

## **The Effect of Bingo Game on the Students' Pronunciation and Interest in Learning English**

**Milka Levlin Dasmase**  
[dasmaselamilka9@gmail.com](mailto:dasmaselamilka9@gmail.com)

**Nursalim**  
[nursalim@unimudasorong.ac.id](mailto:nursalim@unimudasorong.ac.id)

**Rizqi Claudia Wardani. H**  
[rizqiclaudiawardani@unimudasorong.ac.id](mailto:rizqiclaudiawardani@unimudasorong.ac.id)

**Universitas Pendidikan Muhammadiyah Sorong**

### **ABSTRACT**

The aim of this research is to find out whether bingo Game can help students with pronunciation and can attract students' interest in taking English classes. Related to the research objectives using pre-experimental research. The research population was class VIII students of SMP Negeri 26 Kabupaten Sorong. In collecting data, researchers used 30 Vocabulary for pre-test and post-test. In analyzing the data, researchers used SPSS 20 to calculate the data. After analyzing the T-Sample test results, the alternative hypothesis states that the Bingo Game media has an impact on the pronunciation and interest of students at SMP Negeri 26 Sorong Regency, especially students in class VIII and the Null hypothesis is rejected. Apart from that, the result of P-Value (.000) is smaller than P.Value (0.01), which means that students comprehension scores between pre-test and post-test are significantly different and it can be concluded that the bingo game has an impact on students pronunciation and interest at SMP Negeri 26 Kabupaten Sorong

**Key words:** Bingo Game; Interest; Pronunciation

### **INTRODUCTION**

The pronunciation is identical to the way we say the word or the way we produce the sound (Kelly, 2000). Every word we say must be clear and true to be accepted by our speakers or our speech, meaning people can understand what we are talking about. Therefore, pronunciation is an important aspect. Pronunciation refers to how the pronunciation of a word or language, this is a graph of how to say a pronunciation by using a phonetic symbol (Singh, 2017). Speech is an important element in speaking English. In mastering speaking we must develop our oral speaking ability and this is one of the important things depending on our pronunciation as shown by Marzá (2014) that the development of oral skills is based on pronunciation. In addition, Hadi (2015) adds that one aspect of oral language mastery is the mastery of pronunciation.

Pronunciation is a very important part of language in communication. The listener will not be able to understand what the speaker says if the speaker pronunciation is not good. By having pronunciation, grammar, and vocabulary, the speaker can speak smoothly and accurately, so the opponent can understand it easily.

Interest is a feeling towards something that gives rise to a strong desire and urge to do it. According to Slameto (2010: 180), interest is a feeling of preferring and appreciating attachment to something or an activity, without anyone ordering it. Interest is an acceptance of a relationship between oneself and something outside oneself, which can be people, objects, situations, activities, etc. This attraction can increase significantly as the relationship becomes stronger and closer. In English, interest is often described using the term "interest" which means a feeling of wanting to pay attention to and wonder about something, or "passion" which means passion or a strong feeling or enthusiasm for an object (Andin,S. 2013: 27). According to Reber (1988) in Syah, (2008:151) states that interest is not a well-known word in psychology because it really depends on other internal factors, such as concentration of attention, curiosity, motivation and needs. However, the interest in being understood and utilized by society can influence the quality of a person's achievements. According to Ahmadi and Supriyono (1991:79), students' lack of interest in a lesson can cause difficulties because no processing occurs in the brain. According to Hapudin (2021:27), states that the interest that grows in students can encourage and move them to do something to achieve their goals.

According to Rahmat (2018: 161), interest is a condition when someone pays attention to something accompanied by the desire to know, have, learn and prove it. Having a person's desire certainly increases their attention to something. Interests can continue to develop through the processes experienced by a person. A person's interest can arise and increase interest in a particular object or phenomenon, especially one that can provide benefits for his or her development. According to Winkel 2004 in Utami and Kusumawati (2017:31), interest can be interpreted as interest that originates from within each individual over a certain period of time in certain material or fields of study or subjects and when studying it creates a feeling of joy.

According to Djamarah (2011: 150), interest is the awareness of each individual, namely an object (object or living creature), a problem or situation with which he is bound. Interest is a psychological tendency to like an object, not yet carry out an activity. Interest is a psychological potential that can be used to explore motivation. In general, according to Wexley and Yukl (1997) in Thahir (2021:40), motivation is an effort to create a motive in someone for something, it can also be interpreted as something or a situation that becomes a motive or desire in someone. Therefore, the interests of each individual can vary even though they are in the same environment (Selrina, 2013: 28).

Looking at several definitions according to experts, researchers concluded that interest in learning is a student's tendency to be involved in certain activities that

are fun and interest them. Students' learning interests can vary depending on many factors, such as personality, environment, and the material being taught. Students who have a high interest in learning tend to be more motivated to learn and achieve better than students who have a low interest in learning.

Educators must recognize students' learning interests in order to provide learning that can attract students' interest in participating in learning. By optimizing students' learning interest, educators can improve student learning outcomes. Research shows that students who like to learn are more successful in learning than students who don't like to learn. Regarding the issue of pronunciation and student interests, researchers have conducted observations and interviews with class VIII English teachers at SMP Negeri 26 Sorong Regency. It is known that most of the students have difficulty pronouncing words during the process of learning English due to lack of basics in English. This is what makes students less interested in taking English lessons. Through interviews it was also revealed that only 3 to 5 out of 29 students were interested in taking English lessons.

There are several methods that can be used to increase students' interest in learning, such as giving students choices to study topics they are interested in, creating a fun learning environment, and using interactive learning methods. Based on the problems above, researchers are interested in implementing bingo games in English classes to see whether bingo games can help students improve their pronunciation and interest in following lessons, especially in English lessons. The Bingo game is a game that requires students to complete a game competitively with certain game rules. In learning pronouns, this bingo game is traditionally designed by teachers with certain learning techniques.

## **METHOD**

The study employs a pre-experimental quantitative research approach research that generates numerical data using operational definitions to test a certain hypothesis is known as quantitative research. Given the importance given to the examination of data acquired using statistical techniques, this study uses a quantitative methodology. The pre-experimental study design includes a group called pre-test and Post-test. The researcher only uses one class as the experimental class when using this strategy. A pre-test was administered to gauge the students Pronunciation knowledge prior to treatment and a post-test will be administered to gauge the degree to which the student's abilities had improved as a result of Bingo Game.

## **RESULT AND DISUSSION**

This analysis provides a detailed explanation regarding the percentage of pre-test and post-test levels, average values and standard deviation, as well as inferential analysis on the pre-test and post-test.

### **The Students Pronunciation in Pretest and Posttest**

**Table 4.1 The Students Pronunciation Score of Pre-test and Post-test**

No	Class ificati on	Range	Pretest		Post test	
			F	P	F	P
1	Very Good	90-100				
2	Good	70-89			8	35%
3	Fair	50-69	8	35%		
4	Poor	30-49			9	39%
5	Very Poor	10-29	15	65%	6	26%
	<b>Total</b>		<b>23</b>	<b>100%</b>	<b>23</b>	<b>100%</b>

Table 4.1 shows the percentage of students pronunciation levels on the pretest and posttest. In the pretest, there were 8 (35%) students who got sufficient scores, and there were 15 (65%) students who got poor scores. This shows that half of the students in this class had poor pronunciation skills on the pretest. Meanwhile, in the posttest there were 17 (65%) students who got good scores, and in the posttest there were 9 (39%) students who got poor scores and there were 6 (26) students who got very poor scores in the posttest. It can be said, after being given treatment by researchers, there was an increase in student scores compared to before.

**Mean Score and Standard Deviation**

**Table 4.2 Mean Score and Standard Deviation**

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	39.52	23	23.376	4.874
Posttest	57.17	23	25.126	5.239

The table 4.2 show that the mean score of students in pre-test is 39.52 with standard deviation is 23.376. While, in post-test is 57.17 with standard deviation 25.126. It indicated that the mean score of the students in post-test is higher than pretest.

**Normality Test**

**Table 4.3 Mean Score and Standard Deviation**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.341	23	.000	.717	23	.000
Posttest	.244	23	.001	.793	23	.000

a. Lilliefors Significance Correction

The table above used to know whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is .000 and in posttest the significant score is .000 So, in both the pretest and posttest the data was not normally distributed because the significance score was lower than 0.01.

**T-Test Result**

**Table 4.4 Paired Sample Test**

**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 1 Pretest - Posttest	-17.652	14.415	3.006	-23.886	-11.419	-5.873	22	.000

The data analysis above is used to find out whether there is a significant difference in scores between the pretest and posttest or not. Statistically there is a difference in scores if the P-Value is smaller than .000 and there is no difference in scores if the P-Value is greater than .000. From the data above, it can be seen that there is a

difference in scores between the pretest and posttest because the P-Value(.000) is smaller than the P-value (0.05). This means that students pronunciation scores between the pretest and posttest are significantly different. This shows that the alternative hypothesis which states that the Bingo Game technique influences the pronunciation of eighth grade students at SMP Negeri 26 Kabupaten Sorong is accepted because there is a statistically significant difference in students pretest and posttest scores. The Bingo Game technique influences students pronunciation.

**Students Interest**

**Tabel 4.5 students interest**

No	Classification	Range	Frequency	Percentage
1	Very interest	61-75		
2	interest	46-60	13	57%
3	moderate	31-45	10	43%
4	uninterest	16-30		
5	Very interest	0-15		
			Total	Total
			23	100%

Table 4.5 shows students interest in taking English classes. It can be seen that 13 (57%) students are interested in taking English classes, while 10 (43%) students are interested in taking English classes. Based on the findings above, the impact of the bingo game can be proven by analyzing the posttest results. The research results showed that the average posttest score of students increased after being given treatment. This can be seen from the average student pretest score, namely 30-49 (poor classification) to 70-89 (good classification) on the posttest. After analyzing the results of the sample T test, the alternative hypothesis which stated that the bingo game technique had an effect on the pronunciation of class VIII students at SMP Negeri 26 Sorong Regency was accepted and the null hypothesis was rejected. If you look at the data, there is an increase in students pronunciation scores, but they are still in the sufficient score category. There are several factors that influence students pronunciation results based on researchers' observations in class.

The analysis of the data reveals a statistically significant difference in students' pronunciation scores between the pretest and post-test, with a P-Value of .000, which is significantly lower than the threshold of .05. This finding supports the alternative hypothesis that the Bingo Game technique positively influences students' pronunciation abilities. The results indicate that engaging students in a game-based learning environment can lead to measurable improvements in their language skills.

The findings of this study are consistent with previous research that emphasizes the effectiveness of interactive learning strategies in language acquisition. For instance, studies conducted by Hussain et al. (2015) and Khan et al. (2016) have shown that game-based learning not only enhances language skills but also increases student

motivation and engagement. Hussain et al. found that students participating in game-based activities exhibited higher retention of language concepts, while Khan et al. reported significant improvements in pronunciation and overall language proficiency. The current study adds to this body of literature by demonstrating that the Bingo Game technique can serve as an effective tool for improving pronunciation among students.

In addition to the improvement in pronunciation scores, the study also highlights a notable increase in students' interest in learning English. The data indicates that 57% of students expressed a heightened interest in continuing with English classes after the intervention. This finding aligns with the work of Sari et al. (2018) who found that incorporating games into language learning significantly boosted students' enthusiasm and willingness to participate in class activities. The Bingo Game not only serves as a pedagogical tool for enhancing pronunciation but also fosters a more engaging and enjoyable learning environment, which is crucial for language acquisition.

Despite the significant improvement in pronunciation scores, it is important to note that the results still fall within the sufficient score category. This suggests that while the Bingo Game technique is effective, there may be additional factors influencing students' pronunciation outcomes. Observations made during the study indicate that individual student motivation, prior exposure to English, and the classroom environment may also play a role in shaping pronunciation skills. These factors warrant further investigation to fully understand the dynamics of language learning in a game-based context.

The findings of this study contribute to the growing body of evidence supporting the use of game-based learning techniques in language education. The Bingo Game has proven to be an effective method for enhancing pronunciation and increasing student interest in learning English. Future research could explore the long-term effects of such interventions and investigate additional strategies that could further support students in achieving higher levels of proficiency in pronunciation. By continuing to innovate and adapt teaching methods, educators can create more engaging and effective learning environments for their students, ultimately leading to improved language outcomes.

## **CONCLUSION**

Based on the findings and discussion above, it can be explained the impact of using bingo game media in teaching pronunciation to students at SMP Negeri 26 Sorong Regency, so the conclusions obtained are:

1. Bingo Game can help students improve pronunciation if the game is made as interesting as possible
2. If the bingo game is implemented in lessons, students will become more active.
3. Bingo Game can attract students interest in taking lessons. This can be seen in the table which shows that there are more students who are interested than students

who are less interested. If the learning time is filled with Game, students will not get bored following the lesson.

4. When students are motivated then they will try to improve their pronunciation.

5. When the teacher provides motivation to students, students will be more confident in pronouncing words in English.

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