

The Effectiveness of Using Bingo Games Media to Improve Students Vocabulary Mastery

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ABSTRACT

The purpose of this study was to determine the effectiveness of using bingo games media to improve students vocabulary mastery at MTsN CIBINONG. Based on the theory of Groller, Bingo is often played simultaneously by large groups; the winner being the first contestant is to cover a line of five numbered spaces on his card as selected by chance and announced by the game caller. Design used in this study is experimental quantitative research. The research subject were 30 students at MTsN 3 CIBINONG. The result of using vocabulary Bingo games strategy showed that the students were interested in teaching and learning English. Based on the fact, it is underlined that in this study, the hypothesis of this study is accepted and well proven; as the writer has previously hypothesized that there is a significant difference between teaching vocabulary to the students of MTsN CIBINONG who are taught vocabulary by using Bingo Game and those are taught without using Bingo Game. The students of MTsN CIBINONG are interested in studying vocabulary through Bingo Game. The students enjoy learning vocabulary by using Bingo Game. The students of MTsN CIBINONG who are taught vocabulary by using Bingo Game get higher score than those who are taught without using Bingo Game. There is a significant difference between control group and experimental groups. From the statistical analysis, it is found that the students of experimental group who are taught vocabulary by using Bingo Game gained better result than the students of controlled group who are taught without using Bingo Game.

Keyword: Bingo Games; Students Vocabulary

INTRODUCTION

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in

speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on the observation that conducted in MTsN 3 CIBINONG, the writer found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (Lembar Kerja Siswa), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

Teaching English Using Bingo Games

According to Lopez (2006:11) Bingo Game is a game which lets the whole class or small groups play. The teacher can serve as the caller, or students can take turns serving as the caller. The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition. Through this game, students' problems will decrease, and this makes them begin to have interest in learning vocabulary. For the winner of the games the researcher will give them a present, so they will be happy and do not feel force to study harder than before. Groller (1974:97) states that Bingo is often played simultaneously by large groups; the winner being the first contestant is to cover a line of five numbered spaces on his card as selected by chance and announced by the game caller. Richardson et al (2009:246) said that Bingo Game is for the whole class that encourages students to study and review their vocabulary words. From the theories above it concludes that Bingo Game is a game played by small or large groups in which the first group to mark a complete row of words is the winner and calls out " Bingo!. Game like Bingo provides an interesting and motivating way to review and reinforce vocabulary words.

METHOD

The research about Bingo Game has done by Retno Supiyanigrum that was *Improving Students' Vocabulary Using Vocabulary Bingo Game Strategy (Classroom Action Research at SMPN 1 Jenangan Ponorogo)*". This research explains about the application of Bingo Game in teaching vocabulary. She conducted the research started on April 4th to April 20th 2011. She used Bingo Games to teach vocabulary in order to improve the students' vocabulary mastery, because by using this media is more effective than just memorizing the words.

Therefore, this study was important for MTsN 3 CIBINONG in order to improve the students' vocabulary mastery in the teaching and learning process.

Design and Samples

Design used in this study is experimental quantitative research. According to Arikunto (2010:233), an experimental research is the only type of research that can test hypotheses to establish cause-effect relationships. Furthermore, Wireman (1991:99) explains that an experiment research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher. In this study, this study selected the students in one of the classroom at MTsN 3 CIBINONG as an Experimental Group with 30 students.

RESULTS AND DISCUSSION

Before conducting teaching learning process, the writer prepared some steps. First of all, when the writer came to the school, the writer met the principle and gave him a recommendation letter signed by the Dean of Teacher Training and Education Faculty of Panca Sakti University. And then, after telling him the purpose of her coming there, the writer was introduced to the English teacher of the second year students. Then the writer explained her that the aims of doing research were to find out the data dealing with the English teaching learning process in this school, especially in teaching preposition. To conduct the research in the class, the writer was allowed to come with allocated time of 2x40 minutes for each meeting.

Based on the letter of recommendation of doing research work from teacher training and education faculty of UPS and the reference of doing research work from MTsN CIBINONG, the writer conducted the research implementation on August 11th, 2021 for 2x45 minutes for each meeting.

At the first meeting, the writer introduced himself to the students and explained them the reason of his entering to the class, asked the students to be cooperative in doing research and other useful things related to teaching learning process of vocabulary. Next, the writer explained the importance of studying English especially vocabulary. All of the students responded enthusiastically. Furthermore, the writer asked some questions to them about vocabularies such as verbs, adjectives, and adverbs. In this meeting, the writer conducted pre-test, the writer asked them to answer the vocabulary questions. the result of the data shows that the result score of students' test that had improvement in each cycle. The average score of students' test in cycle I was 78, the next cycle was 80 and the last cycle was 85. It showed that the students were interested in teaching and learning English in using vocabulary Bingo strategy. By using Bingo Game, the researcher hopes that students will be interested in learning vocabulary and it is easier for the researcher to transfer his knowledge to the students.

No	Student' Number	Pre-Test	Scores
1	Student 1	50	70
2	Student 2	55	80
3	Student 3	40	66
4	Student 4	60	78
5	Student 5	45	85
6	Student 6	55	80
7	Student 7	50	58
8	Student 8	50	60
9	Student 9	65	70
10	Student 10	45	65
11	Student 11	50	85
12	Student 12	45	80
13	Student 13	50	76
14	Student 14	50	68
15	Student 15	55	78
16	Student 16	45	86

No	Student' Number	Pre-Test	Scores
17	Student 17	55	88
18	Student 18	50	59
19	Student 19	55	69
20	Student 20	45	70
21	Student 21	50	79
22	Student 22	50	85
23	Student 23	50	80
24	Student 24	40	90
25	Student 25	55	80
26	Student 26	50	79
27	Student 27	50	85
28	Student 28	40	70
29	Student 29	50	59
30	Student 30	45	80
	Totally	1495	2188
	Average	64,55	76.44

Before conducting experiment, the writer gave pre-test and the result of pre-test showed that the students, average score of experimental group was 64.55. After the writer gave treatment, the students' average score of experimental group was 74.44. In can be said that the students ability in mastering vocabulary before treatment was 64.55 and it was not satisfying.

Next, in conducting experimental teaching, at first the writer gave a pre-test to both groups (Experimental and Control Group), the scores obtained by the students showed that there was not any significant difference between two groups in which the pre-tests of the t-score of both groups was 0.49.

Then, the writer used Bingo Game in teaching preposition to Experimental Group. After teaching and learning process (tretament), there was a significant difference between the two-groups. It was proven by the result of the post-test in which the post-test scores were greater than the pre-test scores. The statistical analysis indicates that the post-test t-score of both groups is 2.96. In other words, the students scores of experimental group were greater than the students of control group.

Based on the fact, it is underlined that in this study, the hypothesis of this study is accepted and well proven; as the writer has previously hypothesized that there is a significant difference between teaching vocabulary to the students of MTsN

CIBINONG who are taught vocabulary by using Bingo Game and those are taught without using Bingo Game.

The advantages and disadvantages of using BINGO games to improve students.

The researchers found some advantages and disadvantages of using BINGO games as a medium of classroom learning. The advantages they are students feel enjoyable when play games and they feel get the idea to leaning english. The disadvantages of using BINGO games they are the students get bored when play games for to long. It also makes them feel like they are thrown away still has its drawbacks.

CONCLUSION

The students of MTsN CIBINONG are interested in studying vocabulary through Bingo Game. The students enjoy learning vocabulary by using Bingo Game. The students of MTsN CIBINONG who are taught vocabulary by using Bingo Game get higher score than those who are taught without using Bingo Game. There is a significant difference between control group and experimental groups. From the statistical analysis, it is found that the students of experimental group who are taught vocabulary by using Bingo Game gained better result than the students of controlled group who are taught without using Bingo Game. The researchers wanted to give some advice to English teachers and the next researchers. For English teachers. Its important to provide learning motivations and for the students in learning to, especially in the ability mastering vocabulay English. One good way to increase their motivations is to use games as a learning medium. Students will enjoy learning. For the next researchers are suggested to do a research that relates to this research by extending the area of research such as junior high school level, higher school level or by using other research design such as an classroom action research.

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