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**THE EFFECT OF USING BINGO GAME ON THE STUDENTS' VOCABULARY ACHIEVEMENT**

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**Abstract:** Vocabulary is a basic of language. The quality of someone's language skill depends on his quality and quantity of vocabulary they have. In learning vocabulary, many students have difficulty in memorizing the meaning of the word. Bingo game can be an alternative way in teaching learning vocabulary. This research was an experimental research. The research design was quasi experimental research, and the research respondents were the seventh grade students at SMPN 01 Bangsalsari. The students' vocabulary scores were analyzed by using t-test formula. Based on the t-test analysis, the result showed that the computation statistical value of t-test with significant level of 5% was 3.96 while the value of t-table with the Degree of freedom 68 was 2.00. It means that the statistical value of t-test was higher than the computation of statistical value of t-test ( $3.96 > 2.00$ ) which means that the null hypothesis ( $H_0$ ) was rejected. On the other hand, the alternative hypothesis ( $H_a$ ) was accepted. Thus, it can be stated that the use of Bingo game significantly affected the students' vocabulary achievement.

**Key words:** Bingo, Game, Vocabulary

Language as a means of communication plays an important role in every aspect of human being. Without having a language, people will get difficulty in delivering their ideas in their mind or expressing their idea. Prayogo (1997:34) states that vocabulary has become one of the central attention in language teaching.

According to Heaton (1991:8) there are four skills of language namely,

listening, speaking, reading and writing. Besides those four skills, there are three language components that support those language skills: they are vocabulary, stucture, and pronunciation. From those three components vocabulary has an important role to help students communicate either in listening, speaking, reading and writing skill.

In learning English as a foreign language, vocabulary has an

important role to help the students understand the materials that are given by the teacher well. If the students master enough vocabulary, they will understand the language easily and get the ideas quickly either when they are listening to the speakers or read the written language.

According to Hatch and Brown (1995:218), vocabulary is divided into two groups: large vocabulary and small vocabulary. Large vocabulary is a group of parts of speech in which the words are often used in communication. It includes nouns, adjectives, verbs, and adverbs. In addition, small vocabulary is vocabulary that has been stored in a small quantity or in a small number. It consists of prepositions, conjunctions, articles, and interjections. This research focused only on large vocabularies which cover nouns, verbs, adjectives, and adverbs. It is because large vocabulary is presented mostly in junior high school.

Concerning the students' difficulty in mastering vocabulary, an interesting technique for teaching vocabulary is

needed, namely a game to teach vocabulary that is the main concern in this research. Games are interesting, fun activities and they can make enjoyment for everyone. This idea is supported by Ludewig and Swan (2007:xi) who say that games are fun and motivating. People will find the enjoyment of games. In addition, games can stimulate or entertain the students. Based on this reason, teachers have to make relax condition in teaching and learning process and to create that kind of situation.

In this research, Bingo games were used, and it is supported by Sasson (2007) who states that from various games that can be used to teach vocabulary, Bingo game is one of the recommended games. This game can create a context from the material given in the classroom with their daily life that is described by pictures and words.

### **Related Research Findings**

There have been a number of research findings related to teaching techniques, especially games in language learning. Koprowski

(2006) has suggested that there are ten good games to teach students vocabulary. They are taboo, memory challenge, last one standing, pictionary, bingo, outburst, concentrating, scrambled letter, question and answer, and categories games. In this case, Uchida (2003:1) describes the procedures of what English teachers should do in playing the bingo game. The teacher in the classroom gives Bingo cards to each student and demonstrates that the students have to cover five cards in row (horizontally, vertically or diagonally) to win. S/he picks one of the calling cards and says it loudly and clearly two times. The teacher asks that student to read off his/her five words. If his or her answer is correct, he becomes the winner. Meanwhile, the student who has that word says it out loudly and crosses it. If the student makes a mistake, the game will be continued until someone wins, and it progresses using this system for several minutes. The game continues until a student crosses five words horizontally, vertically or diagonally

and shout out BINGO.

In applying the game, teacher asks the winner to read out words on their card in front of the class while the rest of the class have been judge whether the interpretation is correct or not. In this way, students realize that Bingo game is engaging, important, and enjoyable. Because they can enjoy and more understood about the materials. Bingo game can be played in group or individually. The purpose of playing game in groups is to train the students' cooperative work by giving an opportunity to share their ideas with their friends. Besides, the students playing game individually are to train their knowledge and skill in English learning.

To play Bingo game, the teacher need to prepare three cards that are the teacher's card, the students' cards, and calling cards (the cards that are going to be cut). The teacher demonstrates the design of students' cards to prevent the activity resulting in failure. The teacher can use 3x3, 4x4, or 5x5 for the size of Bingo cards. The students put a free space on the center box. The purpose of



putting free space on the center box is to give students bonus to the students one word so that they only cross four words horizontally, vertically, or diagonally to be able to shout "Bingo" and become the winner. In this research, the researcher used 5x5 for the size of the students' cards with 24 words.

There were two types of Bingo games applied in this research. They were Sight Word Bingo (Amazon: 2010:1) and Picture Fun Word Bingo (Uchida 2003:1).

Sight Word Bingo is a kind of Bingo game that uses word in the calling card. Sight word Bingo is a game designed to practice recognizing and reading the words. In this research, the first card was the master card. This card contained the word and its definition. The second card was the calling card. This card contained the definition of words and meaning of words that was shown to the students. The third card was students' card. Students' card is a card without any word.

Picture Fun Bingo Game in this research used pictures on the calling card. It was similar with the first type

of Bingo. The size of the cards was also the same as the first of Bingo. In the master card there were individual pictures with the name of the picture above it. The teacher asked to the students to choose the words then the students write the names of the objects on the pictures on students' cards. Thus, the teacher showed the pictures one by one to the students then the students match the picture with the words on their Bingo card. Thus, by using individual picture, the teacher would be easy to present new vocabularies because individual pictures can described many general things. The differences between the teacher's card and calling cards that applied in this research, there were words of pictures stated on the teachers' master card, while there were not words of pictures stated on the calling cards. Only the pictures were stated on the calling cards

Kim (1995) notes some advantages of using games in the classroom. Games are the fun way to break from the usual routine of the language class. They are motivating, challenging and relaxing for students to learn and retain new words easily.



Besides, games provide language practice in various skills including speaking, writing, listening and reading. They are also encouraging for students to interact and communicate. However, Lee (1999) states that there are many disadvantages of using games, especially bingo games in teaching vocabulary. They are weak in the aspect of planning and organization time, distracting complexity, such as busywork and the resources of their development.

To solve the disadvantages, time and more learning activities for students were carefully managed in the research in order that the students did not get distracted in playing the game.

## **Research Design**

The research design of this research was a quasi experimental design. with Post-Test Only Control Group (Masyhud 2010:124). Besides Setiyadi (2006:142) states that Post-Test Only Control Group Design is a kind of research design that uses two groups. One group acts as experimental class, while the other

acts as control class. This research used two classes as the sample. The two classes were selected after conducting homogeneity test which was aimed to determine the population condition. If the population was homogeneous two classes was selected randomly as experimental and control group. If it was not homogeneous two classes with the closest mean were chosen as the sample. The first class was treating as experimental class and the second class as the control class. The experimental class was given a treatment by using the bingo game to teach their vocabulary. The teacher gave the treatment twice or more for the experimental class. While the control class was received no treatment, which meant the teacher in this class taught vocabulary by using questions and answer technique. The teacher explained the vocabulary from the students' book and then asked the student to find the meaning of vocabulary in the dictionary then asked them to memorize it and make sentences.

The degree of relative effectiveness was analyzed to see if the research

result was significant by applying the following formula:

$$DRE = \frac{MX1 - MX2}{MX2} \times 100\%$$

Notes:

*DRE* : Degree of Relative Effectiveness (%)

*MX1* : Mean of experimental class

*MX2* : Mean of control class

(Masyhud, 2010:202)

The research design was illustrated as follow:

K1	X	T1
K2	O	T1

Notes: K1: Experimental Class; K2: Control Class; X: Treatment; O: Conventional Teaching Vocabulary (without using bingo game) T1 : Post-Test. ( Setiyadi, 2006:142)

This research was conducted at SMPN 1 Bangsalsari. The method of determining the research area was purposive method in the sense that the area was taken based on the particular intention as what Sutarna (2007:35) states that purposive method is used for a certain purpose.

In this research, intact-group comparison was used to take the sample based on the consideration that it is impossible to take all population. To define the respondents of the research, the researcher used homogeneity test to the all grade seven students. Then, the researcher analyzed the result of the homogeneity test by using analysis of variance (ANOVA). The result of ANOVA test was used to know whether the population was

homogenous. Further, two classes were determined as the experimental group and the control group by using lottery.

The data collection method includes test, observation, interview, and documentation. The data of this research was divided into primary data and secondary data. The primary data consisted of the students' score was collected by a vocabulary test. Then, the secondary data were collected by interview and documentation. The sources of documentation were taken from the school documents and the informant of the interview was the English teacher on the grade seven students at SMP Negeri 1 Bangsalsari.

Vocabulary test was used to measure the student's vocabulary

achievement by using bingo game. Hughes (2003:13) states that an achievement test is directly related to language course and purpose to establish how to successful individual students, a group of students, of the course themselves in achieving objectives. This research used an achievement test in order to assess the students' achievement in learning vocabulary, both in the experimental class and the control class. According to Arikunto (2006: 223), there are two kinds of test used to measures the students' achievement at school. They are standardized test and teacher made test. Further, she defines a teacher made test as a test which is created by the teacher with certain procedures. While a standardized test is a test created by testing institution and has been evaluated its validity and reliability. In conducting the vocabulary achievement test, the researcher constructed the vocabulary test by herself and discussed with the English teacher based on the curriculum used in the school.

Dealing with the validity and reliability, Hughes (2003:26) states that a test is said to be valid if it measures what is intended to measure. Moreover he also divides the test validity into face validity, content validity, construct validity and empirical validity. The researcher established the content validity of the test. Content validity is necessary to establish the test items which are made by teacher. The reason why using content validity was because the test items were constructed based on the material stated in 2006 School-Based Curriculum and it is measured by the indicators, namely: verbs, nouns, adjectives and adverbs.

Based on the scoring procedures, a test can be divided into subjective and objective test. Hughes (2003:22) states that if no judgment is required on the part of the scoring, the test is objective. On the other hand, if there is judgment required on the part of the scoring, the test was said to be subjective. In this research, the objective test was used because it had some advantages. Hughes (2003:50) states that the advantages

of an objectives test are rapid and economical. Further, Ali (1987:102) states that an objective test can be analyzed quickly and easily. The objective test was constructed in this research consisted multiple choice, completion test and matching test.

There were two kinds of test used in this research. The first was homogeneity test and the second was post-test. Homogeneity test was used to know the homogeneity of students' ability in vocabulary. There were 20 items for homogeneity test in the form of multiple choices, gap filling. The purposed of the homogeneity test was known the homogeneity of grade seven students' ability in vocabulary. Based on the result of homogeneity test, the researcher can choose the control class and experimental class randomly. Meanwhile, the post test was used to measure the students' vocabulary achievement after the treatment given to the experimental group. The materials of post test between two classes are the same. The total numbers of the test items were 30. It is divided into three forms of test, they were: multiple

choice, matching, and completion test. The time allocation of the test was 60 minutes.

Observation to the school area was conducted to know the condition of the school and the students in the classes when teaching learning process especially when the teacher thought vocabulary. Arikunto (2006: 157) states that there are two types of observation method, they are systematize observation and non-systematize observation. Arikunto (2006: 156) states that an interview method is classified into three types; they are unstructured interview, structured interview and semi-structured interview. In this research, non-systematize observation was used to observe the condition of research area by do not uses instruments observations.

Interview to the English teacher of grade seven was conducted to know the technique or media used by the teacher in the teaching learning process especially in teaching vocabulary and to know the ability of the students in the classroom In this research, semi-structured interview

was used to get the information needed based on a list of questions.

Documentation was one method that can be used in this research to collect data to support the primary data. The data collected from the documentation were the names of respondents, the students' score of vocabulary test in experimental and control class, the names of the English teacher and the teaching and learning facilities used in teaching English at SMP Negeri 1 Bangsalsari.

The data obtained from reading comprehension post-test was analyzed to find the mean difference of the two groups (experimental group and control group). This research used t-test to analyze the primary data.

### **Research Findings**

The interview was conducted informally with the English teacher of grade seven students in March 2012. According to the teacher, English lesson was taught twice a week. The English curriculum used for grade seven of SMPN 1 Bangsalsari was Institutional Based

Curriculum. Besides, the documentation was used to get the data about the scores of participants. The total numbers of grade seven students of SMPN 1 Bangsalsari was 210 students consisting of six classes.

The Result of Homogeneity Test was analyzed by using ANOVA. Based on the calculation, the result of computation was 0.88 while the value of F-table in the 5% significant level was 51, 2. The result of "fo" was lower than that of the F-table. It means that vocabulary achievement of grade seven students was homogenous. Since the populations were homogenous, the experimental group was VIIA and the control group was VIIE. A lottery was used to decide both of the classes as the experimental group or the control group.

The try out was given to one class taken from the six available classes of grade seven which was not chosen as the experimental group or the control group. The class was VIID class at SMP Negeri 1 Bangsalsari which consists of 35 students. The analysis of the try out



included the validity of the test, the reliability coefficient, and the difficulty index.

Relating to the validity of the test, content validity was established because the test material was constructed based on the material stated in the 2006 – school based curriculum and the syllabus of teaching English. Based on this reason, it can be said that the test fulfilled the requirement of content validity.

In estimating the value of reliability coefficient, the researcher applied split half odd-even technique using the computation of statistical value. The value of the whole score reliability ( $r_{xy}$ ) was obtained by estimating the correlation of the two scores by using Product Moment Correlation and continued the Spearman-Brown. The result was found that the reliability coefficient of a half test was 0.58. From the calculation the result of reliability coefficient for the whole test items was 0,73. Since the standard reliability coefficient of the teacher made test is  $\geq .70$  as mentioned by Sudijono (1998:) 209), therefore, the

test can be regarded as reliable because 0,73 was higher than 0,70. Based on the analysis of the try out, the test items were not revised. It means that the test items administered to the respondents were the same as the test items of the try out. The researcher used Difficulty Index formula in order to analyze the difficulty level score. Then the result was consulted to the criteria of difficulty index.

The post test conducted on 16<sup>th</sup> July 2012 for the Experimental class and 19<sup>th</sup> July 2012 for the Control class. The post test was given to both groups after each group received teaching learning process twice. The experimental group was taught vocabulary y using Bingo game, The results of post test were analyzed by using t-test formula and it was consulted to the t-table to verify the hypothesis. while the control group was taught vocabulary by Lecturing-Finding and Memorizing Technique. The post test was in the form of vocabulary test consisting of 30 test items with 10 items of multiple choice test, 10 items filling the blank test, and 10 items matching test. The

post test was administered for 60 minutes. The total number of the respondents of the experimental group was 35 students and the control group was 35 students.

The post test scores were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not.

Based on the t-test analysis, the result showed the computation statistical value of t-test with significant level of 5% was 3.96 while the value of t-table with the Degree of freedom 68 was 2.00. It means that the statistical value of t-test was higher than the value of t-table ( $3.96 > 2.00$ ) which means that the null hypothesis ( $H_0$ ) which says: "There is no significant effect of using Bingo game on the vocabulary achievement of grade seven students at SMP Negeri 1 Bangsalsari" was rejected. On the other hand, the alternative hypothesis ( $H_a$ ) which says: "There is a significant effect of using Bingo game on the vocabulary achievement of grade seven students at SMP Negeri 1 Bangsalsari" was

accepted. Thus, it can be stated that the use of Bingo game significantly affected the grade seven students' vocabulary achievement at SMP Negeri 1 Bangsalsari.

DRE was analyzed because the researcher wanted to know how far the effect of using Bingo game on the vocabulary achievement of grade seven students at SMP Negeri 1 Bangsalsari. Based on the result of DRE was 17.4%. It means that the degree of relative effectiveness of using Bingo game in teaching vocabulary was 17.4% more effective compared to teaching vocabulary without using Bingo game.

### **Pedagogic Implications**

Based on the result of data analysis showed that Bingo game as an effective way for teaching vocabulary had a significant effect on the grade seven students' vocabulary achievement. It can be seen in the result of t-test analysis. The t-computation value was 3.96 and the table value was 2.00 with significant level of 5%. It indicated that the result of t-test analysis was



significant. So, it proved that there was a significant mean difference between the experimental group and the control group.

The result of the research showed that the experimental group got better scores in vocabulary achievement than the control group. It happened because the students who were taught vocabulary by using bingo game were easier to memorize vocabulary by using picture fun bingo and sight word bingo. The students were also interested in the game. It was known from their responsibility when joining the teaching learning process. It was different from the control group that did not apply Bingo game in their vocabulary class. The students in the control group could not receive the material as well as the students in the experimental group. All of the results were known from the students' score when the researcher taught vocabulary in both of experimental class and control class.

In conclusion, Bingo game was an alternative way that had significant effect on the students' vocabulary achievement. It could be seen from

the result of students' vocabulary test. There was differentiating between the experimental class and the control class. Which was the score of the experimental class was better than the control class. Concerning the results of this research, it proved that the use of Bingo game had a significant effect on the vocabulary achievement of grade seven students at SMP Negeri 1 Bangsalsari.

### **Conclusion and Suggestion**

Based on the research findings, there was a significant effect of using Bingo game on grade seven students' vocabulary achievement at SMP Negeri 1 Bangsalsari. This suggests that teaching vocabulary through Bingo game can have a positive significant effect on the students' vocabulary achievement.

Therefore, the English teacher should use Bingo game as a teaching media to teach vocabulary and uses various media to teach English subject especially teaching vocabulary. Besides, the students are suggested to practice learning vocabulary by using Bingo game in order to master

their English vocabulary effectively. The future researchers are also suggested to use this research result as information to conduct research in

similar problem with different research design or different research subjects, or in different school level.

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