THE EFFECT OF BINGO GAME ON THE STUDENTS PRONUNCIATION AND INTEREST IN LEARNING ENGLISH

THESIS

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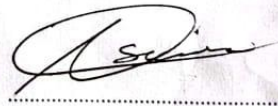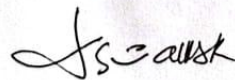
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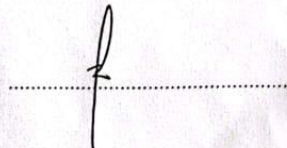NIDN : 1411129001

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Sorong, 24 April 2024
My Sincerely

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MOTO AND DEDICATION

MOTTO:

Matthew 6:33 (KJV) But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

(Matius 6:33 (TB) Tetapi carilah dahulu Kerajaan Allah dan kebenarannya, maka semuanya itu akan ditambahkan kepadamu.)

DEDICATION:

I proudly dedicate this thesis especially for:

Almighty God,My Parents are Mr H.Dasmasela and Mrs S.Batlayeri.

My Beloved Sisters they are Mrs Arlin.Dasmasela and Her Husband Mrs.Yulianto.Mariang, Mrs. Anna Dasmasela and Her Husband Mrs. Obet Lerebulan, Miss. Yuli Dasmasela.

My Beloved Brothers they are Mrs Alfons Dasmasela and His wife Mrs. Rebelka Ambalao.

My Cousins they are Melan Mariang dan Kylie Mariang.

My Nephews they are Handro Dasmasela and Ken Mariang.

The Last, all of my friend that i love.

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ABSTRACT

Milka Levlin Dasmasela/14882032101, 2024 "**The Effect of Bingo Game on the Student Pronunciation and Interest In Learning English"** in the academic year 2023/2024. Thesis, English Education Department Faculty of Teacher Training and Education MuhammadiyahvUniversity of Education Sorong 2024.

The aim of this research is to find out whether bingo Game can help students with pronunciation and can attract students interest in taking English classes. Related to the research objectives using pre-experimental research. The research population was class VIII students of SMP Negeri 26 Kabupaten Sorong . In collecting data, researchers used 30 Vocabulary for pre-test and post-test. In analyzing the data, researchers used SPSS 20 to calculate the data. After analyzing the T-Sample test results, the alternative hypothesis states that the Bingo Game media has an impact on the pronunciation and interest of students at SMP Negeri 26 Sorong Regency, especially students in class VIII and the Null hypothesis is rejected. Apart from that, the result of P-Value (.000) is smaller than P.Value (0.01), which means that students comprehension scores between pre-test and post-test are significantly different and it can be concluded that the bingo game has an impact on students pronunciation and interest at SMP Negeri 26 Kabupaten Sorong .

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CHAPTER I

INTRODUCTION

1.1 The Background of the Research

The pronunciation is identical to the way we say the word or the way we produce the sound (Kelly, 2000). Every word we say must be clear and true to be accepted by our speakers or our speech, meaning people can understand what we are talking about. Therefore, pronunciation is an important aspect. Pronunciation refers to how the pronunciation of a word or language, this is a graph of how to say a pronunciation by using a phonetic symbol (Singh, 2017). Speech is an important element in speaking English. In mastering speaking we must develop our oral speaking ability and this is one of the important things depending on our pronunciation as shown by Marzá (2014) that the development of oral skills is based on pronunciation

. In addition, Hadi (2015) adds that one aspect of oral language mastery is the mastery of pronunciation.

Pronunciation is a very important part of language in communication. The listener will not be able to understand what the speaker says if the speaker pronunciation is not good. By having pronunciation, grammar, and vocabulary, the speaker can speak smoothly and accurately, so the opponent can understand it easily.

While students interest in learning is students tendency to engage in certain activities that will delight and interest them. Students interest in learning can vary depending on many factors, such as the personality, environment, and material that are taught. Students with a high interest in learning tend to be more motivated to learn and accomplish better than students with a low interest in learning.

Educators must recognize student learning interests in order to provide the appropriate curriculum with students interests. By optimizing student learning interests, educators can enhance student learning results. Studies indicate that students who like learning are more successful at learning than students who dislike studying.

Regarding the problem of pronunciation and student interests, researchers have conducted observations and interviews with class VIII English teachers at SMP Negeri 26 Kabupaten Sorong. It is known that most students have difficulty pronouncing words during the English learning process due to a lack of basics in English. This is what makes students less interested in taking English lessons. Through interviews it was also revealed that only 3 to 5 of the 29 students were interested in taking English lessons.

There are several methods that can be used to increase students interest in learning, such as giving students choices to study topics they are interested in, creating a fun learning environment, and using interactive learning methods. Based on the problems above, researchers are interested in implementing bingo game in English classes. The Bingo game is a game that requires students to complete a game competitively with certain game rules.

In learning pronouns, this bingo game is traditionally designed by teachers with certain learning techniques.

1.2 Formulation of the problem

Based on the background of the problem above,the formulation of the problem in thisresearch is:

1. How does the Bingo Game influence the pronunciation of students at SMP Negeri 26 Kabupaten Sorong?

2. How Bingo Game attract the interest of students at SMP Negeri 26 Sorong Regency in English classes?

1.3 Objective of the Research

Based on the problem formulation described above, the objectives to be achieved in this research are:

1. To find out how the influence of bingo game can help students improve their pronunciation in English.

2. To see whether the bingo game can attract students interest in taking English lessons.

1.4 Significance of the Research

The result of the research can give a contribution to teacher and student as follows:

1. Teacher

For teachers, this research can provide them with alternative techniques for teaching pronunciation in the classroom. It is also hoped that this can motivate teachers to be more creative, so that students are more active in learning English.

2. Student

For students, it is hoped that the results of this research will provide them with new experiences in learning English, especially in learning pronunciation so that they can be motivated in learning English.

1.5 Operational Definition

1.5.1 Pronunciation

Pronunciation is the ability of someone to pronounce word or phrase correctly in English. This one kind of English elements which can be applied orally either in speaking or reading.

1.5.2 Interest

Interest is one of the internal factors in learning activity. Interest is the desire of somebody toward something as influence of environment where or they live. Interest can be seen on what the individual like, see, hear and read because the individual gains certain satisfaction or pleasure from the activity that is done.

CHAPTER II

LITEARTURE REVIEW

2.1 Pronunciation

2.1.1. Definition of Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. Pronunciation is the way how sounds are perceived by the hearer (Richards, Platt, and Weber, 1992, p. 296). They also said it includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

The way we speak immediately conveys something about ourselves to the people around us. The different pronunciations or different sounds will cause different meanings. Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

Dalton and Seidholfer as cited in Abbas Pourhosein Gilakjani thesis state that a person"s pronunciation is one expression of that person"s self-image. That is why, a word

can be spoken in different ways by various individuals or groups, depending on many factors,such as the area in which they grew up, the area in which they now live, whether they have speech or voice disorder, their ethnic group, their social class, and their education.

2.1.2 Category of Pronuncation

There are three components about pronunciation, they are sound, stress and intonation.

2.1.2.1 Sound

Sound is the things that you hear. Sound is represented here by phonetic symbol because there is no one-no-one correspondence between written letters and spoken sound. The sound of the language is divided into vowel and consonant. When the vocal cords vibrate the sound is voiced, but consonant may be either voiced or voiceless. In addition, all vowel and some consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound (Pratiwi, 2019).

2.1.2.2 Stress

Stress is emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence usually through a combination of relatively greater loudness, higher pitch,interest and longer duration. Lodefoged (1975 : 279) says "Stress sound are those on which the speaker expends more muscular energy, so that there is an additional increase in pitch". Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch" change

and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking.

2.1.2.3 Intonation

Hasa (2015) states that intonation is the variation of our pitch, in the spoken language. Intonation indicates our emotions and attitudes, determine the difference between statements and questions and sometimes highlight the importance of the verbal message we‟re giving out. He also adds that in English, there are 3 basic intonation patterns: Falling Intonation, Rising Intonation, and Partial/Fall-rise Intonation.

a) Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. It is used in expressing a complete, definite thought, and asking wh-questions. "She got a new dog", "The girl is an acress."

b) Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. This is common in yes-no questions or in expressing surprise. "Your dog can speak?", "Are you hungry?"

c) Partial Intonation

Partial Intonation describes how voice rises then falls. People use this intonation when they are not sure, or they have more to add to a sentence. We also use this intonation pattern to ask questions, as it sounds more polite."Would you like some coffee?", "I want to go to France, but…"

Clennell (1997) provides a useful description of how intonation is used to signal what is important in what is said (on AMEP research center) , the force or attitude with which something is said, how we use intonation to distinguish between new and old information, and how we use pitch change to signal turn-taking and other conversational management strategies. He also suggests some teaching ideas appropriate for more advanced learners, but which could be adapted for use with lower levels.

2.2 Bingo Game

2.2.1. Definition Bingo Game

Bingo according to Buttner (2013) is an old game that is a favorite in foreign language classes. Traditional bingo boards have the word bingo spelled above the columns, and all 25 bingo boxes each contain one number. Students listen to numbers spoken in the target language and place a chip in the box containing the number they heard. Students must get five boxes lined up vertically, horizontally or diagonally.

Bingo is basically a simple game that gives players the opportunity to listen and look for simple information (answering questions) and mark them on the respective game boards without changing or using cognitive ability information such as problem solving, critical thinking, and so on.

Players who are able to answer questions correctly and mark the bingo board using a writing instrument horizontally, vertically or diagonally as many as five squares in a row and inside the word "Bingo!" after that you will be the winner in the game. Wikipedia (2012), states that bingo is a game of chance played with different randomly drawn

numbers whose players match the pre-printed numbers on 5×5 cards. Many versions conclude the game when the first person reaches a certain pattern of drawn number. The winner is usually asked to shout the word "Bingo!".

Ningtias (2014), the definition of the bingo game as well as explaining the procedures for this game so that it can be applied to foreign language learning in the classroom, namely:

First students can make bingo cards to share the paper becomes five rows and five columns or four rows and four columns (depending on the teacher's instructions) with one empty space box where students can determine the position of the empty space box. The student can create questions and answers on another piece of paper that is given to the caller (the person who is reading about). All vocabulary and definitions are written on pieces of paper and put them in a container. The caller pulls the strip from the container, then reads the definition; check the word from the list. They will write the correct answer according to the column of numbers or definition items read by the caller. The first student to get bingo wins the game.

This classification of various types of bingo Game can be used in various situations and transformations. Bingo can be used from one type to another according to the learning objectives to be achieved. The type of bingo used is also adjusted to the characteristics of the students (age, ability cognitive, affective and psychomotor). In this way the expected bingo game can be well adapted to meet students needs.

2.2.2. Characteristic of Bingo Game

Finch states that bingo Game can be classified as follows:

a) Picture Bingo

This type uses images to answer questions or describe something. Example: the teacher gives an overview later Students guess what the picture is about.

b) Word Bingo

This type uses a word to describe what the word is participants must answer.Example: the teacher gives instructions "you need to name 3 provinces in Indonesia", then tudents answer it.

c) Synonyms of Bingo

This type uses synonyms to describe. Example: teacher give students a word then students need to memorize it synonym of the word.

d) Antonym of Bingo

This type uses antonyms to describe it. Example: teacher give students a word then students need to memorize it antonym of the word.

e) Translation Bingo

This type uses translation to describe. Example: teacher provide words in Indonesian and then students need them to answer it in English.

f) Matching Bingo

This type uses suitable images to describe. Example: teacher give a sportsman then students have to match the picture with this sport.

g) 20 Questions Bingo

This type uses 20 questions to describe it. Example: teacher give 20 questions then students must answer yes or no,not a long answer.

h) Bingo Puzzle

This type uses definitions to describe. Example: teacher give a definition of a word then students need to be guests what the definition is about.

i) Bingo Idioms

This type uses idioms to describe. Example: teacher provide an explanation or meaning of the idiom then students need to provide appropriate idioms.

From the explanation above, researchers use bingo pronunciation to improve students pronunciation skills and to attract students interest in taking English classes. In this study, the researcher used bingo pronunciation using cards on which two words were written that had almost the same reading method.

The reason why researchers use bingo game is to improve students pronunciation and attract students interest in taking English lessons.

2.2.3. Strategy of Bingo Game

Silberman (1996:265 -266), the steps for playing Bingo are as follows following:

a. Each student is given a bingo card (also known as "bingo board" or "bingo worksheet") containing a grid of squares. Each square on the grid is printed with a different or different word picture.

b. The teacher, role playing a bingo game, reads aloud definition for a word. Students then try to find it matching square on their bingo card, and if they find it, cover it the box is with a counter.

c. The process of the teacher reading the definition or question,and students try to find suitable answers and continue until one student achieves a winning

pattern (e.g. a line five opposed closed squares - despite the definition of a winning patterns can vary).

  d. Students who want to answer must say "bingo".

From the procedures above, the researcher modified the procedure of Bingo game for this research as follows :

The first teacher explains the pronunciation material. Both teachers make 5 cards that contain 2 words on each card with the same word pronunciation. The three teachers read them the words to the students. The four cards are distributed to students . The five students received the card looking for a friend randomly to read the words written on the paper, if the word spoken is true then the students holding the paper can shout "Bingo" then cross the word that has been finished. The five students who all the word cards have been dribly all then the student won the game by shouting "Bingo".

2.2.4. The Advantages and Disadvantages of Bingo Game

According to Richardson(2007;332), Bingo game has a lot of advantages and the disadvantages. Here are the advantages of Bingo game:

 a. Encouraging learners to incorporate target language into their speaking.

 b. Giving learners additional motivation to speak.

 c. Bingo game can be a welcome break from the usual routine of the language class.

 d. They are challenging.

 e. Learning a language requires a great deal of effort. Game help students to make and sustain the effort of learning.

f. More motivation for using while learning how to play.

g. Be able to help the students remember some vocabularies which are difficult to be memorized.

h. Improve the ability to cooperate with each other (if using groups).

i. Invites students to think quickly.

j. Influences students to be more creative and active.

And the disadvantages of bingo game is :

a. Making the class difficult to be controlled.

b. Students will be asked to make Game continuously more than the material.

2.2.5. Bingo Game Design

Figure 2.1

Bingo Game Design

Pronunciation Bingo				
Dill	Bet	But	Men	Cub
Cap	Bill	Boat	Full	Put
Fool	Bit	**FREE**	Bait	Bite
Man	Fan	Run	Cup	Pit
Seat	Van	Pat	Ran	Min

Pronunciation Bingo				
Van	Pit	Full	Fan	Bite
Men	Bill	Cub	But	Dill
Min	Bait	**FREE**	Run	Put
Bet	Man	Pat	Boat	Bit
Seat	Fool	Ran	Cup	Cap

Pronunciation Bingo				
Van	Bet	Pat	But	Put
Dill	Cub	Boat	Ran	Min
Cup	Full	**FREE**	Run	Bit
Cap	Bite	Men	Pit	Fool
Seat	Bill	Bait	Man	Fan

Pronunciation Bingo				
Bite	Run	But	Man	Boat
Fan	Men	Pit	Dill	Ran
Put	Fool	**FREE**	Pat	Seat
Bait	Bit	Min	Cup	Bill
Cub	Cap	Full	Bet	Van

2.3 Interest in Learning English

2.3.1 Definition Interest

Interest implies a desire attention or doing anything. Interest also means something you like without any associated or unwillingly. According to H.Djali (2011), interest is pleasure or continuous attention to an object for their hope of gain emergence. Interest is one of the psychological factors that encourages individuals to stimulate an activity to be carried out in order to achieve the goals they want to achieve. In line with Lester and Alice (1987), they define interest as something that can show the ability to provide stimulation that encourages us to pay attention to someone, something or an activity that can have an impact on the experience stimulated by it. the activity itself.

According to the Meriam Webster dictionary, interest is a feeling that accompanies or causes special attention to an object or group of objects. In general, interest can be interpreted as a tendency that causes someone to try activities in a certain field. Interest also means a positive attitude towards environmental aspects. Interest is a persistent tendency to observe and enjoy an activity with pleasure. Meichati (1972) defines interest as strong, intensive attention and deep individual mastery to diligently carry out an activity.

Furthermore, interest means a desire to pay attention to or do something. Interest also means something that someone likes voluntarily without any connection. According to Pawit (1990), interest is a pleasure or continuous attention to an object for its hopes. In the same vein, Djali (2011) also stated that interest is a feeling of preference and a sense

ofconnectedness to a thing or activity, without any compulsion to do it. Moreover, everyone has a tendency to always be in contact with something that they consider to give them pleasure and happiness. Feelings of joy and desire to gain can develop what makes him happy.

Slameto (1987) said interest is a persistent tendency to pay attention to and remember several activities. These activities require constant attention from a person accompanied by a feeling of pleasure. Interest is always followed by feelings of pleasure and satisfaction that are obtained from it. Interest has a big influence on learning, because if the learning material studied is not in accordance with students interests, students will not learn as well as possible. Learning materials that interest students are easier to learn, because interest adds encouragement to learn.

According to Hurlock (1999, p. 114), interest is a source of motivation that encourages people to do what they want because they are free to choose. When they see something profitable, they feel interested. This will bring satisfaction.

From the definition above, the author can conclude that interest is a tendency related to individual feelings, especially feelings of pleasure towards something that is considered valuable; as needed; and that gave him satisfaction. Something that is considered valuable can be an activity, person, experience, or object that can be used as a stimulus and thus requires a directed response. Interest has a close relationship with the drive within an

individual that gives rise to the desire to participate or be involved in something that interests him.

2.3.2 Indicators of the Student Interest

Acording to (Wagiyo 2018) there some indicators of the students" interests are:

1. Attention

Attention is activity of understanding. If the students gives good attention to lesson, certainly the students has an interesting in studying, in addition, attention is important to learn. Learning is most eficient when a person is paying attention. Poor attention can be a sign disorders behavior in children learning process.

2. Motivation

Motivation is one of the affective factors in language learning. It is role learning has been the source of specluation for many years,However many experiments and research that have been done suggest that scores on self rating motivation are closely related to school attainment, in addition, motivation is one of the most important components of learning process for the students. In the field of learning motivation is esential to success, in this case without motivation success will be hard to achive.

Motivation is not only important in getting the students to enage in academic activities it also important in determining how much the students will learn from the activities they

perform or the information to which they are exposed. The students who are motivated to learn something use higher cognitive process in learning and retain more from it.

3. Enjoyment

Means that the pleasure felt when having a good time or good act of receiving from something. The students can enjoy something especially in learning he/ she will give good action. The students felling happy can be described as follows:

1. Enjoy in doing the task or exercise given by teacher at school
2. Always enthuasiatic to follow the lesson
3. Take a note from the material

2.3.3 Characteristic of Interest

According to Walgito (1981), someone who has an interest is characterized as following:

a. There is a soul tendency toward something observed and studied.

b. There is a sense of enthusiasm or interest and attention to something has been observed or encountered.

c. The existence of a sense of satisfaction, happy and love to what being faced is.

d. There is a need for what is observed and learned.

e. It has the purpose toward something observed and learned.

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2.3.4 Factors in Interest

Interest is essentially a result of experiences. Interest develops as a result of activities that will be used again in the same activity. According to the Crow (1973), there are several factors that affect interest. These factors are as follows:

a. The factor of inner urge:

Stimulation comes from environment or scope that corresponds to someone's wants or needs will be easy to generate interest. For instance, tendency towards learning, in this case, someone has a desire to know the science.

b. The factor of social motive:

It is a person's interest toward an object or something. Besides, it is also influenced by factor from within someone and social motives. To emphasize, someone is interested in high achievement in order to have high social status.

c. Emotional Factor:

This feeling and emotional factor have an effect on the object. In detail, someone success in traveling as his/her particular activity which it will generate the feelings of pleasure and increase the spirit or strong interest in the activity. Otherwise, the failure experiences will flourish someone's interest.

In addition, according to Sukmadinata (2010) the factors which affect interest are:

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a. Knowledge

Knowledge is the result of knowing that occurs after people do sensing of a particular object. Sensing occurs through five senses of human, namely:

The sense of sight, hearing, smell, taste and touch. Much of human knowledge is gained through education, the experiences of others, the mass media and the environment.

b. Experience

Experience as a source of knowledge is a way to gain the truth of knowledge by repeating the knowledge that has gained to solve problems faced in the past.

c. Information

In general, information can be defined as the result of processing data in a form that is more useful and more meaningful to the recipient that describes a real events used for decision making. Information is the data that has been classified, processed or interpreted to use in the decision-making process.

2.3.5 The Importance of Interest

Generally, everyone is always inclined toward something caught his attention, because it is something beautiful and awesome.Hence,,they will have sympathy and attention on it. Woodworth (1977) asserts that every individual always has a tendency to connect with their environment which he or she is able in certain ways. If they find an

object that suitable with them, then, they will have interested in the object. If they are interested toward something, then this is a motive that causes them actively engage on it (something they interested in). The interest will be a positive motive.

From the description above, it can be argued that some functions and the importance of interest are: can facilitate the individual in learning or doing something, can improve the spirit of learning or work, encourage them to do an activity even though the hard one, and make them always feel happy in doing something that they are interested in.

2.3.6 Concept of Framework
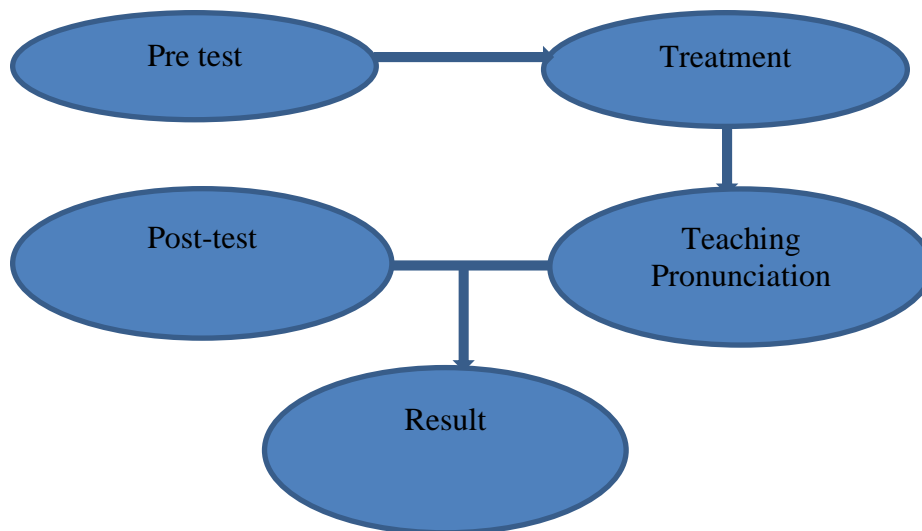
This research focuses on students pronunciation and interest in taking English classes in class VIII at SMP Negeri 26 Kabupaten Sorong. At the first meeting the researcher gave a pronunciation test to determine the student's abilities before providing treatment. At the second meeting, the researcher provided treatment using the bingo game

to determine the impact of the bingo game on students pronunciation and students interest in taking English classes. This was done four times. At the last meeting the researchers gave a Post-test to find out the impact of treatment.

2.3.7 Previous Study

Previously there had been several studies regarding teaching vocabulary using bingo Game, namely:

Written by Nila Shofiyatul Munawaroh from the State Islamic Institute (IAIN) Tulungagung Years 2016 with the title "The Effectiveness of the Bingo Game on Vocabulary Mastery of Class V Students of MI Podorejo Sumbergempol Tulungagung Academic Year 2015/2016." This research is pre-experimental research with research subjects totaling 33 students. The research results showed that the average score for students vocabulary mastery before being taught using the Bingo Game was (75.6061). Vocabulary mastery score after being taught using the Bingo Game iss (92.8030) The average score after being taught using the bingo game is higher than the average score before being taught using the bingo game.

The research aims to "improve students vocabulary mastery through the Bingo Game." This research is action research by Brigitta Septarini Rahmasari (2021). The research location is at SDK Petra Madiun, East Java, Indonesia. The research subjects were 30 grade IV students at SDK Petra Madiun. This is done in two cycles. Researchers carry out several

steps in each cycle. Namely planning, action, observation, and reflection. Data collection was carried out using tests, observations and interviews.

Other research is "Improving Students Vocabulary Mastery through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015" conducted by Dimas Febriyansyah. He is a student from Language and Arts Faculty, Yogyakarta State University, 2015. The research method that the researcher uses is Classroom Action Research. The subjects of the research are 28 students of X IIS 3. The researcher uses two cycles, each cycle consist of reconnaissance, planning, action, and observation. The result of his research shows that vocabulary mastery of most students improves after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students vocabulary score in the pre-test and post-test (64.3 to 89.1).

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1. Research Design

The study employes a pre-experimental quantitative research approach research that generates numerial data using operational definitions to test a certain hypothesis is know as quantitative research. Given the importance given to the examination of data acquired using statistical techniques,this study uses a quantitative methodology. The Pre-experimental study design includes a group called pre-test and Post-test.

The researcher only uses one class as the experimental class when using this strategy. A pre-test was administered to gauge the students Pronunciation knowledge prior to treatment and a post-test will be adminiatered to gauge the degree to which the student's abilities had improved as a result of Bingo Game.

X1	O	X2
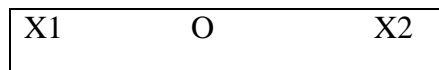
X1= pre-test   O= Treatment   X2= Post -test

3.2. Research Variables

In this research, there are two variable they are independent variable and dependent variable. Both variables are identified in this study as follows:

a. Independent variable is the variable that affect other variable and become that causes of changes in these other variable. The bingo game become the independent variable of the research.

b. Dependent variable is the variable that is influenced by the independent variable. The students pronunciation and interest become the dependent variable of the research.

3.3. Setting of the Research

a. Location of This Research

The research will be conducted in SMP Negeri 26 Kabupaten Sorong it is located at Klalin.

b. Time of Research

This research has been conducted in six meetings,starting from February until March 2024.

3.4. Population and Sample Research

a.   Population

The research needs to decide the population to collect the data in this research. Creswell (2008) cited by Mari explains population is " a group of individuals who have same characteristing" Considering that statement, so the population of the VIII students consists of 29 people at SMP Negeri 26 Kabupaten Sorong.

Table 3.1 Students Population

Levels Class	Male	Female	Total
VIII Grade	21	8	29

    b.   Sample

Researchers take class VIII in school to be the subject of this research. This is due to the interview results, this class has problems in pronunciation. Class consists of 29 students, which is divided into 21 males and 8 females.

3.5. Research Instrument

In this research, especially in data collection, researchers used tests as research instruments in the form of pronunciation tests using 30 Vocabulary and also questionnaires to support this research.

3.6. Technique of Collecting Data

In this research the researcher collected the data which consist of:

a. Pre-test

The pre-test is an initial test to measure students pronunciation and their achievements before entering the pre-experimental class. This activity was carried out at the first meeting. In the pre-test, the researcher will give words that sound almost the same.

b. Post-test

The post-test is intended to measure students pronunciation after being taught using the bingo game. This test is a form of final evaluation of learning and aims to determine the success of the learning process that has been implemented. Researchers will give the same words as in the pre-test to determine the impact of the bingo game.

3.7. Technique of Data Analysis

The data of this research has been analyzed using the following procedure:

Table 3.2 Scoring the Students Pronunciation

In scoring the students pronunciation, the researcher used the scoring rubric by Heaton (2008).

Score	Sound	Stress	Intonation
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.	Speaks without too great and effort with a fairly wide range of expression. Searches for occasionally but only one or two unnatural pauses	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
5	Pronunciation is still moderately influenced by he mother tongue but no serious phonological errors. A few	Has to make an effort at time to search forwards. Nevertheless, smooth deliver on the whole and a few unnatural	The speakers intention and general meeting are fairly clear. A few interruption by the listener for clarification are

	grammatical and lexical errors but most utterance are correct.	pause.	necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two errors causing confusing.	Although he has to make an effort and search for a word, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression	Most of that the speaker says is easy to follow. Their attention is always clear but several interruptions are necessary to help them to convey the meaning or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which is confusion.	Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	Long pauses while they search for the desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listen to the speaker.
1	Serious	Full of long	Hardly anything

	pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.	of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything be seems to have said.

In classifying the students score, the researcher used the following table:

Table 3.3 Classifications Scoring of Students Pronunciation

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

Source: According to brown cited in Intan Alfi, (2015)

1. Mean score is the average of the score. The score was collected by using the result of pretest and posttest, Darmadi (2011). The researcher determined the mean score with the formula:

$$M = \frac{\Sigma x}{N}$$

Where:

   M   = Mean of students score

$$\Sigma_x \quad = \text{The Sum of students score}$$

$$N \quad = \text{Total number of student's}$$

2.   **Normality test**

This normality test aims to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). Decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is if the significance value > 0.05 can be concluded that the data is derived from the normal distribution population and if the significance of the < 0.05 can be concluded that the data comes from a population that is not normal distribution.

3.   **Paired Sample T-test**

Paired Sample Test T-test is a test used on two paired data samples. This test uses the same sample, but is given different treatment. Usually researchers want to compare data before being given a pre-test and after being given treatment (post-test). Researchers used SPSS version 20 to analyze the data.

Decision making using the paired sample t test method is:

1). If the significance value of P-Value is <0.05 then Ho is rejected and Ha is accepted. This means that the bingo game influences the pronunciation of eighth grade students at SMP Negeri 26 Kabupaten Sorong.

2). If the significance P-value is > 0.05 then Ho is accepted and Ha is rejected. This means that the bingo game technique does not affect the pronunciation of eighth grade students at SMP Negeri 26 Kabupaten Sorong.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter specifically presents findings and explanations through discussion of data based on research that has been conducted. The research findings consist of data that has been collected through Pronunciation tests.

4.1 Findings

This analysis provides a detailed explanation regarding the percentage of pre-test and post-test levels, average values and standard deviation, as well as inferential analysis on the pre-test and post-test.

4.1.1   The Students Pronunciation in Pretest and Posttest

Table 4.1 The Students Pronunciation Score of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100				
2	Good	70-89			8	35%
3	Fair	50-69	8	35%		
4	Poor	30-49			9	39%
5	Very Poor	10-29	15	65%	6	26%
	Total		**23**	**100%**	**23**	**100%**

Table 4.1 shows the percentage of students pronunciation levels on the pretest and posttest. In the pretest, there were 8 (35%) students who got sufficient scores, and there

were 15 (65%) students who got poor scores. This shows that half of the students in this class had poor pronunciation skills on the pretest. Meanwhile, in the posttest there were 17 (65%) students who got good scores, and in the posttest there were 9 (39%) students who got poor scores and there were 6 (26) students who got very poor scores in the posttest. It can be said, after being given treatment by researchers, there was an increase in student scores compared to before.

4.1.1 Mean Score and Standard Deviation

Table 4.2 Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.52	23	23.376	4.874
	Posttest	57.17	23	25.126	5.239

The table 4.2 show that the mean score of students in pre-test is 39.52 with standard deviation is 23.376. While, in post-test is 57.17 with standard deviation 25.126. It indicated that the mean score of the students in post-test is higher than pretest.

4.1.2 Normality Test

Table 4.3 Mean Score and Standard Deviation

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.341	23	.000	.717	23	.000
Posttest	.244	23	.001	.793	23	.000

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is .000 and in posttest the significant score is .000 So, in both the pretest and posttest the data was not normally distributed because the significance score was lower than 0.01.

4.1.2   T-Test Result

Table 4.4 Paired Sample Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-17.652	14.415	3.006	-23.886	-11.419	-5.873	22	.000

The data analysis above is used to find out whether there is a significant difference in scores between the pretest and posttest or not. Statistically there is a difference in scores if the P-Value is smaller than .000 and there is no difference in scores if the P-Value is greater than .000. From the data above, it can be seen that there is a difference in scores between the pretest and posttest because the P-Value(.000) is smaller than the P-value (0.05). This means that students pronunciation scores between the pretest and posttest are significantly

different. This shows that the alternative hypothesis which states that the Bingo Game technique influences the pronunciation of eighth grade students at SMP Negeri 26 Kabupaten Sorong is accepted because there is a statistically significant difference in students pretest and posttest scores.The Bingo Game technique influences students pronunciation.

4.1.1 Interest students

Tabel 4.5 students interest

No	Classification	Range	Frequency	Percentage
1	Very interest	61-75		
2	interest	46-60	13	57%
3	moderate	31-45	10	43%
4	uninterest	16-30		
5	Very interest	0-15		
			Total	Total
			23	100%

Table 4.5 shows students interest in taking English classes. It can be seen that 13 (57%) students are interested in taking English classes, while 10 (43%) students are interested in taking English classes.

4.1.2 Discussion

The discussion relates to further arguments and interpretation of research findings on the pronunciation of the pretest and posttest results of the pre-experimental class. Based on the findings above, the impact of the bingo game can be proven by analyzing the posttest results. The research results showed that the average posttest score of students increased after being given treatment. This can be seen from the average student pretest score, namely

34

30-49 (poor classification) to 70-89 (good classification) on the posttest. After analyzing the results of the sample T test, the alternative hypothesis which stated that the bingo game technique had an effect on the pronunciation of class VIII students at SMP Negeri 26 Sorong Regency was accepted and the null hypothesis was rejected. If you look at the data, there is an increase in students pronunciation scores, but they are still in the sufficient score category. There are several factors that influence students pronunciation results based on researchers' observations in class.

Seeing the results of the post-test which have increased, the researcher can conclude that:

1. Bingo Game can help students at state junior high schools in 26 Kabupaten Sorongts improve their pronunciation in English lessons.

2. Bingo Game can help students who are initially only a little interested in taking English lessons to improve.

3. Bingo Game can help students pronounce words correctly so that researchers can understand the words they pronounce in accordance with theory (Richards, Platt, and Weber, 1992, p. 296)

4. When students are interested in taking part in lessons, students will be active during learning, this is in accordance with Meichati's (1972) theory.

6. The bingo game can actually help students remember incorrect vocabulary during the pre-test so that students can say it correctly during the post-test in accordance with Richardson's theory (2007; 332)

7. Bingo Game can attract the interest of students who are initially not active in lessons to become more active in accordance with Richardson's theory (2007; 332).

8. When the teacher provides motivation during learning to students, this can attract students interest in following the lesson, this is in accordance with the theory of Lester and Alice (1987)

BAB V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions regarding this research.

5.1 Conclusion

5.1 Conclusion

Based on the findings and discussion above, it can be explained the impact of using bingo game media in teaching pronunciation to students at SMP Negeri 26 Sorong Regency, so the conclusions obtained are:

Based on the findings and discussion above, it can be explained the impact of using bingo game media in teaching pronunciation to students at SMP Negeri 26 Sorong Regency, so the conclusions obtained are:

1. Bingo Game can help students improve pronunciation if the game is made as interesting as possible

2. If the bingo game is implemented in lessons, students will become more active.

3. Bingo Game can attract students interest in taking lessons. This can be seen in the table which shows that there are more students who are interested than students who are less

interested.If the learning time is filled with Game, students will not get bored following the lesson.

4. When students are motivated then they will try to improve their pronunciation.

5. When the teacher provides motivation to students, students will be more confident in pronouncing words in English

5.1 Suggestions

Based on the research results and the advantages of using bingo game media in teaching pronunciation for students at SMP Negeri 26 Sorong Regency, researchers want to provide some suggestions:

1. For Teachers

In the process of learning English for students at SMP Negeri 26 Sorong Regency, teachers must pay more attention to students, use more new learning media or Game in the learning process so that students are interested in taking English classes, and teachers must provide praise and motivation. to students.

2. For Students

Students practice more in learning English, especially pronunciation, because if they don't practice more, they won't get much practice in pronunciation. By using the bingo game

media, it is hoped that students will be more motivated and get good grades in English pronunciation.

3. For Readers.

Hopefully this research can help in the application of Game during learning and hopefully it can help in the research carried out.

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APPENDIX

Appendix 1. Pretest

Pre-test pronunciation

1. Creation ✗
2. Celebrate ✗
3. Happy ✓
4. Light ✓
5. Clean ✓
6. Record ✓
7. Present ✓
8. Teeth ✓
9. Night ✓
10. Sheep ✓
11. Hour ✓
12. Knife ✓
13. Climb ✗
14. Read ✓
15. Shine ✓
16. Home ✓
17. Plane ✓
18. Rain ✓
19. Ship ✗
20. Cool ✓
21. Easy ✓
22. Over ✓
23. Usually ✗
24. Library ✗
25. Peace ✗
26. Close ✓
27. Stair ✗
28. Chair ✓
29. Would ✗
30. Speaker ✗

Appendix 2 Treatment
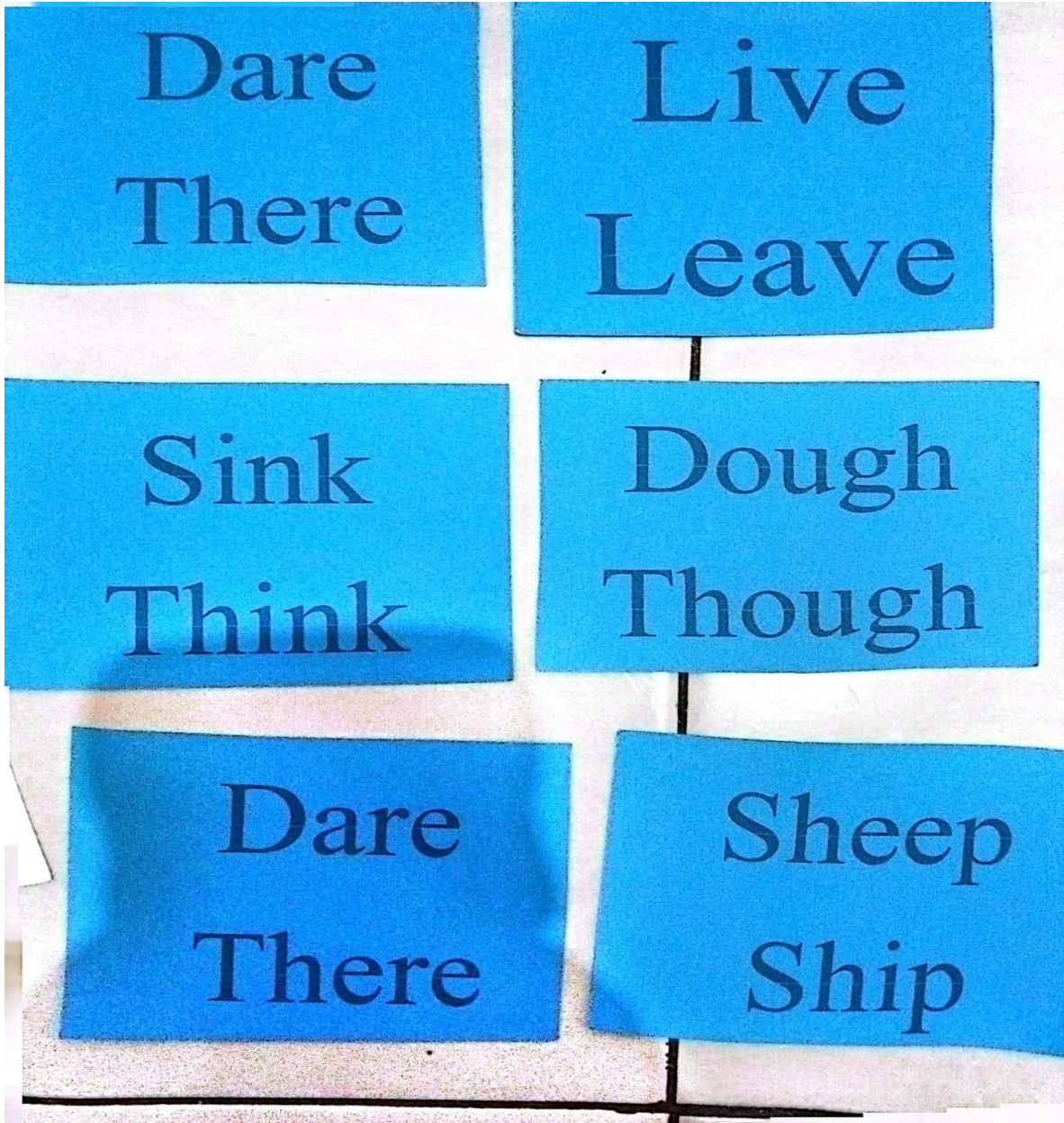
Appendix 3 Teaching Pronunciation

Times 7 march 2024

Appendix 4 Post-test

Pra-test pronunciation

1. Creation ✗
2. Celebrate ✓
3. Happy ✓
4. Light ✓
5. Clean ✓
6. Record ✓
7. Present ✓
8. Teeth ✓
9. Night ✓
10. Sheep ✓
11. Hour ✓
12. Knife ✓
13. Climb ✓
14. Read ✓
15. Shine ✓
16. Home ✓
17. Plane ✓
18. Rain ✓
19. Ship ✓
20. Cool ✓
21. Easy ✓
22. Over ✓
23. Usually ✗
24. Library ✓
25. Peace ✓
26. Close ✓
27. Stair ✗
28. Chair ✓
29. Would ✗
30. Speaker ✓

Dokumentasi post-test

Appendix 5 Questionnaire

Student Interest

B. Identitas Responden

Nama : Stiven Suhuburun

Jenis Kelamin : ☑ Laki-laki ☐ Perempuan

Kelas : VIII

SS : Jika Anda **Sangat Setuju** dengan pernyataan.

S : Jika Anda **Setuju** dengan pernyataan .

KS : Jika Anda **Kurang Setuju** dengan pernyataan.

TS : Jika Anda **Tidak Setuju** dengan pernyataan.

STS : Jika Anda **Sangat Tidak Setuju** dengan pernyataan.

No	Pernyataan	Alternatif Jawaban				
		SS	S	KS	TS	STS
1	The English lesson material presented by the teacher is easy to understand. (Materi pelajaran bahasa inggris yang disampaikan oleh guru mudah dipahami.)		✓			
2	English learning delivered by the teacher is fun. (Pembelajaran bahasa inggris yang disampaikan oleh guru menyenangkan.)		✓			
3	I am very interested in English lessons. (Saya sangat tertarik dengan pelajaran bahasa inggris.)		✓			
4	I want to master English. (Saya ingin menguasai bahasa inggris.)	✓				
5	English learning material is more difficult than I imagined. (Materi pembelajaran bahasa inggris lebih sulit dari yang saya bayangkan.)		✓			
6	English lessons really suit my interests. (Pelajaran bahasa inggris sangat sesuai dengan minat saya.)			✓		
7	(I have no interest in foreign languages.) (Saya tidak berminat pada bahasa asing.)		✓			
8	I have difficulty pronouncing words in English(pronunciation) (Saya kesulitan dalam mengucapkan kata-kata dalam bahasa inggris (pronunciation).)			✓		

No	Statement					
9	I was forced to learn English, because school required me to learn English. (Saya terpaksa belajar bahasa inggris,karena sekolah mengharuskan saya untuk belajar bahasa inggris.)			✓		
10	In my opinion, Indonesian is more important than English. (Menurut saya bahasa Indonesia lebih penting dari bahasa inggris.)		✓			
11	I think learning while playing games is very interesting. (Menurut saya belajar sambil bermain game sangat menarik.)		✓			
12	I am always enthusiastic about the learning process (Saya selalu bersemangat mengikuti proses pembelajaran.)		✓			
13	I always ask the English teacher if I have difficulty. (Saya selalu bertanya kepada guru Bahasa Inggris jika mendapatkan kesulitan.)	✓				
14	I feel very happy when I get an English assignment. (Saya merasa sangat senang jika mendapatkan tugas Bahasa Inggris.)			✓		
15	I always understand the lesson while learning is taking place. (Saya selalu memahami pelajaran saat pembelajaran sedang berlangsung.)		✓			

B. Identitas Responden

Nama   : Muh Fahri Laode

Jenis Kelamin   :   ☑ Laki-laki   ☐ Perempuan

Kelas   : VIII

SS : Jika Anda **Sangat Setuju** dengan pernyataan.

S   : Jika Anda **Setuju** dengan pernyataan .

KS : Jika Anda **Kurang Setuju** dengan pernyataan.

TS : Jika Anda **Tidak Setuju** dengan pernyataan.

STS : Jika Anda **Sangat Tidak Setuju** dengan pernyataan.

No	Pernyataan	Alternatif Jawaban				
		SS	S	KS	TS	STS
1	The English lesson material presented by the teacher is easy to understand. (Materi pelajaran bahasa inggris yang disampaikan oleh guru mudah dipahami.)		✓			
2	English learning delivered by the teacher is fun. (Pembelajaran bahasa inggris yang disampaikan oleh guru menyenangkan.)		✓			
3	I am very interested in English lessons. (Saya sangat tertarik dengan pelajaran bahasa inggris.)		✓			
4	I want to master English. (Saya ingin menguasai bahasa inggris.)	✓				
5	English learning material is more difficult than I imagined. (Materi pembelajaran bahasa inggris lebih sulit dari yang saya bayangkan.)	✓	✗			
6	English lessons really suit my interests. (Pelajaran bahasa inggris sangat sesuai dengan minat saya.)		✓			
7	(I have no interest in foreign languages.) (Saya tidak berminat pada bahasa asing.)	✓				
8	I have difficulty pronouncing words in English(pronunciation) (Saya kesulitan dalam mengucapkan kata-kata dalam bahasa inggris (pronunciation).)	✓				

9	I was forced to learn English, because school required me to learn English. (Saya terpaksa belajar bahasa inggris,karena sekolah mengharuskan saya untuk belajar bahasa inggris.)				✓	
10	In my opinion, Indonesian is more important than English. (Menurut saya bahasa Indonesia lebih penting dari bahasa inggris.)			✓		
11	I think learning while playing games is very interesting. (Menurut saya belajar sambil bermain game sangat menarik.)	✓				
12	I am always enthusiastic about the learning process (Saya selalu bersemangat mengikuti proses pembelajaran.)		✓			
13	I always ask the English teacher if I have difficulty. (Saya selalu bertanya kepada guru Bahasa Inggris jika mendapatkan kesulitan.)		✓			
14	I feel very happy when I get an English assignment. (Saya merasa sangat senang jika mendapatkan tugas Bahasa Inggris.)		✓			
15	I always understand the lesson while learning is taking place. (Saya selalu memahami pelajaran saat pembelajaran sedang berlangsung.)		✓			

B. Identitas Responden

Nama : Meira Lawagir

Jenis Kelamin : ☐ Laki-laki   ☑ Perempuan

Kelas : VIII

SS : Jika Anda **Sangat Setuju** dengan pernyataan.

S : Jika Anda **Setuju** dengan pernyataan .

KS : Jika Anda **Kurang Setuju** dengan pernyataan.

TS : Jika Anda **Tidak Setuju** dengan pernyataan.

STS : Jika Anda **Sangat Tidak Setuju** dengan pernyataan.

No	Pernyataan	Alternatif Jawaban				
		SS	S	KS	TS	STS
1	The English lesson material presented by the teacher is easy to understand. (Materi pelajaran bahasa inggris yang disampaikan oleh guru mudah dipahami.)		✓			
2	English learning delivered by the teacher is fun. (Pembelajaran bahasa inggris yang disampaikan oleh guru menyenangkan.)			✓		
3	I am very interested in English lessons. (Saya sangat tertarik dengan pelajaran bahasa inggris.)					✓
4	I want to master English. (Saya ingin menguasai bahasa inggris.)					✓
5	English learning material is more difficult than I imagined. (Materi pembelajaran bahasa inggris lebih sulit dari yang saya bayangkan.)	✓				
6	English lessons really suit my interests. (Pelajaran bahasa inggris sangat sesuai dengan minat saya.)					✓
7	(I have no interest in foreign languages.) (Saya tidak berminat pada bahasa asing.)		✓			
8	I have difficulty pronouncing words in English(pronunciation) (Saya kesulitan dalam mengucapkan kata-kata dalam bahasa inggris (pronunciation).)	✓				

9	I was forced to learn English, because school required me to learn English. (Saya terpaksa belajar bahasa inggris,karena sekolah mengharuskan saya untuk belajar bahasa inggris.)					✓
10	In my opinion, Indonesian is more important than English. (Menurut saya bahasa Indonesia lebih penting dari bahasa inggris.)		✓			
11	I think learning while playing games is very interesting. (Menurut saya belajar sambil bermain game sangat menarik.)		✓			
12	I am always enthusiastic about the learning process (Saya selalu bersemangat mengikuti proses pembelajaran.)				✓	
13	I always ask the English teacher if I have difficulty. (Saya selalu bertanya kepada guru Bahasa Inggris jika mendapatkan kesulitan.)		✓			
14	I feel very happy when I get an English assignment. (Saya merasa sangat senang jika mendapatkan tugas Bahasa Inggris.)				✓	
15	I always understand the lesson while learning is taking place. (Saya selalu memahami pelajaran saat pembelajaran sedang berlangsung.)				✓	

Nomor : 085/I.3.AU/SPm/FABIO/B/2024   Sorong, 28 Februari 2024
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala Sekolah SMP Negeri 26 Kabupaten Sorong
Di_
    Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama   : **Milka Levlin Dasmasela**
NIM   : **148820321017**
Semester   : **VIII (Delapan)**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Penelitian   : **" The Effect of Bingo Game on The Student Pronunciation And Interest in Learning English."**

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan **mulai tanggal 04 - 22 Maret 2024.**

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

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PROGRAM STUDI:
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
Nomor : 422.3/001/surPen/IV/ 2024

Saya yang bertanda tangan dibawah ini Kepala SMP Negeri 26 Kabupaten Sorong Menerangkan bahwa
:

Nama	:	MILKA LEVLIN DASMASELA
NIM	:	148820321017
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Judul Penelitian	:	**"The Effect of BINGO Game on The Student Pronunciation And Interest in Learning English."**

Adalah mahasiswa Universitas Muhammadiyah (UNIMUDA) Sorong, Telah melaksanakan Penelitian di SMP Negeri 26 Kabupaten Sorong Mulai tanggal 04 – 22 Maret 2024.

Demikian Surat keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Klabinain, 02 April 2024

Kepala Sekolah

DAVID MANIBURY, S.Pd.,M.Pd,Gr
NIP. 19801116 201004 1 001