

The Effect of Using Bingo Game on Students' Vocabulary Mastery

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Abstract

This research was conducted in SMPN 2 Kalibaru and was focused on the seventh grade. The research was intended to know whether or not there is a significant effect of using bingo game on students' vocabulary mastery between the class who are taught by using bingo game and who are not. The subjects of this study were 41 students of seventh grade at SMPN 2 Kalibaru where 20 students of VII A and 21 students of VII B. Class VII A was chosen as the Experimental Group which was taught using bingo game as the treatment while Class VII B was chosen as the Control Group which was not taught using bingo game. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' vocabulary mastery. The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous variance but the distribution of the data is normal, the hypothesis was tested using T-test. The computation of the data statistics used the computer program SPSS v.23. The result of this research shows that there is a significant difference in the students' vocabulary mastery of the students who are taught using bingo game and those who are not at the 0,028 level of significance. It means that the use of bingo game has significant effect on the students' vocabulary mastery.

Key Words: *Bingo game, Students's Vocabulary Mastery*

Introduction

Language is the main aspect of anything with words. Vocabulary is communication. All languages have one of tools which is important in vocabulary. There are many factors communication because limited which affect the process of conveying vocabulary in a foreign language messages. One of the factors is results in limited communication. Thornbury (2002:13) states Therefore, the students should master that without vocabulary nothing can be vocabulary to communicate well in expressed. People can say almost English. Vocabulary mastery is

needed in Indonesia where English is considered as foreign language.

There are a lot of study which is done to investigate the level of English proficiency. One of the international studies was Education First English Proficiency Index. According to EF EPI (2017:7), Indonesia is one of the countries that are at the low level. In EF EPI 2017 ranking, Indonesia stands in the low level with score 52.15. Based on the result of EPI, Indonesia is ranked at 39th from 72 countries. It means that Indonesia still less in English proficiency.

Based on the data above, the students' achievement of English proficiency needs improvement. There are some important things related to English mastery. One of the those is vocabulary. According to Richard and Renandya (2002:255), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". Thornbury (2002:26) said that students often forget the words; up to 80 percent of material is lost within 24 hours of initial learning. It means that vocabulary is one of the important

things in foreign language learning. Therefore, it needs an effective strategies to teach vocabulary and make it easier to be mastered.

There are some strategies to teach vocabulary. One of the ways to teach vocabulary is by using games. According to Wright et al. (2006:2) games provide one way of helping the learners to experience language rather than merely learn about it. The students are allowed to be active in learning the language while playing game. Weisman (2006:147) claims that students are usually motivated to learn through games. It means that while having fun, students can also practice their language skills. Game is one of the effective strategies in teaching vocabulary. Therefore, bingo game is decided to be applied to teach vocabulary.

Bingo game is one of games which provide the activities that would allow children to use the target words in the classroom. Hiebert (2005:161) states that bingo is one of activities that can be used as a media to create informal assessment, memorize new vocabulary, and use it systematically. Buttner (2013:134) claims that bingo

game is appropriate to review the lesson of vocabulary. Bingo game provide the learners with opportunities to practice vocabulary. According to Wright et.al. (2006:50) “Bingo is practising vocabulary by identifying definitions of words”. Therefore, the students would be able to memorize and practice the word while playing bingo game.

A previous research conducted by Dhinda revealed that bingo game had significant effect on the students' vocabulary achievement. It showed a significant difference between post-test of control and experimental group. The population of the research was students at SMP N 1 Jelbuk. The research respondent were VIII A and VIII C. The result of t-test analysis on the students' vocabulary achievement test showed that the statistical value of the t-test was higher than the value of t-table with significant level 5% ($4.37 > 1.99$). Knowing the positive result describe in the research above, this study designs a bingo game for English vocabulary learning to other research participants. It aims knowing the effectiveness of bingo game to

other students with different kind of bingo.

Based on the explanation above, it can be said that bingo games have a potential to increase vocabulary achievement. This research will conduct entitled “The Effect of Using Bingo Game on the Sevent Grade Students' Vocabulary mastery at SMP 2 Kalibaru in the Academic Year 2017-2018.”. The objective of the research is to know wheter or not there is a significant difference of vocabulary mastery between the class that is taught by using Bingo and the class which is not to the seventh grade students of SMP 2 Kalibaru in the 2017/2018 academic year.

Method

The kind of this research is an experimental research. According to Ary et.al (2010:265) experiment is a specific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. In addition, Arikunto (2010:9) states that experimental research is a technique to

find out cause and effect relationship between two factors that is made by the researcher by eliminating the other factors that can make problems.

The design of this research is quasi experimental design with nonrandomized control group pretest-posttest design. Ary et.al (2010:316) quasy-experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups. The research desugn is as follows :

Group	Pre-test	Treatment	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

The procedures of the research :
 First,Determining Experimental and control group, Giving pre-test to both experimental and control group. Teach the experimental group by using bingo game and lectured method to the control group. Giving post-test to both experimental and control group. Calculating the difference of the pretest and posttest result of experimental and control group. Comparing the difference between them in order to determine whether the treatment can

improve the result of experimental group.

In this research the students were give pretest before teaching vocabulary by using bingo game and given posttest after given the treatment. After given the posttest of both the class. the the data was analysed using SPSS by Independent sample t-test formula to know wheter is there a significane different of students that is thought by using bingo game and which is not given bingo game.

Result and Discussion

Based on the research at SMPN 2 Kalibaru in Classes of VII A and VII B, it found that there is a significant difference on students's vocabulary mastery between the seventh grade of SMPN 2 Kalibaru students who are taught by using bingo game and those who are not. The result of the normality test shows that both of the experiment and control groups on post-test is normal because the significant of both experiment and control group on post-test more than (>) 0,05. The homogeneity of variance is homogenous because the significant more than (>) 0,05. Therefore,the researcher used

Independent sample t-test formula to analyse the hypothesis. The data analysis and the statistical calculation showed a significant result from Independent Sample t-test formula showed that the significance value of Post-Test is 0,003. The significance is lower than the significance level of 0.05. It means that the null hypothesis (H0) is rejected while the alternative hypothesis (Ha) is accepted. Therefore, the students vocabulary mastery of the experimental and control group in the post-test is significant difference. In the implementation, bingo game make the students are easy to get more vocabulary. It is designed to facilitate the students to understand the word and memorize the word. The students are enthusiastic in learning process.

According to Hunter and Daly (2013:101) states that it can get the learners attention. In the teaching learning process the students try to find the word in the bingo card. They are focused on the definition of word that called by the teacher in order to find the word. The students be involved to the lesson and learn actively in the whole process of teaching. The students are motivate to be the winner

in the game. That competition atmosphere is a positive factor which is able to make students are motivated to be the winner. It made the students concentration to the lesson. Buttner (2013 :134) claims that bingo game is an appropriate way to review the lesson of vocabulary. In the part of bingo game the winner has to confirm they word with the definition of it. Therefore, the students memorize the word and its definition. By reviewing the background of the research that vocabulary is a core of English proficiency so students needs to master vocabulary. Thornbury (2002:26) said that students often forget the words; up to 80 percent of material is lost within 24 hours of initial learning. Therefore, this research is relevant in solving the problem of the background of the research. After going through the related literature which has explained above, it is clear that the use of bingo game in teaching vocabulary is effective it is supported by some researches and shows that the results does not much different with this research. A result of the research conducted by Dhinda (2013:16) concluded that bingo game used in

teaching vocabulary implemented to the experimental groups increased students' vocabulary mastery at significance levels when compared with the control groups. Dhinda was conducted the same research but she applied bingo game to the eighth grade. In this research, bingo games were applied to seventh grade. Dhinda uses kind of bingo game, picture bingo game. It is kind of bingo game that matches the picture with the word on the bingo card. In this study used definition bingo games. But it has the same research results.

Conclusion

This research found that there is significance different between experimental and control group based on the result on post-test. The mean score of experimental group is better than the mean score of control group. It can be concluded that there was a significant effect of using bingo game of the seventh grade students' vocabulary mastery at SMP N 2 Kalibaru in 2017/2018 academic year.

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