

The Effect of Bingo Game in Teaching Vocabulary

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Abstract: *Perbendaharaan kata merupakan salah satu komponen terpenting yang harus dikuasai bagi pelajar Bahasa Inggris. Tujuan penelitian adalah, untuk menemukan persepsi dari siswa, peningkatan perbendaharaan kata dan menemukan masalah dari guru maupun siswa dalam penggunaan Bingo Game. Percobaan dari penelitian ini adalah siswa kelas X yang merupakan murid SMA di Bandar Lampung. Peneliti menggunakan satu kelompok pretest dan post-test sebagai desain. Dan Hasil dari pembelajaran perbendaharaan kata menggunakan Bingo Game menunjukkan persepsi yang baik. Kemudian nilai rata-rata siswa di pretest 57,5 lalu naik di posttest sampai dengan 82, jadi nilainya mengalami kenaikan 21,5%, hal tersebut diartikan bahwa terdapat peningkatan nilai setelah menggunakan Bingo Game. Permasalahan utama yang dihadapi guru dan siswa: Sangat sulit mengontrol kelas, dan banyak yang sulit mengerti permainan ketika dijelaskan dalam bahasa Inggris*

Vocabulary is one of the most important components to be mastered by English learners. The aims of this research are to find out the perceptions of the students' improvement of the students' vocabularies and also to find out the problems faced by the teacher and the students in using Bingo Game. The sample of this research was tenth grade students of Senior high school in Bandar Lampung. The researcher applied one group pre-test post-test design. The result of the teaching vocabulary using Bingo Game showed that there were good perceptions. The average score in the pretest was 57.5, and then it increased in the posttest up to 82, so it gained 21.5%, it means that there is an improvement of the students' score after being taught vocabulary through Bingo Game. Moreover, there is main problem faced by the teacher and students: It was too difficult to control the class, and almost all of the students in the class could not catch the game when it was explained in English.

Key word: *Bingo Game, Improvement, Vocabulary*

Date of Submission: 14-04-2020

Date of Acceptance: 29-05-2020

I. Introduction

In learning English, vocabulary is one of the most important components to be mastered by English learners. Without having enough vocabulary, English learners cannot learn English very well. Someone must know the word if they can recognize the meaning when they see it (Cameron, 2001: 75). Many people want to learn English, but they lack vocabulary, thus it can make them difficult to master English subject. Vocabulary is one of the aspects that have to be learned among language skills. Learning vocabulary is very important because someone is able to speak, write, and listen well (in English / foreign language) if she/he know the vocabulary that he/she should use. From that statement, it can be stated that vocabulary should be taught as soon as possible to make students familiar with it. In contrast, there are still a lot of senior high school students who have difficulty to understand some of vocabularies, this condition makes them do uninitiated to study English subject. They think English is a difficult subject.

Based on the material, it was reported that the students are unconfident and are afraid of talking in front of the class, and finally they do not have sufficient vocabulary in their brain, that is why, they need to practice, even they have a mistake, but in the fact they still have less motivation to do it, they just look at one or two students who have a good speaking in the class and they do not have the opportunity. According to the book, learning is easy, in order to increase the desire to learn and eliminate the feeling that foreign languages especially English is a difficult subject is to practice it and practice a lot, because without practicing we are not able to master the language itself.

Then, many of the students said "English is difficult, because the written form of vocabularies are different from the pronunciation", so when the teacher asks students to say some words in English, they are just following their friend or just pronounce randomly, even though some of students know if they have mistakes in pronouncing some English word, it can change the meaning of the word. The next problem is coming from the teaching method, students said, teacher always uses traditional method (answer and question method) in the class and just a clever student who can follow it, because the students in the middle rank and in the low rank know their answer frequently wrong and they feel they are not as competent as the clever students.

So from the text above, there are a lot of problems in learning vocabulary. If the teacher cannot solve the problem, the students cannot develop their abilities in English. They always cannot memorize any

vocabulary. They always think English is a difficult subject. They needed more motivation. They need more a variety of teaching methods and they need to be more enthusiastic when they learn English. The teacher must create a pleasing class, but still serious to learn. The teacher must be able to build a good classroom atmosphere.

One of the technique to make students have an interest to learn English is game, using games through the class are not monotonous and boring, the students become more vibrant when using games as a learning strategy or method (Thi than, H., & Thu Nga, K. T. 2003). Games are believed to make them enjoy the class, not afraid of talking in front of the class, making them active and the class more competitive. The teacher can give rewards to them to make them become more enthusiastic. There are many games that teacher can use to teach students, but one of them is really interesting, it is usually called Bingo game. Bingo game is a game for the whole class or for small groups to (Kimberly, 2009). The teacher can serve as the caller, or the students can take turns serving as the caller. The basic idea of Bingo game is to encourage the students to study and review their vocabulary words (Richardson and Morgan, 2003).

There are a lot of problems, but the big problems that make students unable to develop their ability, especially in memorizing vocabulary are: 1. Lack of practice, 2. Ineffective teachers' method and strategy, 3. Students' negative attitude when they must speak up in front of the class. Without practicing, the students will never familiar to speak up outside their L1. They will always think English is difficult. They have to try, even they have a mistake, they can fix it later. Then, students feel the question and answer method is a boring activity, they need to be more relax, to open their mind that English is an enjoyable subject. And with the games, the teacher can solve those problems, because by using game, the student can be active, not thinking more about mistakes, not thinking about confidence, they can talk as much as they want as the participate during the games. And Bingo game is one of the best games that can make the class lively.

From that explanation, this research is to know whether or not Bingo Game succeed in developing the student's vocabularies. Then writer could understand how the student's responses with this new technique are, and the last to indentify all of the problems that students and teacher face when use Bingo Game for learning vocabulary.

II. Method

This research was conducted at first grade students of SMA in Bandar Lampung for months. The researcher chose the class as the setting, because the students were classified as having a quite poor in vocabulary (pre observation). Further research was conducted to get the data after giving treatment and some tests to students at the school. And the subjects of this research are the students at the first grade of SMA YP Unila in the academic year of 2013/2014. In the first grade, there are two types of the class in this school, ISOS (social students) had four classes and MIA (science dstudents) had 5 classes. All of them consist of 32 to 35 students. The researcher uses random sampling. Then from the social class and science class, the researcher makes a lottery to choose one of the twelve classes. Then ISOS 4 came out as the choices

This study used one-group pretest and posttest as the research design, where one group of the participants was given the pretest before the treatment; and the posttest after the treatment. The researcher chose this design because the result would be more accurate as it could compare the situation before and after the treatment was given. Then, there was a pretest that indicated how the participants did before administration of the treatment, and the posttest was used to measure the students' abilities after treatment. The pretest was administered first to measure the students' weakness in vocabulary. After implementing the treatments, the posttest was administered to test students' skills after given a new learning method. This research was conducted to find out the improvement of students vocabulary and their perception after treatment was given. In this case, the researcher used Bingo games as the learning method to figure out the students' abilities in terms of recalling and understanding the antonyms and synonyms of the materials that they had learnt in the classroom.

The data collecting techniques used by the researcher are two types, test (pretest and posttest) and questionnaire. For the test there are two parts of test, those are pretest and posttest, both of them had 30 items and each item has four options of answer (A, B, C, D). Time allocation is 45 minutes. In the posttest the researcher uses objective test with the same multiple choices questions but the arrangement of the questions is different with the pretest. It makes the students not only memorize the order of the answer for each question, but also understands and can answer it with their own experiences in studying vocabulary through Bingo Games. After giving the test, the researcher give the questionnaire, it is administered to measure the ability of students owned after the posttest.

The research procedure used by the writer is: 1. Determining the research problems in English teaching learning process, 2. Determining the population and sample, 3. Administering try out to know the quality of the vocabulary test, 4. Preparing the materials which will be taught, 5. Administering the pre-test and finding the result, 6. Giving treatment, 7. Administering the post-test. And the last is 8. Analyzing the result of the test. After all of the procedure the writer need to analyze all of the data, and make a result. Here all of activities: 1. Scoring the pretest and posttest, 2.Tabulating the score in students' vocabulary test results, 3. Searching the

problem when uses this method, 4. Making conclusion based on the result of the data, to know the student's vocabulary improve or not, 5. Giving the questionnaire for the students, to know their response and their problems after being taught through Bingo Game.

III. Results And Discussion

Results

The result of the pretest and the posttest in the class showed that the students' vocabulary increased after being taught through Bingo Game. The total score increased from 1889 to 2880, and the mean score also increased from 59.065 up to 80.625. Table 1 provides the students' mean scores of the pretest and the posttest.

Table 1 Mean Score of the Pretest and Posttest Students'_vocabularies
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	59.0313	32	16.29859	2.88121
Posttest	80.6250	32	8.73166	1.54355

According to the table above, it can be stated that the gain of the mean score from the pretest and posttest was 21.5%.

Then, to find out the significant difference between the pretest and posttest, the researcher gives prove, and table 2 will show it.

Table 2 The significant difference between the pretest and the posttest
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 pretest - posttest 1	-21.59375	14.42413	2.54985	-26.79420	-16.39330	-8.469	31	.000

There are also some criterions of the hypothesis test. First, there is no significant difference of students' score before and after the treatment, if the lower value is negative and upper value is positive. Second, there is significant difference of the students' score before and after the treatment, if the lower value is negative and upper value is negative too (Sundaya, 2014). From Table 2 it was found that the lower is negative and upper is negative. It means that, this new method gives significant difference after the treatment was implemented.

Then based on the questionnaire, it was found that the students' perception towards this technique was really good. More than half of the students (80%) preferred to answer learning vocabulary through games was better than learning from paper. The students thought that learning through games gave them a lot of benefits towards their learning. More than 80% of the students were interested in using games for their future way of learning. This fact shows that the students were highly motivated with the idea of using educational games for their learning with more than 80% of them agreed that games made the subject more interesting. Game can help the students to understand the content of the subject in the way that they prefer without feeling the pressure from their surroundings such as friends or the teacher.

After finding the students perceptions, it can be concluded that the teacher and the students faced some problems. Even though the game had been used very well but it still had some problems. Firstly, the researcher found some problems faced by the students, they are (1) the students were really bad at listening, so the teacher needed three or four times to read the questions, (2) some of the students could not write and pronounce vocabularies very well.

Then, the researcher also found the problems faced by the teacher, they are (1) some clever students wanted to look outstanding than the others, (2) some students in the low and middle class still relied on their friend, and felt unconfident with their answer, (3) the class was really difficult to be managed because of their discussion.

IV. Discussion

The students got a higher score after the treatment was held, the increase can be seen by comparing the mean score between the pretest and the posttest. By using Bingo game, the students learned English easier since it was interesting and challenging so that it encouraged the students to learn. One of the students said that *"I got a higher motivation to answer the questions, because the atmosphere of the class, all of them want to answer and me too"*.

Taking the advantage of the games' characteristics, the learners' motivation can be effectively enhanced to improve their recognition of English vocabulary (Lo, J, J. 2011). From the table of specification, the students' abilities to understand and memorize some vocabularies raise up to 21.5 %.

After two treatments, the posttest was administered to know whether the students' vocabularies improve or not after being taught through Bingo game. It shows that the total score of the posttest was 2581, with the highest score was 97 and the lowest was 67. It increased more than the pretest. The total score of the pretest was 1891, with the highest score was 86 and the lowest score was 23. There is a big difference. From that calculation, then the hypothesis is proved. There are improvements from all of the students' abilities in learning vocabulary through Bingo game.

Then, the writer need to know the students' perceptions, and she found that some of the students had good perception when they learned with this method. In the questionnaire, 80% of the students really enjoyed the class, got a high enthusiasm and also spirit to learn more. One of the students said that *"this game makes me have a high enjoy the class, happy, confidence to answer, and unconsciously I can memorize some word easily"*. Like other studies, when they use Bingo Game as a method to teach the students' vocabularies, the students have a good reaction because they think this is different from their common activity in the class, and it is enjoyable for them. There are there sides of the students, first is 80% of the students really like the game, they enjoy, they happy and try the best to win the game and their perceptions was very good, 15% of the students just did the game like their friends did it, they just play without an interesting and the students in this level have a flat perception, they did not reject the game and also did not really happy with the game. And the last 5% of the students thought that this game is boring because they have their own activity, they thought their activities more interesting than the game or they thought that class really noise and it disturb them to make the answer of the questions, the students in this stage have a bad perception.

The last is all about the problems. In the first meeting there were some problems, they should work in a team but some of them wanted to look outstanding than the others. Then, the other groups just relied on the smart students in their groups without trying to answer the question. Moreover, the class was noisy because of their discussion. It was difficult to control each student. But almost all of them really wanted to win the game and they tried their best, even though some of the students depended on their team.

In the second meeting, the students had to work individually, it is happened to makes the students interested in game, and to make them more interesting with the game without relied on the clever students. They needed to be more creative and tried harder than the first meeting to answer the questions

Based on the analysis, the writer found some problems faced by the teacher and students. Here are the problems faced by the teacher: 1. Some of the clever students wanted to look outstanding than the others. 2. Some of the students in the low and middle class still relied on their friend, and unconfident with their answer, 3. The class was really noisy because of their discussion. And here are the problems of the students: 1. They were really bad in the listening, so teacher needed three or four times to read the questions, 2. Some of the students could not write and pronounce vocabularies very well.

V. Conclusions And Suggestions

Conclusions

Based on the results of data analysis and discussion, the following conclusions are drawn.

1. The students could improve their vocabularies after being taught through Bingo game. The average score in the pretest was 57.5, and then it increased in the posttest up to 82. It can be concluded that the students' posttest score was higher than the students' pretest score. So, Bingo Game was good enough to get the improvement of the students' vocabularies.
2. There was a good perception from the students after learning vocabulary through Bingo game. The students got a very nice atmosphere, they enjoy, they are happy, and they were enthusiastic to win the game. They forgot their weakness and their shyness.
3. There were some problems faced by the teacher and the students in applying Bingo Game. The problems from the teacher were: first, it was too difficult to control the class. Second, some of students still relied on their friends without trying harder when they played in the group work. Third, there were two or three students who were still busy with their activities. While the problems faced by the students were: first, some of the students had a difficulty to understand the questions (antonym and synonym questions) even though it was a simple question, so writer must read it more than three times. Second, almost all of the students in the class could not

catch idea of game when it was explained in English, the students asked the teacher to explain in Bahasa Indonesia.

Suggestions

1. The English teachers are required to use the new method like Bingo game to increase the students' vocabularies because this kind of game can make the students have a good perception about English, thus they can enjoy their class and be happy. One of the ways to create students' good perception about English is by making a new atmosphere in the classroom through the use of different learning method in every meeting. It makes them curious, interested in English, and does not make them bored.
2. The English teacher should invite the students to speak (reading a text book) in English as much as possible then the teacher can translate it (the text that read by the students) thus the students can be familiar with English. The students will know what the teacher says, the meaning of the word, and how to pronounce each word. Next, the teacher needs to give some individual tests to make all students trust their own ability, because sometimes, the students did not confidence with their ability and still rely on their friends. Lastly, the teacher needs to give warning to the students who are always busy with their own activities; so that, the students pay more attention to the teacher.

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Puspa Aprilia Ningtias, et. al. "The Effect of Bingo Game in Teaching Vocabulary." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(3), (2020): pp. 36-40.