

## The Influence of Using Bingo Game Towards Students' Vocabulary Mastery at the First Semester of the Seventh Grade of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017

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**Abstract.** *Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at MTs N 2 Bandar Lampung, the researcher found that there were 67.70% students' vocabulary score less than the standard minimum score (KKM) which is 75. The objective of this research was to know whether there is an influence of using bingo game towards students' vocabulary mastery or not. The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The population of this research was the seventh grade students of MTs N 2 Bandar Lampung. For taking the sample, the researcher used cluster random sampling. The sample was two classes, class VII H as the experimental class and class VII I as the control class. Both of them consisted of 32 students. In collecting the data, the researcher used tests. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pretest consisted of 22 items and posttest consisted of 22 items. For analyzing the data, the researcher used Mann Whitney Test. From the data analysis, it was found that the result of Mann Whitney Test was 0.000. This result is consulted to the score of the value significant generated Sig. (pvalue) <  $\alpha = 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that bingo game can influence the students' vocabulary mastery. It can be concluded that there is a significant influence of using bingo game towards students' vocabulary mastery.*

**Key words:** *bingo game; vocabulary mastery; quasi experimental research*

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## A. INTRODUCTION

In learning English, there are four skills which should be learned by the English learners. They are listening, speaking, reading and writing. Besides the language skills, English also has some language aspects that have to be learned to support students in learning English. They are grammar, pronunciation and vocabulary. The three aspects are always connected with each other.

In communication, learners need vocabulary which can support them to produce meaningful sentence because vocabulary provides structure of sentence. According to Hiebert and Kamil (2003:3), vocabulary is the set of word for which we know the meanings when we speak or read orally and print vocabulary consists of those words for which the meaning is known when we write or read. It means that without vocabulary, we cannot say anything, we cannot express our feeling if we do not know the meaning of the vocabulary.

Nowadays, there are a lot of people want to learn English, but they are reluctant to study the vocabulary, thus it can make them difficult to master English subject. As Thornbury (2002:13) states that without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed. If we just learn grammar without enrich our vocabulary, we will have minimum words to be expressed.

In teaching learning process, teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting vocabulary that he/she will teach. Thus, if he or she wants to teach, they must know the point of language and vocabulary that will be transferred in learning and teaching process. Furthermore, Thornbury (2002:75-76) has five factors that are related to teaching set of words that must be considered by the teacher:

1. The level of the learner (whether beginners, intermediate, or advance). It means that the teacher should give the material which is proper to the level of the students.
2. The learner likely familiarity with words (learners may have met the words before even though they are not part of their active vocabulary).
3. The difficulty of the items; whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
4. Their teaching ability – whether, for example, they can be easily explained or demonstrated.
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).

Based on preliminary research which conducted at MTs N 2 Bandar Lampung on Tuesday, January 19<sup>th</sup>, 2016, the researcher found that the students felt bored and they just had attention and low motivation to learn vocabulary. This condition happened because of the teacher's way in teaching. The teacher just asks the students to memorize the vocabulary in small group, it is called translation technique. That is why most of the students still have difficulties in learning English especially in vocabulary.

In this case, the teacher needs another way to help the students in mastering vocabulary. The researcher wants to solve the problems by offering a game. One of the ways that can be used is game. As Hadfield (1990:4) states that the most important reasons for using game is simply that they are immensely enjoyable for both teacher and student. It means that by using game the students will feel enjoyable, happy and relaxed in following the learning process.

Furthermore, the researcher would use bingo game as an appropriate way to memorizing and to mastering vocabulary. According to Morgan (2007) *et.al.* bingo is one of the most popular games. Playing vocabulary bingo lets teachers

work with words in a relaxed atmosphere. The statement means that bingo game has been used as game for vocabulary which can give a relaxed atmosphere.

Moreover, bingo game is modified become such a game in English learning called Vocabulary bingo. This game is used to review the students' material or lesson that they have learnt. As Morgan (2007) says that the constant repetition of the definitions can act as reinforcement for aural learners. Bingo game can increase the students' vocabulary in different atmosphere, they even enjoy the competition and participate enthusiastically.

Furthermore, Hadfield (1990:4) states that bingo game also has a lot of advantages; it can help the students remember some vocabularies which are difficult to be memorized. In learning process, it also invites the students to think quickly and it can improve the ability to cooperate each other. Besides that, it needs cooperation among the members of the group while the students are playing the game.

By looking at the problems and the solution which the researcher offers on the background above, the researcher concludes that bingo game is appropriate to be used in teaching vocabulary, it is easy to play and it does not take up too much of time. Therefore, the researcher wants to propose the research entitled: The Influence of Using Bingo Game towards Students' Vocabulary Mastery.

## **B. LITERATURE REVIEW**

### **1. Definition of Vocabulary**

According to Webster (1988: 23) "Vocabulary is a bank of number of words in a language or list of words with their meanings." It means that vocabulary is total number of word whose meaning of those words must be understood and organize the words of language is by use the use of rules. So it is clear that vocabulary must exist in a language. According to Hornby (1997:1645), "vocabulary is the total

number of words in a language” It means that before someone will use language, he or she should have certain amount of vocabulary because it is an essential element of the language which we use in communication.

Based on all the statements above, the researcher concludes that the vocabulary is the list of words that can make the sentence on language and it is used as the means of communication in learning a language automatically in lexicon. In other words, vocabulary has many functions in learning language particularly in English. If we do not have a lot of vocabulary, people cannot understand what we are talking about, we cannot express what we feel and we cannot communicate the ideas effectively.

## **2. Definition of Bingo Game**

Bingo is a game of chance, in which the player uses a score card or an electronic representation there of bearing numbers and who plays by marking or covering numbers identical to numbers drawn by chance and called by a caller, whether manually or electronically (Swiss Institute of Comparative Law,2006:viii). Bingo is kind of game that consist of some players and play with the numbers which mentioned the caller number and the players should match the numbers on a card with the chosen by the caller.

The Bingo Game is an holistic, experiential strategy which provokes personal reflection (Angela Coco.et,al, 2001:3). Furthermore, Richardson (2007:334) mentioned that Bingo is one of the most popular of all games, playing vocabulary bingo also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Most of the students enjoy the competition and participate enthusiastically. Bingo can be played in any content area. It has modified to educate the learners by using bingo game as the alternative way to teach vocabulary.

According to Police (2014:16) states that Bingo game means a specific game of chance played with individual cards having numbered squares ranging from one to seventy five, in which prizes are awarded on the basis of designated numbers on such cards conforming to a predetermined pattern of numbers. As the other game, this game also has a chance and it has repealed numbers at random and players mark the numbers on the card that has been provided.

Furthermore, Remko (2014:1) states that bingo is an incredibly fun game to play in group. It is very easy to play and it can help to rehearse anything from language vocabulary to math and historical facts. Besides this game is a fun game to play it also reinforces the language vocabulary and it is suitable for learners who learn the language process.

From the definitions above, bingo game is kind of games which use cards and numbers on it and match the cards as the caller called. The card consists of numbers are drawn and players have to match those numbers on it or matrix which has been printed or created.

### **3. Procedures of Bingo Game**

According to Richardson (2007:332) the steps in playing vocabulary bingo are as follows:

- a. Students make a bingo card from a list of vocabulary items. (The game works best with at least 20 words.) Students should be encouraged to select words at random to fill each square.
- b. The teacher reads definitions of the words aloud, and the students cover the word that they believe matches the definition. (It's handy to have the definitions on 3-by-5-inch cards and to shuffle the cards between games.) The winner is the first person to cover a vertical, horizontal, or diagonal row.

- c. Check the winner by rereading the definitions used. This step not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.

Moreover, there is a procedure of Bingo game according to Silberman (1996:265-266), the steps for Bingo game are as follows:

- a. Each student is given a bingo card (also known as "bingo board" or "bingo worksheet") containing a grid of squares. Each square in the grid is printed with a different word.
- b. The teacher, playing the part of bingo caller, reads out the definition for a word. The students then attempt to find the matching square on their bingo card, and if they find it, cover that square with a counter.
- c. The process of teacher reading out definitions, and the students trying to find matches continues until one student achieves a winning pattern (for example a line of five countered covered squares - although the definition of a winning pattern can be varied) and calls out "Bingo!"

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

- a. The teacher prepares the material.
- b. The teacher gives the material to the students.
- c. The teacher gives some pictures while learning process. And then the students have to understand the vocabulary and memorize it.
- d. The teacher divides the students into some groups and prepare list of words.
- e. The teacher gives a bingo card to the group. (The game works best with at least 20 words).The students should write the English vocabulary at random to fill each square with the blank space in the middle of the card.

- f. The teacher or one of student reads definitions of the words aloud about every two seconds or so, and ask the students to cross the word that they believe matches with the definition. Do not repeat it and once the students do not listen to the teacher vocabulary he/she will lose it. The winner is the first group to cover a vertical, horizontal, or diagonal row and shout Bingo.
- g. Check the winner by rereading the definitions used and ask the students to correct it by themselves. This step it not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.

#### **4. The Advantages and Disadvantages of Bingo Game**

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

- a. Bingo game is a game that suitable for all ages.
- b. More motivation for using while learning how to play.
- c. Be able to help the students remember some vocabularies which are difficult to be memorized.
- d. Improve the ability to cooperate with each other (if using groups).
- e. Invites students to think quickly.
- f. Influences students to be more creative and active.

The disadvantages of Bingo game in teaching and learning process:

- 1. Makes the class difficult to be controlled.
- 2. Students will be asked to make games continuously more than the material.

#### **C. RESEARCH DESIGN**

The researcher used experimental design. According to Setiyadi (2006: 125) experimental design intended to find the relation of variables in valid which can

be used to search the conclusion in general. Experimental design has three types, they are pre-experimental, true experimental, and quasi- experimental designs. Pre-experimental provide little or no control to extraneous variables. True experimental designs, Setiyadi (2006: 141) states that true experimental design has three basic characteristics: a) a control group is present, b) both of the subjects are chosen by random, c) initial test is given to see the capabilities of the two groups. In addition, Creswell (2012:309) Quasi experimental design includes assignment but not random assignment of participant to group. This is because the experimenter cannot artificially create groups for the experiment.

Moreover, Creswell (2012: 310) states that the variety of quasi-experimental design can be divided into two main categories; they are post-test only control group design and pretest-posttest group design. In this research, the researcher will apply quasi-experimental pretest-posttest group design. Creswell also states that, “we can apply the pre-test and post-test approach to a quasi-experimental design.”

From the statements above, the researcher used quasi-experimental design to know the influence of using bingo game towards students’ vocabulary mastery. This design is used in this research because if the researcher makes a new class, it will disturb the other learning process in the school. Therefore, when randomized design is not efficiency, the researcher has to use quasi experimental design. The formula of quasi-experimental design is described as follows:

Table 1 Pre- and Posttest Design

Select Control Group	Pre-test	No treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

The researcher used two classes, one class as an experimental class that was given treatment by using bingo game as a technique (X) and the other one as a control

class was taught by using whisper game as a technique (O). In this research, the two groups were given pretest before treatment to know the students' early achievement in vocabulary mastery. After that, the two groups were given posttest after treatment.

#### D. RESULT

After the researcher knew that the data was not normal and homogeneous, the data was analyzed by using Mann Whitney test in order to know the significance of the treatment effect. The hypotheses are:

$H_0$ : There is no significant influence of using bingo game towards students' vocabulary mastery at the first semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.

$H_a$ : There is significant influence of using bingo game towards students' vocabulary mastery at the first semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.

While the criteria for acceptance and rejection of the hypothesis are:

$H_0$  is accepted if Sig. (pvalue) >  $\alpha = 0.05$

$H_a$  is accepted if Sig. (pvalue) <  $\alpha = 0.05$

#### Ranks

	Teknik	N	Mean Rank	Sum of Ranks
Gain	Experimental	32	41.39	1324.50
	Control	32	23.61	755.50
	Total	64		

#### Test Statistics<sup>a</sup>

	Gain
Mann-Whitney U	227.500
Wilcoxon W	755.500

Z	-3.893
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: teknik

Based on the result obtained in the table 4.10, it is clear that the value of significant generated Sig. ( $p_{\text{value}}$ ) or Sig. (2-tailed) of the equal variance assumed 0.000, and the  $\alpha = 0.05$ . It means that  $\text{Sig} (p_{\text{value}}) < \alpha$ , so  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it concluded that there was any influence of using bingo game towards students' vocabulary mastery at the seventh grade of MTs N 2 Bandar Lampung.

## E. DISCUSSION

At the beginning of the research, the researcher explained there were some procedures used to know students' vocabulary mastery. Some tests were conducted to collect the data such as pre-test and posttest. The pretest was administered to know students' quality in vocabulary before they were given treatments by the researcher. The score of pre-test would be used as the students' score before treatments. The pretest of experimental class was administered on August 1<sup>st</sup>, 2016 at 9.15 A.M to 10.50 A.M. On the other hand, the pretest of control class was administered on August 2<sup>nd</sup>, 2016 at 7.55 A.M to 9.15 A.M.

The Result of pretest from both classes showed that, the mean score of pretest in experimental class was 59 and in control class was 55. It means that the students' quality of vocabulary in experimental class was higher than in control class.

The first treatment was done on August 3<sup>rd</sup>, 2016 at 9.15 A.M to 10.50 A.M. The teacher used the theme 'Profession'. Then, the researcher gave the material to the experimental class' students. After giving the material, the researcher explained how to play bingo game to the students and then gave some example how to play it. They had problems in applying the game but the researcher explained once

more. Firstly, the researcher gave a bingo card to each groups and wrote 25 vocabularies on white board which theme is things at school while the students wrote those words on the whiteboard onto their bingo card randomly. After that, the researcher shooked the cards which is contained the meaning of the word which had been written on the whiteboard. The researcher took one card and red the meaning on the card loudly while the students checked their bingo card to matching the word and the meaning which had been mentioned at same time. After the students found the word, they should give cross to the word. They had to cross all the word and whose firstcould cross all the words in vertical, diagonal or horizontal they had to shout "Bingo!". In the end of the learning process the researcher re-mentioned the word which has been studied by the students.

In the second meeting, the treatment was conducted on August 4<sup>th</sup>,2016, at 08.35 A.M to 9.55 A.M. There were still some problems which happened in the first meeting but it is not too hard. Before started the lesson, the researcher tried to review about vocabulary that they learned in previous meeting. The material in the second meeting was about 'Life at School' such as library, cupboard, whiteboard, canteen, desk, picture, etc.

Then, in the last meeting, the treatment was conducted on August 10<sup>th</sup>, 2016, at 09.15 A.M to 10.50 A.M. The researcher gave the students material with theme 'Shopping List' and used bingo game as a technique. In this meeting, the students did not find any problem to apply the game anymore.

At the end of the research, the researcher gave the posttest to know whether the treatments gave the influence to the students' quality in vocabulary or not. The posttest was administered on August 16<sup>th</sup>, 2016. The mean score of post-test in experimental class was 76.75 and the mean score of post-test in control class was 69.28. It means that the students' score has increased after giving the treatment. It

was proved by there were a differentiation score between experimental class and control class.

In this research, the researcher analyzed the data of normality test and homogeneity test score and it showed that the data were not normal and not homogeneous because there was an outlier datum. The outlier caused the standard error increased, the significance is inversely proportional to the standard error, so the larger the standard error is getting smaller opportunities to obtain significant results.

After looking at the normality and homogeneity test which the data were not normal and homogeneous, the researcher tested the data by using Mann Whitney Test. Mann Whitney included nonparametric statistic which was used to test the data with the unnormal distribution data.

Based on the analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments had influence of using bingo game towards students' vocabulary mastery (noun and verb), so alternative hypothesis is accepted.

The technique which was used by the researcher had an influence to the students' vocabulary mastery, it was showed by the posttest's score. Beside that, the result of the experimental students' score in posttest also showed that this technique was an effective way in teaching vocabulary. Furthermore, the students were very interested in this game, they felt more fun during the process of teaching learning and they could master the vocabulary well.

From the explanation above, it can be concluded that there is influence of using bingo game towards students' vocabulary mastery (noun and verb) at the seventh grade of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017.

## F. CONCLUSION

Based on the research that was carried out in MTs N 2 Bandar Lampung in the academic year of 2016/2017, the researcher had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using bingo game towards students' vocabulary mastery at the seventh grade of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000, it is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

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