

## ENHANCING STUDENTS' VOCABULARY MASTERY BY USING BINGO GAME

Nita Amanda Aprilia<sup>1</sup>, Mujahidah<sup>2</sup>, Ahdar<sup>3</sup>  
State Islamic Institute Parepare<sup>123</sup>  
nitaamandaaprilia@gmail.com<sup>1</sup>

### Abstract

Vocabulary is an important factor in all language English teaching. Many methods, strategies, and techniques had been used by the teacher, lecturers, and instructors in teaching vocabulary. Using Bingo game is suitable and it gives solutions for the teacher in teaching learning activities. The research was aimed to see the enhancement of the students' vocabulary mastery before and after the using of Bingo game on learning process. This research was conducted at SMPN 2 Kulo Kabupaten Sidrap the population of this research were the students of class VII and the sample of this research were class VII.2 consisted 20 students. The sample was taken by using purposive sampling. The researcher used pre-test and Post-test to collect the data. Based on data analysis, the researcher found that there is enhancement of the students' vocabulary mastery at the first grade students of SMPN 2 Kulo Kabupaten Sidrap by using Bingo game, it was indicated by the students mean score of post-test (81.25) was greater than pre-test (51.25). Even, for the level of significant (p) 5% and  $df=N-1$ ,  $df= 20-1=19$ , and the value of t-table 1.729, while the value of t-test is 4.26. it means that the t-test value is greater than t-table value ( $4.26 \geq 1.729$ ). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting treatment. So, the null hypothesis ( $H_0$ ) is rejected.

**Keywords:** *Enhancing, Vocabulary mastery, Bingo game.*

## **Introduction**

Vocabulary is one of English communication that must be taught to the students because vocabulary has an important role for all language skills. Without vocabulary we cannot communicate effectively, so the first step to learn English is learning vocabulary. Alderson said that vocabulary is a set of lexemes including single words, compound words and idioms. Extensive. Extensive vocabulary will be unable to use the structures and function we may have learned for comprehensive communication in contrast with the development of other aspect of second language, particularly pronunciation, vocabulary acquisition doesn't seem to be solved by age. In other words, it's mean that the first thing that has to be mastered by language learners is vocabulary.

Jeremy harmer supported by his statements that one of the important aspects to be learned in language learning is vocabulary. Those statements imply the importance of teaching vocabulary as a foreign language. Vocabulary is one of the most important aspect of a foreign language must be had by people of learners. It's mean that vocabulary is a language center and it is very important for language learning, without vocabulary enough students can't be expressed their idea both verbally and in writing.

As we know that vocabulary is very important as one component language that support four language skills thought in the school they are, speaking, reading, and writing. Unfortunately, learning and mastering vocabulary is not easy for students, especially for students in our country in Indonesia where English is learned as a foreign language. So that, to improve the students English language skills like listening, speaking, reading, and writing, they have to mastery English vocabulary first. Vocabulary mastery is a must for a person who wants to master English.

The result of interviewing students is they were difficult to learn English especially to learn vocabulary. There are several reasons, firstly, their teacher is very bored so it makes

students sleepy and didn't spirit to study. Secondly, the lack of the teacher proficiency to improve or create their method and media learners. Thirdly, the students have low motivation to study so they lack of mastering vocabulary and difficult to find and memorize a new word.

Based on those problems and condition above, one of the way to solve the problem was the use of game. One of the appropriate game for teaching and learning in vocabulary process was Bingo game. Bingo game can motivate the students and the classroom will be more interesting. This strategy is best used in studying vocabulary in English. Students can master the vocabulary easier and fun.

According to Mel Siberman, Bingo game can use to review, this strategy helps to reinforce terms that students have learned in a course of study, it uses the format bingo game. Bingo game as a strategy in teaching vocabulary it's taken from bingo game which have been modified in order to make learning process become fun and challenging. This game is a student-centered medium which places students as the center of the learning process and the teacher as a facilitator. Susser states Bingo game is a popular game which has been used for language teaching in many forms. Bingo game has been modified in order to make vocabulary learning become fun and challenging and memorize the material easily. Bingo can take various forms, the board can consist of words or pictures. As words are called out, pupils put down picture or word cover cards this can involve pupils in matching the spoken form of the word with its pictorial or written form.

According to Musmanno, Bingo game is a familiar game and bring excitement into the classroom. It means that using bingo game can be useful for the teaching learning process in order providing a good atmosphere and fun activity in the classroom. Through this game, students' problems will decrease, and this makes them begin to have interest in learning vocabulary.

There are some reasons to choose Bingo game as the strategy to enhance students' vocabulary mastery. First, this Bingo game can be used as one of interesting activities to reviewing students' vocabulary during the lessons. It can attract the students' attention and their involvement in the teaching and learning process. Second, the students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo create an enjoyable environment. Bingo game will help the students in understanding, they will not think that vocabulary is difficult lesson, it is also make students motivated in learning vocabulary. This game will help the researcher to enhance the students' vocabulary mastery in learning process.

### **Method**

This study is conducted in SMPN 2 Kulo Kabupaten Sidrap that involve the first grade students. It is need one month for collecting the data and apply quantitative research approach with pre-test and post-test design.

The population is first students of SMPN 2 Kulo Kabupaten Sidrap. The total population is 40 students from two classes. The sample is taken by purposive sampling.

The procedure of collecting data got by given pre-test to know the students' vocabulary before taught by using Bingo game, after that the researcher gave treatment during six meeting, those are teaching vocabulary that focus on noun by using bingo game.

The test is given twice namely pre-test and post-test. In the treatment process, it taken six meetings in teaching vocabulary by using Bingo game. Before giving six times treatment, the students were gathered to determine their vocabulary mastery in the pre-test. After doing six meetings in teaching vocabulary by using Bingo game, a post-test is encountered to know there is significant differences score and to know whether Bingo game was able to enhance students' vocabulary mastery.

Table 1. The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	51,25	11,45
Post-test	81.25	8,09

Based on the table above, it showed that there is significant differences score, mean score of pos-test was higher than the mean score of post-test and the standard deviation of pre-test is higher than standard deviation of post-test. It can be concluded that there was enhancement on students' vocabulary mastery by using Bingo game.

The following table showed the percentage of the frequency of pre-test and post-test.

Table 2. The rate percentage of the frequency of pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80-100	1	14	5%	70%
2	Good	66-79	1	5	5%	25%
3	Fair	56-65	3	1	15%	5%
4	Poor	40-55	15	0	75%	0%
5	Very Poor	≤39	0	0	0%	0%
	Score		25	25	100%	100%

The data of the table above indicated that rate percentage of the pre-test one (5%) students got very good score, one (5%) students got good Score, three (15%) students got fair score, fifteen (75%) students got poor score no one students got very poor score, while the rate percentage of the post-test, fourteen(70%) students got very good score, five(25%) students got good score, one (5%) students got fair score and no one student got poor and very poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It there is significant differences score between before and after taught the students using bingo game.

Table 3. The hypothesis testing

Variable	T-test	T-table Value
Pre-test & Post-test	4,26	1,729

For the level significant (p) 5% and  $df=24$ , and the value of T-table 1,729, while the value of t-test 4,26. It means that the of t-test was greater than t-table ( $4,26 \geq 1,729$ ). Thus, it can be concluded the students' vocabulary mastery of using Bingo game is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

## Discussion

From the pre-test, it can be concluded that students' vocabulary still low. It was proved from the result of pre-test got very low score only one student got very good score, the mean score of the pre-test was 51.25. After that the researcher gave treatment by using Bingo game on learning process.

After doing sixth times of treatment by using Bingo game on learning process, the researcher concluded a post test. The post test score showed that there significant different score before giving treatment and after giving treatment. The mean score of post-test was 81.25. The data analysis is the T-test value (4,26) was greater than the T-table value (1,729). By this result, it is concluded that there is an enhancement between the students' vocabulary before and after giving treatment by using Bingo game. It is show that the alternative hypothesis ( $H_a$ ) was accepted in the null hypothesis ( $H_0$ ) was rejected.

After applying Bingo game in teaching vocabulary gave improvement to the students' at SMPN 2 Kulo Kabupaten sidrap at the first grade, for example:

1. Students are easy to memorize the vocabulary.
2. The students more enjoyable and fun to study English, because they were study English with playing game.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The student was lazy to memorize because they think that English was difficult.
2. The students lack of motivation and awareness in learning English.
3. The students lack of interesting in learning English.

According to the data above, we can see that using Bingo game can improve students' vocabulary in learning English. Susser states Bingo game is a popular game which is has been used for language teaching in many forms. Bingo game has been modified in order to make vocabulary learning become fun and challenging and memorize the material easily. So, the researcher think that Bingo game is very suitable for junior high school and senior high school, because this game is very easy to play. The students can enjoy receiving the material and more interesting to learning English, one thing that made the student lazy to learn is when the learning material is boring in the class room with interesting media or strategy. So, this game is very suitable to used in teaching and learning vocabulary.

## **Conclusion**

The result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimental research design, the object of this study is to find out whether Bingo game was able or not to enhance the students' vocabulary mastery before and after treatment. The use of Bingo game to enhance students' vocabulary mastery at SMPN 2 Kulo Kabupaten Sidrap, T-test result in which the value of the t-test was 4,26 than t-table 1,729 at the level significance and degree of freedom (df) was 24.

The students were very positive after learning vocabulary by using bingo game. Its mean the students was very excited about the lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive response about the material in word clap game.

## References

- Agung, Syukri Hasibuan, *The Effectiveness of Bingo Game On Students' Speaking Ability*.
- Akhyar, Yusuf Jauhari. *The use of bingo game technique to improve students vocabulary mastery*.
- Alderson, J. Charles and F. Bachman Lyle. (2000). *Assesing Vocabulary*. New York:Cambridge University Press.
- Andrew, Wright Betteridge David and Michael Buckby. (2006). *Games for Language Learning*. New York: Cambridge University press.
- Arikunto, S. (2009). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Asmilah Dani, *Using a Match Game to Increase Students' Vocabulary AT The Second Grade SMPN 2 Tellu Limpoe Sidenreng, Rappang*.
- Bernard, Susser. (1979). *The Noisy Way: Teaching English WITH Games*, *Jalt Journal*, Volume I.
- Doff, Adrian. (1988). *Teaching English a Training Course for Teacher on Teacher's Work Book*. New York: Cambridge University Press.
- Ed, Swick. (2005). *Practice Makes Perfect: English Grammar for ESL Learners*. United States of America: The McGraw-Hill Companies.
- Finch, K. (2006). *Meaningful Vocabulary Learning: Interactive Bingo*, Retrived 7th October 2019 from ([www.finchpark.com/ppp/bingo/Bingo-summary.pdf](http://www.finchpark.com/ppp/bingo/Bingo-summary.pdf).)
- Fitri Paluseri. *The effrect of Bingo game in learning achievement of the students' vocabulary to the second years students of SMPN 2 Pinrang*.
- Gabrielle, Stobbe. (2008). *Just Enough: English Grammar Illustrated* .United States of America: The McGraw-Hill Companies.
- Harmer, Jeremy. (1991). *The Practice of English Language Teaching*. London: Longman.
- Harmer, Jeremy. (2002). *The Practice of English Language Teaching*. New York: Longman.
- Hornby, A. S. (2000). *Oxford Advanced Learners of Current English* . New York: Oxford University Press.
- Igak Wardanhi & Kuswaya Wihardhit. (2008). *Penelitian Tindakan Kelas*. Jakarta: Universitas Terbuka.
- Jackson, Words. (2002). *Meaning and Vocabulary*. New York: Reference Service View.
- Jean Brewster, et al, eds. (1992). *The Primary English Teacher's Guide*. New York: Penguin Group.
- Judy, K Montgomery. (2009). *The Bridge of Vocabulary Evidence Based Activities for Academia Success*. New York : NCS Pearson Inc.



- L.R. Gay. (1981). *Educational Research Competencies for Analisis and Applications*. New York: Pearson Education.
- L.R. Gay. (1981). *Educational Resercher: Competencies for Analysis and Application Second Edition*. Columbus: Charles E Meril Publishing.
- Musmanno, Virginia. (2003). *Language Arts Bingo*. New York: Scholastic.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge universiy press.
- Nunan, D. (1999). *Language Second Teaching and Learning*. Boston: Nowbury House Teacher Development.
- Nur Aprianti. *Enhancing Students' Vocabulary through Hangaroo Word Game at the Seventh Grade Students' of MTs PP DDI As-Salman Allakuang Sidrap*".
- Penston, Tony. (2005). *A Concise Grammar for English Language Teachers*. Ireland: TP Publication.
- Phyllis, Dutwin. (2010). *English Grammar Demystified: A Self-Teaching Guide*. United State: McGraw-Hill.
- Rahmah, Fitriani. (2010). *English Grammar*. Bandung: Ciptapustaka Media Perintis.
- Ronald, Carter. (2002). *Vocabulary: Applied Linguistic Perspectives*. New York: Routledge.
- Scott, Thornbury. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited.
- Silberman, Mel. (1996). *Active Learning 101 Strategies to Teach Any Subject*. Boston: Allyn and Bacon.
- Sugiono. (2002). *Statistika Untuk Penelitian*. Bandung: CV Alfabeta.
- Sugiono. (2010). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)*. Bandung: Alfabeta.
- Syofian, Siregar. (2013). *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS*. Jakarta: Kencana Prenamedia Group.