle treatment and those who were not, the results of the T-test were obtained with a significance value of  $0.000 < 0.05$ . Thus, there is a gap in this regard to use of Baamboozle in the writing skill of students between treated classes with Baamboozle and what not. Next according to the results of the N-gain score test obtained an average score for the experiment class of 61.2% and the control group is 59,5%. Thus, the average value of the experimental group can be interpreted as effective enough and the control group can be interpreted as effective enough too. So, the use of Baamboozle is effective enough in supporting these writing skill of grade 8<sup>th</sup> students SMP Diponegoro 3 Kedungbanteng, Banyumas Regency.

#### **B. Limitation of Research**

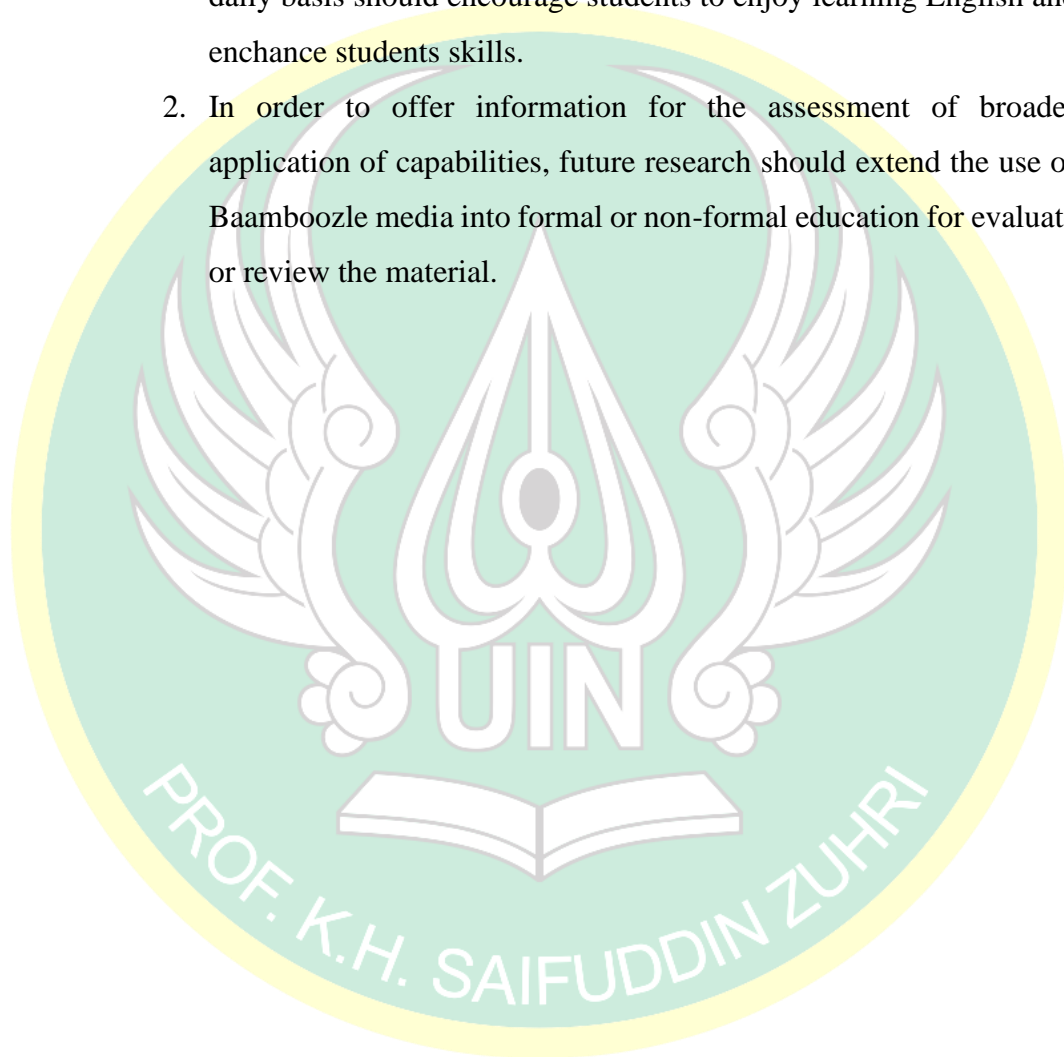
This research has several limitations, in accordance with the research that has been conducted held. This is perhaps an element that the following researches will look at more closely attention for. There are the limitations:

1. Researcher only focus on Baamboozle and practice questions that have been given based on drilling, giving challenges, and repetition.
2. The number of students does not meet the stable sample size so the researcher used the entire population. 2 classes for the experimental group and 2 classes for the control group.

### C. Suggestions

Based on the conducted research, this study offers the following recommendations:

1. Based on study results, teachers at SMP Diponegoro 3 Kedungbanteng, Banyumas regency particularly for instruction on a daily basis should encourage students to enjoy learning English and enhance students skills.
2. In order to offer information for the assessment of broader application of capabilities, future research should extend the use of Baamboozle media into formal or non-formal education for evaluate or review the material.



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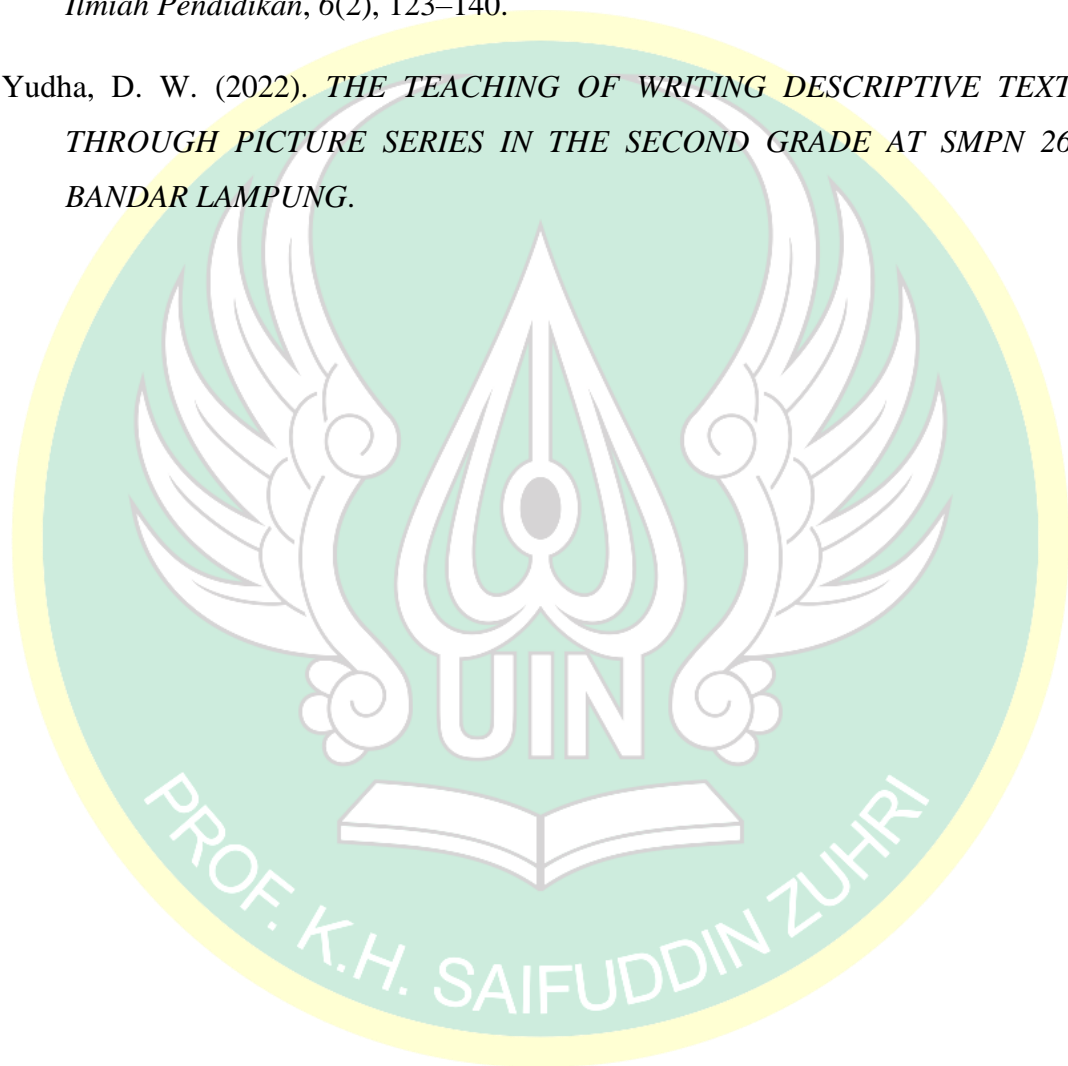
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APPENDIX I  
RESEARCH PERMISSION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.4736/Un.19/D.FTIK/PP.05.3/10/2023  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

09 Oktober 2023

Kepada  
Yth. KEPALA SMP DIPONEGORO 3 KEDUNGBANTENG  
Kec. Kedungbanteng  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |  |
|--------------------|--|
| 1. Nama            | : Azza Farkhatu Aina   |
| 2. NIM             | : 2017404084   |
| 3. Semester        | : 7 (Tujuh)  |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris  |
| 5. Alamat          | : Wonobungkah, Rt 09 Rw 05, Kel. Jlamprang, Kec. Wonosobo, Kab. Wonosobo   |
| 6. Judul           | : The Effectiveness of Bamboozle Game on Student Writing Skill in 8th Grade at SMP Diponegoro 3 Kedungbanteng Banyumas |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |                             |
|----------------------|-----------------------------|
| 1. Objek             | : Siswa                     |
| 2. Tempat / Lokasi   | : Kedungbanteng Banyumas    |
| 3. Tanggal Riset     | : 10-10-2023 s/d 10-12-2023 |
| 4. Metode Penelitian | : Kuantitatif Eksperimen    |



Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

APPENDIX II  
RESEARCH PLACE LETTER

Yayasan Al-Hidayah Purwokerto  
**SMP DIPONEGORO 3 KEDUNGBANTENG**  
Jl. Raya Kedungbanteng - Kecamatan Kedungbanteng - Kabupaten Banyuwangi  
Telp. 032311 8842568, E-mail : smp.alhidayah@cc.id

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**SURAT KETERANGAN**  
Nomor : 81/SMP D. 3/Suket/V/2024

Yang bertanda tangan di bawah ini


Nama **LILI SEHYANTI, S.Pd**  
NIP **-**  
Jabatan **Kepala SMP Diponegoro 3 Kedungbanteng**


Dengan ini menerangkan dengan sesungguhnya bahwa :

1. Nama **AZZA FARKHATU AINA**
2. NIM **2017404084**
3. Semester **8 ( delapan )**
4. Jurusan / Prodi **Tadris Bahasa Inggris**
5. Tahun Akademik **2023/2024**

Yang bersangkutan telah melakukan riset di SMP Diponegoro 3 Kedungbanteng Pada tanggal 13 November sampai dengan 24 November 2023 dalam rangka Penyusunan skripsi " The Effectiveness of Using Bamboozle game on Student Writing Skill in 8th Grade at SMP Diponegoro 3 Kedungbanteng "

Demikian Surat Keterangan ini dibuat dengan sebenar – benarnya untuk dapat dipergunakan sebagaimana mestinya.

Kedungbanteng, 21 Mei 2024  
Kepala Sekolah,  
  
**LILI SEHYANTI, S.Pd**



APENDIX III  
EXPERT JUDGEMENT

**SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : Desi Wijayanti Ma'rufah, M.Pd

NIP : 199212152018012003

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar pretest dan posttest yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Bamboozle Game on Student Writing Skill in 8<sup>th</sup> Grade at SMP Dipnegoro 3 Kedungbanteng Banyumas"** yang dibuat oleh:

Nama : Azza Farkhatu Aina

NIM : 2017404084

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Kguruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/>            | Layak digunakan               |
| <input checked="" type="checkbox"/> | Layak digunakan dengan revisi |
| <input type="checkbox"/>            | Tidak layak digunakan         |


Catatan (bila perlu)

.....  
.....  
.....  
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 3 November 2023

Validator,

  
**Desi Wijayanti Ma'rufah, M.Pd**  
NIP. 199212152018012003

## SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M.Pd  
NIP : 19881130 201908 2 001

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar pretest dan posttest yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Bamboozle Game on Student Writing Skill in 8<sup>th</sup> Grade at SMP Dipnegoro 3 Kedungbanteng Banyumas"** yang dibuat oleh:

Nama : Azza Farkhatu Aina  
NIM : 2017404084  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Kguruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/>            | Layak digunakan               |
| <input checked="" type="checkbox"/> | Layak digunakan dengan revisi |
| <input type="checkbox"/>            | Tidak layak digunakan         |

Catatan (bila perlu)

Mengganti pilihan ganda menjadi jawaban pendek karena menilai  
writing

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 3 November 2023

Validator,



**Irra Wahidiyati, M.Pd**  
NIP. 19881130 201908 2 001



**APENDIX IV**  
**RESEARCH INSTRUMENT**  
**PRE TEST**

Mata Pelajaran : Bahasa Inggris                      Penguji : Azza Farkhatu A.  
Waktu Ujian : 40 menit                                      Sifat Ujian : Terbuka

<b>Name:</b>	<b>Class:</b>
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**Please fill the blank using the correct words in the box!**

A Trip to the National Zoo and Aquarium.

Yesterday, my family and I ..... (1) to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we ..... (2) to wait awhile to get in. After we ..... (3) the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

went	had	walked
ate	have	entered
seen	played	met

**Please correct the words in the brackets below!**

4. Winda ... (come) to my house last week, but I ... (not) at home.
5. The man ... (sleep) in the room last night.
6. Yuli ..... (eat) meatball yesterday .
7. Andi ... (watch) world cup yesterday.
8. Three years ago, I and my family ... (visit) Sandranan Beach. We ... (go) Sandranan Beach by bus.
9. ... (do) she call you last night?
10. Tara and me ... (go) to the cinema on the last weekend.
11. We .... (go) in this restaurant 2 days ago.

12. I .... (play) in this room with my little brother last night.
13. They .... (meet) each other 2 years ago.
14. Did you .... (walk) to the library yesterday?
15. I .... (see) the bird in front of my house yesterday.
16. We .... (buy) some fruits at the market this morning.
17. I .... (have) very funny experience on my first day at school last week.
18. My friends and I ... (go) to Surabaya at 7.00 a.m yesterday.
19. Tom ... (visit) his grandma in Medan on last holiday.
20. Diana ... (enjoy) the last birthday party.

**Arrange these jumbled words into meaningful sentences!**

21. I - by scissors – cut - the paper - yesterday

Answer:

22. bought – Andi – last year – shoes - new

Answer:

23. Bandung – We – two days ago – went - to

Answer:

24. listened – this news – They – two hours ago

Answer:

25. Write short and simple recount text about your “last holiday”! (consist of 5 sentences).

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**APENDIX V**

**POST TEST**

Mata Pelajaran : Bahasa Inggris                      Penguji : Azza Farkhatu A.  
Waktu Ujian : 40 menit                                      Sifat Ujian : Terbuka

<b>Name:</b>	<b>Class:</b>
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Please fill the blank using the words in the box!

**My Holiday**

Last summer, I ..... (1) on a beach vacation with my family. We ..... (2) a week a beautiful seaside resort. We swam in the crystal clear water, buit sandcastles, and ..... (3) the sun. in the evenings, we would watch the sunset over the horizon. W also tried some delicious seafood at the local restaurant. It was a relaxing and memorable trip.

go	had	spent
went	Drunk	enjoyed
ate	played	wrote

**Please make the best sentence using the word in the box!**

- 4. My sister ...(eat) biscuit this morning, but she ... (not) like it.
- 5. My uncle ... (go) to Bali last night.
- 6. Billy ... (write) a letter for his friend yesterday.
- 7. Agnes .... (watch) thriller film yesterday
- 8. I and my friends ... (1) to KFC and ... (2) 5 pieces of chicken wings for lunch yesterday.
- 9. .... (do) your mom call you last night?
- 10. Tara and me did not ... (go) to the cinema on the last weekend.

11. Victory .... (wash) the car 3 days ago.
12. My father .... (work) in this office 5 years ago.
13. They .... (play) basketball this morning.
14. Did you .... (go) to market yesterday?
15. My sister .... (write) her homework last niht.
16. My friends and I ... (play) sport games this morning.
17. He .... (walk) to school yesterday.
18. My friends and I .... (join) English class last week.
19. I ... (do) not sleep well last night.
20. Bayu .... (go) to Kirana’s birthday last month.

**Arrange these jumbled words into meaningful sentences!**

21. Rudi – football – yesterday - played

Answer:

22. you – did – seen – mrs. Yuliana – yesterday- ?

Answer:

23. two days ago – Bali – went – We - to

Answer:

24. walked – to – school – Risma – this morning

Answer:

25. Write short simple recount text about your “first day at school!” (consist of 5 sentences)

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**APENDIX VI**  
**LESSON PLAN EXPERIMENTAL GROUP**  
**MODUL AJAR**  
*Recount Text*

**1. Informasi Umum**

Identitas Sekolah	: SMP Diponegoro 3 Kedungbanteng
Tahun Penyusunan	: 2023
Jenjang Sekolah	: SMP
Fase/Kelas	: D/VIII
Alokasi Waktu	: 4 X 40''
Kompetensi Awal	: Generic structure, regular irregular verb, declarative and interrogative sentence
Profil Pelajar Pancasila	: Beriman dan bertaqwa kepada Tuhan Yang Maha ESA, Mandiri dan gotong royong, bernalar kritis
Sarana dan Prasarana	: Laptop, lcd proyektor, power point
Target Peserta Didik	: Peserta didik eksperimen
Model Pembelajaran	: Game Based Approach

**2. Kompetensi Inti Modul Ajar**

**A. Tujuan Pembelajaran**

Elemen	Tujuan Pembelajaran
Membaca dan Memirsa	<ul style="list-style-type: none"> <li>• Peserta didik mampu mengidentifikasi struktur Recount Text dengan tepat.</li> <li>• Peserta didik dapat mengidentifikasi regular dan irregular verb</li> <li>• Peserta didik dapat mengidentifikasi unsur kebahasaan simple past tense</li> </ul>

Menulis dan mempresentasikan	<ul style="list-style-type: none"> <li>• Peserta didik mampu menggunakan simple past tense pada recount text dengan tepat.</li> <li>• Peserta didik mampu menulis dan menyajikan recount text sederhana</li> </ul>
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#### B. Pemahaman Bermakna

- Recount Text digunakan untuk menceritakan kembali dan menjelaskan pengalaman yang dimiliki oleh peserta didik.
- Recount text digunakan untuk memberikan informasi terkait dari meaning, good, penggunaan past tense, generic structure dan regular maupun irregular verb.

#### C. Pertanyaan pemantik

- Did you ever have amazing experiences?
- Did you ever feel exited in past time?

#### D. Kegiatan Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit

Kegiatan Inti	<p>Langkah-langkah</p> <ol style="list-style-type: none"> <li>1. Pendidik menceritakan pengalaman yang dimiliki yang bersifat pengalaman masa lalu yang berhubungan dengan recount text.</li> <li>2. Pendidik menampilkan powerpoint yang berisi penjelasan materi dan contoh recount text serta unsur kalimat simple past tense</li> <li>3. Pendidik menampilkan gambar dan membacakan kalimat-kalimat past tense.</li> <li>4. siswa diminta menjawab gambar mana yang tepat untuk kalimat yang diucapkan pendidik</li> <li>5. Pendidik memulai permainan dengan aplikasi Baamboozle</li> <li>6. siswa berlatih mengidentifikasi kalimat simple past tense</li> <li>7. Pendidik meminta kepada siswa untuk membahas dan menjelaskan jawaban dari quiz kepada teman-teman satu kelas (ditunjuk secara acak)</li> <li>8. Siswa yang lain menanggapi.</li> </ol>	30 menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur simple past tense.</li> <li>2. Pendidik memberikan motivasi kepada para siswa untuk sering membaca dan berlatih tentang struktur kalimat simple past tense</li> <li>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</li> <li>4. salah satu siswa diminta untuk memimpin doa</li> </ol>	5 menit

	5. Pendidik memberikan salam penutup.	
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## Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit
Kegiatan Inti	<p><b>Langkah-langkah</b></p> <ol style="list-style-type: none"> <li>1. Pendidik menjelaskan regular dan irregular verb kepada siswa</li> <li>2. Pendidik membagi siswa dalam 2 kelompok, kemudian bermain games matching verbs menggunakan aplikasi Baamboozle.</li> <li>3. Siswa berlatih membuat kalimat simple past tense sesuai intruksi pendidik</li> <li>4. siswa diminta untuk menukarkan hasil kinerja mereka kepada teman se bangku kemudian pendidik dan para siswa bersama-sama mengoreksi setiap kalimat yang telah dibuat.</li> </ol>	30 menit



	5. Pendidik menilai penulisan kalimat simple past tense masing-masing siswa berdasarkan rubric penilaian.	
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait regular dan irregular verb</li> <li>2. Pendidikan memberikan motivasi kepada para siswa untuk sering membaca dan berlatih tentang regular dan irregular verb</li> <li>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</li> <li>4. salah satu siswa diminta untuk memimpin doa</li> <li>5. Pendidik memberikan salam penutup.</li> </ol>	5 menit

### Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit

Kegiatan Inti	<p><b>Langkah-langkah</b></p> <ol style="list-style-type: none"> <li>1. Pendidik menampilkan video tentang struktur kalimat interrogative dari simple past tense.</li> <li>2. Pendidik mengajak siswa untuk bermain yes or no dalam aplikasi baamboozle tentang interrogative form dari simple past tense.</li> <li>3. Siswa mengerjakan tugas individu yang telah disediakan oleh pendidik.</li> <li>4. Pendidik mengevaluasi hasil pembelajaran dan pemahaman siswa dengan menilai hasil assessment siswa.</li> </ol>	30 menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait intrgative form dari simple past tense</li> <li>2. Pendidik memberikan motivasi kepada para siswa untuk sering membaca dan berlatih interrogative form dari simple past tense</li> <li>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</li> <li>4. salah satu siswa diminta untuk memimpin doa</li> <li>5. Pendidik memberikan salam penutup.</li> </ol>	5 menit

#### Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit
Kegiatan Inti	<p><b>Langkah-langkah</b></p> <ol style="list-style-type: none"> <li>1. Pendidik memberi contoh teks dengan menggunakan simple past tense</li> <li>2. Pendidik mengajak siswa untuk bermain match sentence dengan aplikasi baamboozle</li> <li>3. Pendidik meminta siswa untuk menyusun recount text dari kalimat-kalimat yang acak.</li> <li>4. Pendidik meminta siswa menukarkan hasil kinerjanya kepada teman satu bangku untuk dikoreksi bersama.</li> <li>5. guru mengevaluasi hasil pemahaman siswa dengan menilai hasil assessment siswa.</li> </ol>	30 menit
	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait recount text</li> </ol>	5 menit

Kegiatan Penutup	<p>2. Pendidikan memberikan motivasi kepada para siswa untuk sering membaca dan berlatih tentang recount text dan unsur kebahasaannya.</p> <p>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</p> <p>4. salah satu siswa diminta untuk memimpin doa</p> <p>5. Pendidik memberikan salam penutup.</p>	
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#### E. Assesment

##### 1. Assesment kognitif

- ❖ Apa yang sedang kamu rasakan saat ini?
- ❖ Bagaimana perasaanmu setelah mempelajari materi ini?
- ❖ Hal apa yang paling menyenangkan dan tidak menyenangkan?

##### 2. Assesment Kognitif

- ❖ Answer the question based on the games application

##### 3. Assesment Formatif

- ❖ Unjuk Kerja
- ❖ Penilaian harian Diagnostic
  - a. Assesment sbelum pembelajaran
  - b. Formatif: assessment selama pembelajaran (penilaian, proses, observasi sikap, keterampilan dan pengetahuan)
  - c. summative (Assesment pada akhir proses pembelajaran mengerjakan LKPD)

##### 4. Assesment summatif

- ❖ Pada akhir semester

#### F. Refleksi Peserta didik dan Pendidik

1. Apakah peserta didik aktif dalam pembelajaran?
2. Apakah kesulitan dalam pembelajaran?
3. Apakah peserta didik dapat dianggap tuntas dalam pembelajaran?

#### Lampiran

##### A. Lembar Kerja Peserta Didik

- ❖ Terlampir

##### B. Bahan Bacaan Pendidik dan Peserta didik

- ❖ Lembar Kerja Peserta Didik

- ❖ Baamboozle application
- ❖ Buku panduan
- ❖ Power point/ Video

C. Assesment Instrument

1. Penilaian Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata	Pilihan tata bahasa sangat tepat	5	4	

	Bahasa	Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

Penilaian kemampuan menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
		Pilihan kosakata sangat tepat		5	4

4	Pilihan Kosakata	Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata	2	1
		Pilihan kosakata tidak tepat	hampir tidak tepat	1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Skor penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Instrument Indicator

INDIKATOR	NO ITEMS
3.10.1. Mengidentifikasi unsur kebahasaan dalam <i>simple past tense</i> .	1-25
3.10.2. Mengidentifikasi struktur teks tentang kejadian masa lampau.	1-25
3.10.4 Mengidentifikasi <i>regular &amp; irregular verb</i> yang terdapat dalam teks.	18,19,20, 5, 12
4.10.1 Membuat kalimat sederhana menggunakan <i>simple past tense</i> .	16,17, 25



## LAMPIRAN LKPD

Pendidik mengajak siswa untuk bermain yes or no dalam aplikasi baamboozle tentang interrogative form dari simple past tense. Siswa mengerjakan tugas individu yang telah disediakan oleh pendidik.

Activity:

1. Complete the sentence with simple past tense. Use the words from the box!

... Rina ... to school yesterday?

Do	Did	Are
Went	Go	Attend

2. ... Bagas ... noodle this morning?

Do	Did	Are
Ate	eat	eated

3. Ayu ... the bread for breakfast this morning.

Ate	eat	eated
-----	-----	-------

4. Ani ... shoes yesterday.

buy	buyed	bought
-----	-------	--------

## LESSON PLAN CONTROL GROUP

### MODUL AJAR

#### *Recount Text*

#### 1. Informasi Umum

Identitas Sekolah	: SMP Diponegoro 3 Kedungbanteng
Tahun Penyusunan	: 2023
Jenjang Sekolah	: SMP
Fase/Kelas	: D/VIII
Alokasi Waktu	: 4 X 40''
Kompetensi Awal	: Generic structure, regular irregular verb, declarative and interrogative sentence
Profil Pelajar Pancasila	: Beriman dan bertaqwa kepada Tuhan Yang Maha ESA, Mandiri dan gotong royong, bernalar kritis
Sarana dan Prasarana	: Laptop, lcd proyektor, power point
Target Peserta Didik	: Peserta didik kelas kontrol
Model Pembelajaran	: Game Based Approach

#### 2.Kompetensi Inti Modul Ajar

##### A. Tujuan Pembelajaran

Elemen	Tujuan Pembelajaran
Membaca dan Memirsa	<ul style="list-style-type: none"><li>• Peserta didik mampu mengidentifikasi struktur Recount Text dengan tepat.</li><li>• Peserta didik dapat mengidentifikasi regular dan irregular verb</li><li>• Peserta didik dapat mengidentifikasi unsur kebahasaan simple past tense</li></ul>

Menulis dan mempresentasikan	<ul style="list-style-type: none"> <li>• Peserta didik mampu menggunakan simple past tense pada recount text dengan tepat.</li> <li>• Peserta didik mampu menulis dan menyajikan recount text sederhana</li> </ul>
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#### B. Pemahaman Bermakna

- Recount Text digunakan untuk menceritakan kembali dan menjelaskan pengalaman yang dimiliki oleh peserta didik.
- Recount text digunakan untuk memberikan informasi terkait dari meaning, good, penggunaan past tense, generic structure dan regular maupun irregular verb.

#### C. Pertanyaan pemantik

- Did you ever have amazing experiences?
- Did you ever feel exited in past time?

#### D. Kegiatan Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit

Kegiatan Inti	<p>Langkah-langkah</p> <ol style="list-style-type: none"> <li>1. Pendidik menceritakan pengalaman yang dimiliki yang bersifat pengalaman masa lalu yang berhubungan dengan recount text.</li> <li>2. Pendidik menampilkan powerpoint yang berisi penjelasan materi dan contoh recount text serta unsur kalimat simple past tense</li> <li>3. Pendidik menampilkan gambar pada slide power point dan membacakan kalimat-kalimat past tense.</li> <li>4. siswa diminta menjawab gambar mana yang tepat untuk kalimat yang diucapkan pendidik</li> <li>5. siswa diberi gambar secara acak, lalu menyebutkan kalimat yang sesuai dengan recount text</li> <li>6. siswa berlatih mengidentifikasi kalimat simple past tense</li> </ol>	30 menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait tujuan, unsur kebahasaan dan struktur simple past tense.</li> <li>2. Pendidikan memberikan motivasi kepada para siswa untuk sering membaca dan berlatih tentang struktur kalimat simple past tense</li> <li>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</li> <li>4. salah satu siswa diminta untuk memimpin doa</li> <li>5. Pendidik memberikan salam penutup.</li> </ol>	5 menit

## Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit
Kegiatan Inti	<p><b>Langkah-langkah</b></p> <ol style="list-style-type: none"> <li>1. Pendidik menjelaskan regular dan irregular verb kepada siswa</li> <li>2. Pendidik membagi siswa secara berpasangan, lalu saling berdiskusi tentang regular dan irregular verb</li> <li>3. Siswa berlatih filling the blank sentence simple past tense sesuai intruksi pendidik pada worksheet.</li> <li>4. siswa diminta untuk menukarkan hasil kinerja mereka kepada teman se bangku kemudian pendidik dan para siswa bersama-sama mengoreksi setiap kalimat yang telah dibuat.</li> <li>5. Pendidik menilai penulisan kalimat simple past tense masing-masing siswa berdasarkan rubric penilaian.</li> </ol>	30 menit

<p>Kegiatan Penutup</p>	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait regular dan irregular verb</li> <li>2. Pendidikan memberikan motivasi kepada para siswa untuk sering membaca dan berlatih tentang regular dan irregular verb</li> <li>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</li> <li>4. salah satu siswa diminta untuk memimpin doa</li> <li>5. Pendidik memberikan salam penutup.</li> </ol>	<p>5 menit</p>
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Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit
Kegiatan Inti	<p><b>Langkah-langkah</b></p> <ol style="list-style-type: none"> <li>1. Pendidik menampilkan video tentang struktur kalimat interrogative dari simple past tense.</li> <li>2. pendidik menjelaskan materi</li> <li>3. Siswa mengerjakan tugas individu create the interrogative and declarative sentence pada worksheet yang telah disediakan oleh pendidik.</li> <li>4. Pendidik mengevaluasi hasil pembelajaran dan pemahaan siswa dengan menilai hasil assessment siswa.</li> </ol>	30 menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait intrgative form dari simple past tense</li> <li>2. Pendidik memberikan motivasi kepada para siswa untuk sering membaca dan berlatih interrogative form dari simple past tense</li> </ol>	5 menit

	<p>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</p> <p>4. salah satu siswa diminta untuk memimpin doa</p> <p>5. Pendidik memberikan salam penutup.</p>	
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Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Pendidik menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti mengucapkan salam, berdoa, absensi, menyiapkan buku pelajaran dll</li> <li>2. pendidik memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran.</li> <li>3. Pendidik menarik perhatian peserta didik dengan brainstorming.</li> <li>4. pendidik menyampaikan kompetensi dan tujuan pembelajaran dari recount text.</li> </ol>	10 menit
Kegiatan Inti	<p><b>Langkah-langkah</b></p> <ol style="list-style-type: none"> <li>1. Pendidik memberi contoh teks dengan menggunakan simple past tense</li> <li>3. Pendidik meminta siswa untuk menyusun recount text dari kalimat-kalimat yang acak pada worksheet yang telah disiapkan oleh pendidik.</li> <li>4. Pendidik meminta siswa menukarkan hasil kinerjanya kepada teman satu bangku untuk dikoreksi bersama.</li> <li>5. guru mengevaluasi hasil pemahaman siswa dengan menilai hasil assessment siswa.</li> </ol>	30 menit
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Pendidik me-review materi yang telah disampaikan hari ini dengan bertanya kepada para siswa terkait recount text</li> <li>2. Pendidikan memberikan motivasi kepada para siswa untuk sering membaca dan berlatih tentang recount text dan unsur kebahasaannya.</li> </ol>	5 menit

	<p>3. Pendidik memberikan umpan balik terhadap proses dan hasil pembelajaran serta bertanya kepada siswa tentang kesimpulan pembelajaran hari ini.</p> <p>4. salah satu siswa diminta untuk memimpin doa</p> <p>5. Pendidik memberikan salam penutup.</p>	
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#### E. Assesment

##### 1. Assesment kognitif

- ❖ Apa yang sedang kamu rasakan saat ini?
- ❖ Bagaimana perasaanmu setelah mempelajari materi ini?
- ❖ Hal apa yang paling menyenangkan dan tidak menyenangkan?

##### 2. Assesment Kognitif

- ❖ Answer the question based on the games application

##### 3. Assesment Formatif

- ❖ Unjuk Kerja
- ❖ Penilaian harian Diagnostic
  - a. Assesment sbelum pembelajaran
  - b. Formatif: assasment selama pembelajaran (penilaian, proses, observasi sikap, keterampilan dan pengetahuan)
  - c. summative (Assesment pada akhir proses pembelajaran mengerjakan LKPD)

##### 4. Assesment summatif

- ❖ Pada akhir semester

#### F. Refleksi Peserta didik dan Pendidik

4. Apakah peserta didik aktif dalam pembelajaran?
5. Apakah kesulitan dalam pembelajaran?
6. Apakah peserta didik dapat dianggap tuntas dalam pembelajaran?

#### Lampiran

##### A. Lembar Kerja Peserta Didik

- ❖ Terlampir

##### B. Bahan Bacaan Pendidik dan Peserta didik

- ❖ Lembar Kerja Peserta Didik
- ❖ Baamboozle application
- ❖ Buku panduan
- ❖ Power point/ Video

##### C. Assesment Instrument

1. Penilaian Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
	Bahasa	Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	

	Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
	Pilihan tata bahasa tidak tepat		1	

Penilaian kemampuan menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2

		Pilihan kosakata kurang tepat	Pilihan kosakata	2	1
		Pilihan kosakata tidak tepat	hampir tidak tepat	1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Skor penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Instrument Indicator

INDIKATOR	NO ITEMS
3.10.1.Mengidentifikasi unsur kebahasaan dalam <i>simple past tense</i> .	1-25
3.10.2.Mengidentifikasi struktur teks tentang kejadian masa lampau.	1-25
3.10.4 AMengidentifikasi <i>regular &amp; irregular verb</i> yang terdapat dalam teks.	18,19,20, 5, 12
4.10.1 Membuat kalimat sederhana menggunakan <i>simple past tense</i> .	16,17, 25

## LAMPIRAN LKPD

Pendidik mengajak siswa untuk bermain yes or no dalam aplikasi baamboozle tentang interrogative form dari simple past tense. Siswa mengerjakan tugas individu yang telah disediakan oleh pendidik.

### Worksheet 1

1. Complete the sentence with simple past tense. Use the words from the box!

... Rina ... to school yesterday?

Do	Did	Are
Went	Go	Attend

2. ... Bagas ... noodle this morning?

Do	Did	Are
Ate	eat	eated

3. Ayu ... the bread for breakfast this morning.

Ate	eat	eated
-----	-----	-------

4. Ani ... shoes yesterday.

buy	buyed	bought
-----	-------	--------

## Worksheet 2

1. Ariana ... (come) to my house yesterday.
2. My mother ... (make) a delicious sandwich this morning.
3. I ... (meet) my teacher in the bookstore last week.
4. She ... (learn) English lesson yesterday.
5. My brother ... (stay) in our aunt's house last month.





### Worksheet 3

Arrange these jumbled words into meaningful sentences

1. washed - My sister – yesterday - her shoes
2. Diana – cooking section – on television – this morning – watched
3. wrote – last night – siblings – Naila – a letter
4. I – lemon tea – yesterday – made
5. He – to – your house – walked – this morning



## APPENDIX VII

### STUDENTS WORKSHEET

#### 1. Pre test of student worksheet

**PRE TEST**

Mata Pelajaran : Bahasa Inggris      Penguji : Azza Farkhatu Aina  
 Waktu Ujian : 40 menit                      Sifat Ujian : Terbuka

Name: Nicrahel Nurcahya                      Class: VIII B

**Please fill the blank using the correct words in the box!**

A Trip to the National Zoo and Aquarium.

Yesterday, my family and I <sup>came</sup> (1) to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we <sup>had</sup> (2) to wait awhile to get in. After we <sup>entered</sup> (3) the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

went	had	walked
ate	have	entered
seen	played	met

**Please correct the words in the brackets below!**

4. Winda <sup>come</sup> (come) to my house last week, but I ... (not) at home. ✓
5. The man <sup>sleep</sup> (sleep) in the room last night. ✓
6. Yuli <sup>eat</sup> (eat) meatball yesterday. ✓
7. Andi ... (watch) world cup yesterday. ✓
8. Three years ago, I and my family ... (visit) Sandranan Beach. We ... (go) Sandranan Beach by bus. ✓
9. <sup>do</sup> (do) she call you last night? ✓
10. Tara and me <sup>go</sup> (go) to the cinema on the last weekend. ✓
11. We <sup>go</sup> (go) in this restaurant 2 days ago. ✓
12. I ... (play) in this room with my little brother last night. ✓
13. They <sup>meet</sup> (meet) each other 2 years ago. ✓

14. Did you <sup>walk</sup> (walk) to the library yesterday? ✓
15. I <sup>see</sup> (see) the bird in front of my house yesterday. ✓
16. We ... (buy) some fruits at the market this morning. ✓
17. Fitri (have) very funny experience on my first day at school last week. ✓
18. My friends and I ... (go) to Surabaya at 7.00 a.m yesterday. ✓
19. Tom <sup>visit</sup> (visit) his grandma in Medan on last holiday. ✓
20. Diana <sup>celebrate</sup> (celebrate) the last birthday party. ✓

**Arrange these jumbled words into meaningful sentences!**

21. I - by scissors - cut - the paper - yesterday  
 Answer:
22. bought - Andi - last year - shoes - new  
 Answer:
23. Bandung - We - two days ago - went - to  
 Answer: went to Bandung
24. listened - this news - They - two hours ago  
 Answer:
25. Write short and simple recount text about your "last holiday"! (consist of 5 sentences).

\_\_\_\_\_

On the last holiday I went to Medan in Medan last holiday.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PRE TEST**

Mata Pelajaran : Bahasa Inggris      Penguji : Azza Farikhata Aina  
Waktu Ujian : 40 menit      Sifat Ujian : Terbuka

Name: Mohammad Rizki F      Class: VIIA/20A

Please fill the blank using the correct words in the box:

A Trip to the National Zoo and Aquarium.

Yesterday, my family and I <sup>traveled</sup> (1) to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we <sup>waited</sup> (2) to wait awhile to get in. After we <sup>entered</sup> (3) the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

went	had	walked
ate	have	entered
seen	played	met

Please correct the words in the brackets below!

4. Winda ... (come) to my house last week, but I ... (not) at home. ✓  
*came*      *wasn't*
5. The man ... (sleep) in the room last night. ✓  
*didn't sleep*
6. Yuli ... (eat) meatball yesterday. ✓  
*ate*
7. Andi ... (watch) world cup yesterday. ✓  
*watched*
8. Three years ago, I and my family ... (visit) Sandranan Beach. We ... (go) Sandranan Beach by bus. ✓  
*visited*      *went*
9. ... (do) she call you last night? ✓  
*did*
10. Tara and me ... (go) to the cinema on the last weekend. ✓  
*went*
11. We ... (go) in this restaurant 2 days ago. ✓  
*went*
12. I ... (play) in this room with my little brother last night. ✓  
*played*
13. They ... (meet) each other 2 years ago. ✓  
*met*

14. Did you ... (walk) to the library yesterday? ✓  
*walked*
15. I ... (see) the bird in front of my house yesterday. ✓  
*saw*
16. We ... (buy) some fruits at the market this morning. ✓  
*bought*
17. I ... (have) very funny experience on my first day at school last week. ✓  
*had*
18. My friends and I ... (go) to Surabaya at 7.00 a.m yesterday. ✓  
*went*
19. Tom ... (visit) his grandma in Medan on last holiday. ✓  
*visited*
20. Dianna ... (enjoy) the last birthday party. ✓  
*enjoyed*

Arrange these jumbled words into meaningful sentences!

21. I - by scissors - cut - the paper - yesterday  
Answer: *I yesterday cut the paper by scissors*
22. bought - Andi - last year - shoes - new  
Answer: *Andi last year bought shoes new*
23. Bandung - We - two days ago - went - to  
Answer: *We two days ago went to Bandung*
24. listened - this news - They - two hours ago  
Answer: *They two hours ago listened this news*

25. Write short and simple recount text about your "last holiday"! (consist of 5 sentences).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. Post test of student worksheet

**POST TEST**

Mata Pelajaran : Bahasa Inggris      Penguji : Azza Farkhatu Aina  
 Waktu Ujian : 40 menit      Sifat Ujian : Terbuka

Name: Ikhram Permadihono      Class: 9C

Please fill the blank using the correct words in the box!

My Holiday

Last summer, I spent (1) on a beach vacation with my family. We took (2) a week a beautiful seaside resort. We swam in the crystal clear water, built sandcastles, and enjoyed (3) the sun. In the evenings, we would watch the sunset over the horizon. We also tried some delicious seafood at the local restaurant. It was a relaxing and memorable trip.

go	had	spent
went	drunk	enjoyed
ate	played	wrote

Please correct the words in the brackets below!

- My sister ~~eat~~ (eat) biscuit this morning, but she ~~like~~ (not) like it.
- My uncle ~~go~~ (went) to Bali last night.
- Billy ~~wrote~~ (wrote) a letter for his friend yesterday.
- Agnes ~~wrote~~ (watched) thriller film yesterday.
- I and my friends ~~go~~ (went) to KFC and ~~buy~~ (bought) 3 pieces of chicken wings for lunch yesterday.
- ~~did~~ (do) your mom call you last night?
- Tara and me ~~did not~~ (didn't) go to the cinema on the last weekend.
- Victory ~~washed~~ (washed) the car 3 days ago.
- My father ~~work~~ (works) in this office 5 years ago.
- They ~~played~~ (play) basketball this morning.
- Did you ~~go~~ (go) to market yesterday?
- My Sister ~~wrote~~ (wrote) her homework last night.
- My friends and I ~~play~~ (played) Sport games this morning.

- He ~~walk~~ (walked) to school yesterday.
- My friends and I ~~join~~ (joined) English class last week.
- I ~~did~~ (do) not sleep well last night.
- Bayu ~~go~~ (went) to Kirana's birthday last month.

Arrange these jumbled words into meaningful sentences!

- Rudi - football - yesterday - played  
 Answer: Rudi - played - football - yesterday
- you - did - seen - Mrs. Yuliana - yesterday - ?  
 Answer: did - you - see - Mrs. Yuliana - yesterday
- two days ago - Bali - went - We - to  
 Answer: Two days ago - we - went - to - Bali
- walked - to - school - Risma - this morning  
 Answer: Risma - walked - to - school - this morning

25. Write short and simple recount text about your "first day at school" (consist of 5 sentences).

My first day of school

~~1 year ago~~ 1 year ago I was not accepted into a state school. actually there was a state junior high school that wanted to accept me but it was very far away. I tried to register at SMP Diponegoro 3 Kedungbanteng I felt a little excited. At that time I entered class 7A. I feel a little unprepared about the new learning year.

POST TEST

Mata Pelajaran : Bahasa Inggris Pengujian : Azza Farkhatu Aina  
 Waktu Ujian : 40 menit Sifat Ujian : Terbuka

Name: NAFISATUL M. Class: VI D

Please fill the blank using the correct words in the box!

My Holiday

Last summer, I <sup>had</sup> (1) on a beach vacation with my family. We <sup>spent</sup> (2) a week a beautiful seaside resort. We swam in the crystal clear water, built sandcastles, and <sup>enjoyed</sup> (3) the sun. In the evenings, we would watch the sunset over the horizon. We also tried some delicious seafood at the local restaurant. It was a relaxing and memorable trip.

go	had	spent ✓
went ✓	drunk	enjoyed ✓
ate	played	wrote

Please correct the words in the brackets below!

- My sister <sup>eat</sup> (eat) biscuit this morning, but she <sup>like</sup> (not) like it.
- My uncle <sup>go</sup> (go) to Bali last night.
- Billy <sup>wrote</sup> (write) a letter for his friend yesterday.
- Agnes <sup>watch</sup> (watch) a thriller film yesterday.
- I and my friends <sup>went</sup> (go) to KFC and <sup>bought</sup> (buy) 5 pieces of chicken wings for lunch yesterday.
- <sup>do</sup> (do) your mom call you last night?
- Tara and me <sup>did</sup> (go) to the cinema on the last weekend.
- Victory <sup>wash</sup> (wash) the car 3 days ago.
- My father <sup>work</sup> (work) in this office 5 years ago.
- They <sup>play</sup> (play) basketball this morning.
- Did you <sup>go</sup> (go) to market yesterday?
- My Sister <sup>wrote</sup> (write) her homework last night.
- My friends and I <sup>play</sup> (play) Sport games this morning.

- He <sup>walk</sup> (walk) to school yesterday.
- My friends and I <sup>join</sup> (join) English class last week.
- I <sup>do</sup> (do) not sleep well last night.
- Bayu <sup>go</sup> (go) to Kirana's birthday last month.

Arrange these jumbled words into meaningful sentences!

21. Rudi - football - yesterday - played

Answer: Yesterday, Rudi played football.

22. you - did - seen - Mrs. Yuliana - yesterday - ?

Answer: Did you see Mrs. Yuliana yesterday?

23. two days ago - Bali - went - We - to

Answer: We went to Bali two days ago.

24. walked - to - school - Risma - this morning

Answer: This morning, Risma walked to school.

25. Write short and simple recount text about your "first day at school" (consist of 5 sentences).

My first experience at school

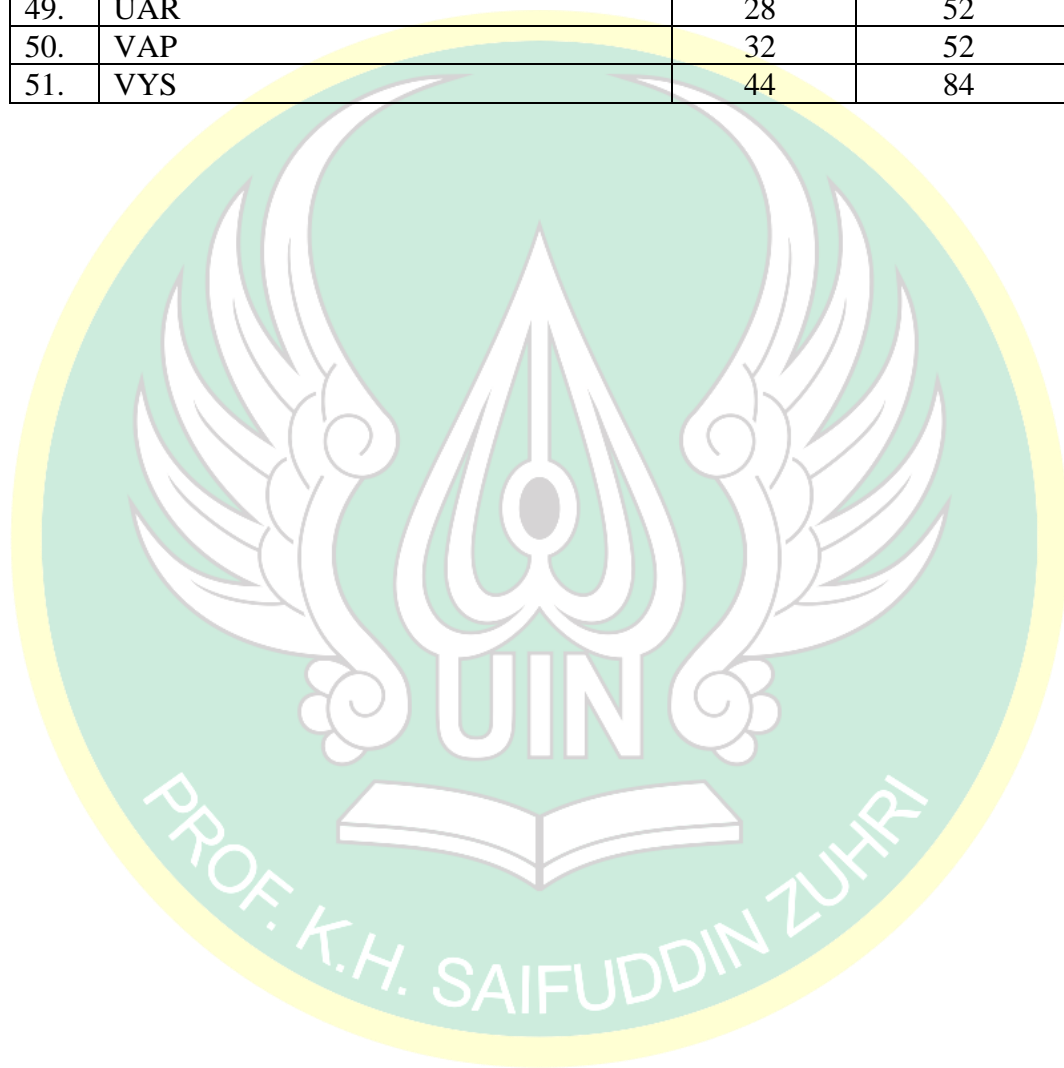
One year ago ... I enrolled at SMP Diponegoro 3 Kedungbanteng. I feel happy and excited ... I also met the teachers the class I entered was class 7. I met and got to know my classmate.

APPENDIX VIII

THE RESULT PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

NO	NAMA	PRE TEST	POST TEST
1.	AA	44	52
2.	ASM	20	44
3.	ASYM	36	60
4.	AEP	28	72
5.	AP	24	70
6.	AAR	20	80
7.	ESR	60	68
8.	DSR	72	88
9.	DAP	60	72
10.	DNAK	20	52
11.	FK	68	80
12.	IA	60	72
13.	MKS	80	84
14.	MWP	84	88
15.	MH	44	52
16.	MEH	40	62
17.	MFZH	40	72
18.	NMH	52	64
19.	NR	52	64
20.	NTH	36	72
21.	PAS	20	60
22.	PR	52	68
23.	RP	24	74
24.	SA	44	80
25.	SW	56	82
26.	VAV	48	84
27.	ADL	44	84
28.	AR	32	52
29.	ANZ	44	62
30.	ADJ	44	72
31.	AMYS	32	64
32.	APA	40	60
33.	AZA	60	72
34.	BPR	24	72
35.	DLN	20	62
36.	DKM	42	84
37.	FM	32	62
38.	GFQ	40	68
39.	HBM	52	84
40.	HAR	52	72

41.	IR	40	80
42.	MDP	65	85
43.	NK	44	80
44.	NA	60	84
45.	PF	60	72
46.	RSDA	40	72
47.	SHB	32	80
48.	SRY	32	64
49.	UAR	28	52
50.	VAP	32	52
51.	VYS	44	84



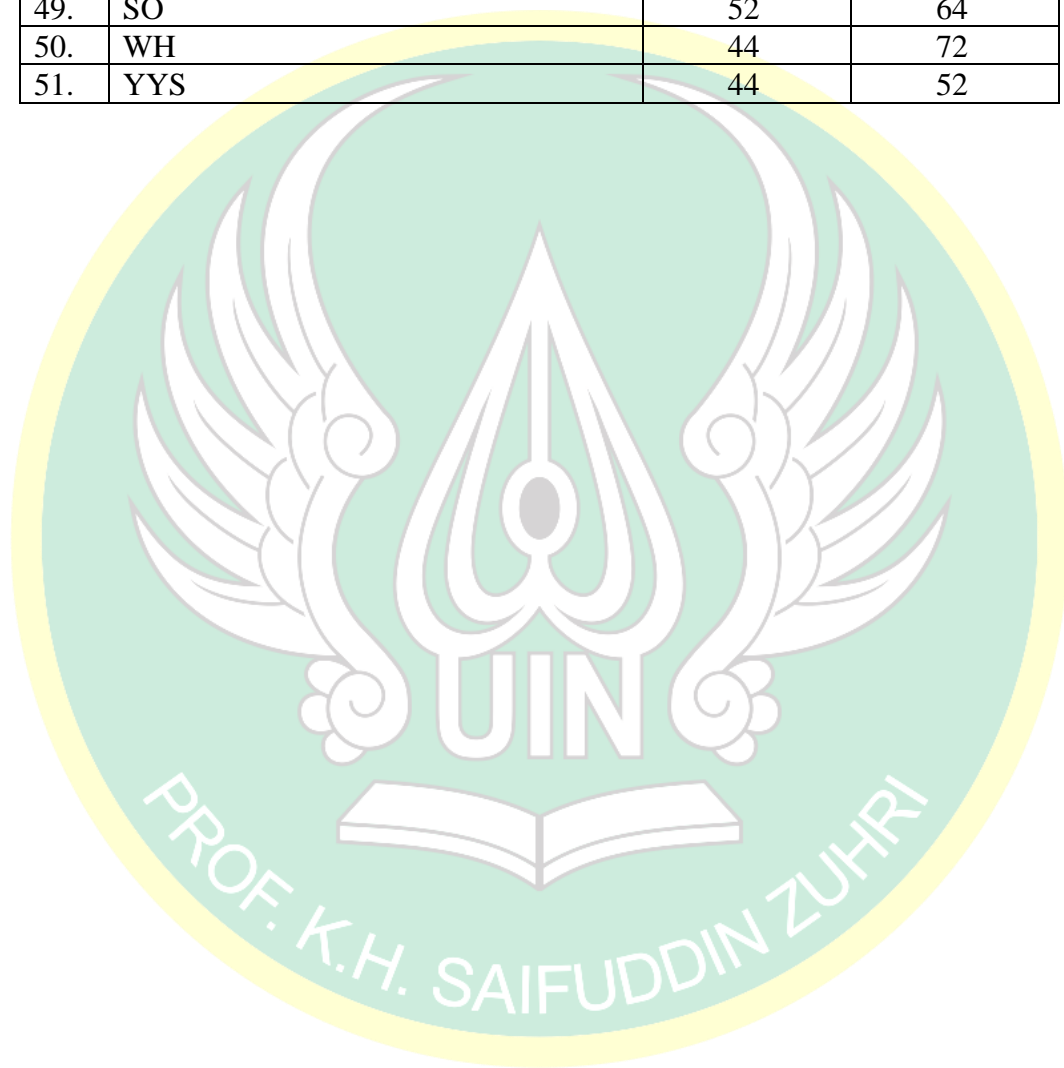
THE RESULT PRE-TEST AND POST-TEST IN CONTROL GROUP

DAFTAR NILAI PRE TEST DAN POST TEST KELAS KONTROL

NO	NAMA	PRE TEST	POST TEST
1.	ANH	32	68
2.	AIN	36	72
3.	ANH	48	82
4.	ARCA	40	82
5.	APA	50	58
6.	BHP	48	72
7.	DA	40	72
8.	KPR	40	60
9.	MFIS	20	70
10.	MJ	67	84
11.	MDF	48	60
12.	MRM	40	52
13.	NAR	28	72
14.	PHP	44	84
15.	RVR	32	52
16.	RH	24	62
17.	RM	56	68
18.	RNA	50	72
19.	RSS	20	62
20.	RY	56	60
21.	SAF	44	80
22.	SAM	40	60
23.	SK	56	84
24.	TWU	20	80
25.	WAP	20	62
26.	AR	68	84
27.	AR	52	84
28.	AFR	52	68
29.	AN	24	68
30.	ATP	44	58
31.	AFB	67	72
32.	ALF	60	76
33.	CGE	24	76
34.	DA	40	62
35.	DW	52	72
36.	FF	62	88
37.	FS	52	88
38.	FHM	44	60
39.	FAP	40	64
40.	FMH	40	60



41.	IR	60	72
42.	MA	24	62
43.	MFZ	62	88
44.	NM	52	80
45.	NDP	44	68
46.	RFAR	60	64
47.	RP	52	84
48.	SSUA	40	80
49.	SO	52	64
50.	WH	44	72
51.	YYS	44	52



APPENDIX IX  
DOCUMENTATION

Meeting 1



Explaining Structure of Simple Past Tense in Control Group



Indentification Simple Past Tense Using Baamboozle Game In  
Experimental Group

Meeting 2



Filling the Blank Sentence in Control Group

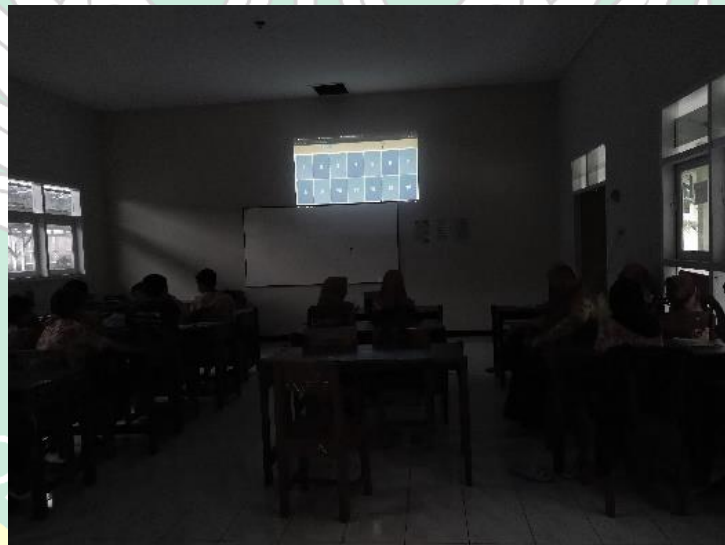


Play Matching Verbs Using Baamboozle Game in Experimental Group

### Meeting 3



Create the interrogative sentence in Control group



Play True or False Using Baamboozle Game in experimental Group

## Meeting 4



Practice Arrange Random Sentence into Recount Text in Control Group



Play Match Sentence Using Baamboozle Game in Experimental Group

## BIOGRAPHY

### A. Personal Identity

Name : Azza Farkhatu Aina  
Student Number : 2017404084  
Day and Date of Birth : Wonosobo, 8<sup>th</sup> May 2001  
Address : Wonobungkah, Jlamprang, Wonosobo  
Regency

### B. Educational Background

#### Formal Education

No	Education	Graduated Year
1.	SD N Kalianget Wonosobo	2013
2.	MTs Al Kholidiyah Binangun	2016
3.	MA Takhassus Al Qur'an Wonosobo	2020
4.	UIN Prof. K.H. Saifuddin Zuhri	

#### Informal Education

NO	Education	Year
1.	Pondok Pesantren Al Falaahiyatul Kholidiyah	2014 - 2017
2.	Pondok Pesantren Al Ikhlas	2021 - 2022

### C. Organization Experiences

No	Organization	Year
1.	HMJ Tadris Bahasa Inggris	2022 - 2023
2.	Forum Ketua Dewan PTK Se-Indonesia	2023 - 2024
3.	Racana Sunan Kalijaga-Cut Nyak Dien UIN SAIZU Purwokerto	2020 - 2024

### D. Achievement

No	Achievement	Year
1.	2 <sup>nd</sup> winner art performance PWN PTK Gorontalo	2023
2.	1 <sup>st</sup> place Pramuka Peduli Event Category Kwarcab Banyumas	2023
3.	2 <sup>nd</sup> place Pramuka Peduli Kwarda Jawa Tengah	2023
4.	Pandega Eagle Scout	2023

