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The Use of Think Bingo Game to Improve Students' Vocabulary Mastery

Rita Noviyanti^{*1}, Syamsul Bahri¹, and Chairina¹

¹Universitas Syiah Kuala, Banda Aceh

*Corresponding author: Ritanoviyanti1129@gmail.com

Abstract

Vocabulary is one of the keys to learn a language especially English because knowing sufficient vocabulary will affect the four skills that must be mastered by the students. A good teacher must know strategies to improve the students' vocabulary and one of the them is Bingo game. The aim of this research was to find out whether the use of Bingo game can improve students' vocabulary at SMPN 16 Banda Aceh or not. In this research, the researcher took 20 students from VIII-3 class as the sample. The research design of this research was one group pretest and posttest design. To collect the data, the researcher used a vocabulary test which containing 20 questions on pretest and posttest. The calculation result of this research shows that the $t_{score} = 6,18 > t_{table} = 1.72$ with the level significance 0.05 and the degree of freedom (df) 19. Therefore, (Ho) is rejected and (Ha) is accepted. In line with this, it can be concluded that Bingo game can improve students' vocabulary mastery and Bingo game can be recommended as one of the great strategies in teaching vocabulary to students.

Keywords: *Bingo Game, Vocabulary*

1. INTRODUCTION

Vocabulary is one of the important aspects that must be learned and mastered by students in learning English. Alqahtani (2015, p.22) mentioned that the most important tool in learning a second language is by knowing a lot of vocabularies, because it will be difficult to be succeed in learning a foreign language. It means that without having proportional English vocabulary, we cannot control the four language skills and we will get difficult in using English to communicate, both orally and in written form (Kristiyana, Susilohadi and Pudjobroto, 2014, p.170).

The researcher conducted the preliminary study while she did internship at SMPN 16 Banda Aceh. Based on it, the researcher did the observation and found some problems which were related to teaching and learning vocabulary. The researcher found that the traditional method was still used in this school and the students' vocabulary is still low. This made the situation in the class did not support the students in learning. The researcher asked some students' opinion about learning English especially about memorizing the vocabulary and they said that

they were not motivated to memorize the vocabulary and they also had a low motivation to learn English especially in memorizing the vocabulary. This problem should be solved in order to make students enjoy learning vocabulary.

Based on the situation above, the researcher tried to find another effective way to solve the problems. The researcher found that there are several ways that can be used in teaching and learning vocabulary. One of the ways that the teacher can use to make students fun, interactive, and empowering in learning vocabulary is by using the various vocabulary games (Farrel, 2009, p. 66). From the opinion that related to the game, it is reckoned that a game is one of the effective ways in teaching vocabulary. We can say that by using a game in teaching vocabulary can help the students to improve their vocabulary skill. Furthermore, the teachers can also use the Bingo game to get attention from the students.

Based on the point explained above, the researcher wants to use Bingo game in this research. According to Musmanno (2003, p.4), Bingo game is one of the games that can bring fun in the classroom. Not only can Bingo game build word-recognition students' skill, it is also able to develop students' grammar understanding, spelling skills, listening skills, and teamwork. Hence, the researcher was interested in applying the Bingo game in teaching vocabulary at SMPN 16 Banda Aceh. The researcher assumed that the Bingo game can improve students' vocabulary mastery.

2. LITERATURE REVIEW

1. The Definition of Vocabulary

According to Baeuer (1998, p.1), vocabulary is all things that related to words, such as where they come from, how everyone uses them, how everyone relates one word to another word, and so on. In learning a foreign language, the main thing that the learners should know is the vocabulary of the language itself. In addition, the learners should know the function of each vocabulary, so they can develop the vocabularies gradually. Whereas, Aghaalikhani and Ahmad (2013, p. 3) stated that vocabulary is a collection of words that a person uses in all situations such as in working, finding knowledge, speaking in groups, etc. It means that the vocabulary is not just a word, but the source of knowledge. In other words, the vocabulary controls everything. Although a person can master the grammar, everything will be useless if someone does not possess enough vocabulary. Without mastering vocabulary, someone cannot communicate well and will make communication worse.

In line with this, Hanson and Padua (2011, p.5) define that the words people use when communicating in oral or written reference to the vocabulary. Vocabulary is not just the target language of the words, but vocabulary is a system of language. In addition, vocabulary just not influences the quality of the learners but also the four language skills, namely speaking, reading, writing and listening (Nunan, 1991, p.101). Hatch and Brown (1995, p.1) argue that the vocabulary as the term that refers to particular language that set of words that usually used by individual speakers. It is supported by Nunan (2003, p. 134) which stated that vocabulary is not only to be known but also to be used. It should continue to be developed by guiding learners to develop their fluency. This can help learners to take advantage of what they have learned and already know.

From the definition above, it can be concluded that vocabulary is a part of the language that really important because people use vocabulary to communicate by combining it into a meaningful sentence.

2.2 Types of Vocabulary

Folse (2008, p.12) suggested that there are five types of vocabulary, namely single word, set phrase, phrasal verb and idiom.

1. Single word

A single word is the most used word. Therefore, every learner must know many single words. The learners need approximately 2,000 single words to make a conversation, 3000 single words to read a text and 10,000 single words to enter the academic world. The examples of the single word itself are room, house, guitar, and so on.

2. Set phrase

A set phrase is a set of words consisting of more than one word. For example, on the other hand, bottom line, and all of a sudden.

3. Variable phrases

There are several variations of the variables phrases, for example: possessive adjective, personal pronouns, or word order. For instance, "on and off" we can phrase it to be "off and on".

4. Phrasal verb

The phrasal verb is a verb consisting of two or three words. The meaning of the phrasal verb almost similar with the phrasal set, but there is still a difference between them. The first word in the phrasal verb acts as a verb, the second word and the third-word act as particles. For example, "take" acts as a basic word, then mixed with "off, in, out, etc". Then become a word "take off, take in, take out and so on". Although phrasal verbs are often used in daily conversations, the phrasal verb is one of the most difficult types to understand for learners.

5. Idiom

Every language has an idiom to display an expression. A set of words can be regarded as an idiom when the meaning of the words is different from the whole phrase. For example "See eye to eye" which means when two or more people agree on something, "Jump to conclusions" means when someone decides something very quickly without thinking of all the fact, and so on.

2.3 Bingo Game

According to Coco, et.al (2001, p.3), Bingo game can be called as a holistic game because this game uses an experiential strategy that can make the player become relaxed. They said that Bingo games were played in a sociology class with a total of players of three hundred and twenty students. At that time, they did not use words to play Bingo games but they use numbers to play it. Whereas, Kristiyana, Susilohadi and Pudjobroto (2014, p.171) explained Bingo game is one of the games that is played with the word which consists of instruction card and design to make the enjoy activity by rules which one of the players should be the winner. Also, this game can use to teach English especially teaching vocabulary.

2.4 Types of Bingo Game

Finch (2006, p.2) suggested that there are ten types of Bingo game namely picture bingo, word bingo, synonym bingo, antonym bingo, translation bingo, matching bingo, 20 questions bingo, riddle bingo, pyramid bingo and idiom bingo.

1. Picture Bingo (picture to picture, picture to word)

In this type, the teacher uses a picture to play the game. The teacher shows the picture in front of the class and asks the students to guess what the picture means. The students should say one word based on the picture.

2. Word Bingo (word to picture, word to word)

In this type, the teacher uses a sentence to describe the word. The teacher will give a clue for students by using word. Then, the teacher asks the students to find the word that the teacher means.

3. Synonym Bingo (similar word – thesaurus)

The teacher uses the synonym word when she/he gives the clue to the students. The students should find the word that has similar meaning with the word that the teacher says.

4. Antonym Bingo (opposite word)

The teacher uses the antonym word when she/he gives the clue to the students. The students should find the word that has opposite meaning with the word that the teacher says.

5. Translation Bingo (Indonesia-English, English-Indonesia)

In this type, the teacher gives a clue with translation word (Indonesian word). Then, the students should find the meaning (English word).

6. Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.)

The teacher uses some picture to give a clue for the students. The teacher asks the students to match the picture with another picture.

7. 20 Questions Bingo (asking questions about the words)

The teacher gives students 20 close questions that each of questions gives a clue for the answer. The students just answer the question by circle “yes” or “no”, it is depend on their answer.

8. Riddle Bingo (definitions-dictionary)

The teacher gives the students the definition of word as a clue. Then, the teacher asks the students to find the word that related to the definition of the word that the teacher says.

9. Pyramid Bingo (using a different format for the Bingo card)

As we know that, the format of Bingo card is table which consist some rows and column. Usually to get the Bingo we should to get the straight horizontal or straight vertical pattern. But, in this type, the teacher uses other patterns of Bingo card, such as pyramid, tree, airplane pattern, etc.

10. Idiom Bingo (Explanations)

In this type, the teacher gives students the meaning of one idiom as a clue. The teacher asks the students to find the suitable idiom that has related to the meaning that the teacher gives.

3. METHODS

In this research, the researcher used the experimental method. There are three kinds of experimental research design, pre-experimental, true-experimental and quasi-experimental (Sugiyono, 2008, p.108). This study applied pre-experimental designs with one group pretest-posttest design. This design divided into three steps namely giving a pretest, applying a treatment and giving a posttest. (Heriansyah, 2016, p.6).

Design: One-Group Pretest-Posttest Design

Experimental Group: 01 X 02

Explanation:

- O1 : Pretest
- X : Treatment
- O2 : Posttest

The population in this research was the second-grade students of SMPN 16 Banda Aceh. In this school, there were five classes of the second grade which consists of 20-25 students in each class. Therefore, the total number of the students was approximately 100 students. The method that used in this research was random sampling method. The sample for experimental class selected by using lottery.

The instrument that used to collect the data in this research was tests. According to Arikunto (2006, p.53), test is an instrument that serves to measure the abilities, attitudes, intelligence, and achievements that have been achieved by someone. Therefore, the researcher used test to measure the students' ability in learning vocabulary especially in responding adjective word in the simple descriptive text. The first thing that the researcher did was giving pre-test to the students. The pre-test was given to measure the students' ability about their vocabulary before using the Bingo game. Then, after applying some treatments, the post-test was giving to measure the students' vocabulary achievement. The researcher used the material from syllabus in curriculum 2013 for the second grade of junior high school. The researcher asked the students to find some words with Bingo game that the researcher said. The duration of playing the Bingo game was limited to 10-15 minutes for all students.

4. FINDING AND DISCUSSION

4.1 Finding

To find out the result whether Bingo game can improve students' vocabulary or not, the researcher used the statistical procedure in analysing the data. The following sections will elaborate the result of data analysis from the pretest and posttest.

Table 4.1 Comparison Frequency Distribution of the Pretest and Posttest

Score Range	Pretest		Posttest	
	Students	Percentage	Students	Percentage
20-32	4	20%	0	0%
33-45	4	20%	2	10%
46-58	7	35%	2	10%
59-71	1	5%	2	10%
72-84	3	15%	3	15%
85-97	1	5%	8	40%
98-110	0	0%	3	15%

Based on the combined table above, it can be seen that there is an increasing score in the pretest and posttest. In the pretest, the lowest score starts in the range score 20-32, which is obtained by four students, while the highest score starts in the range score 85-97 which is only obtained by one student. This indicates that the students' vocabulary skill was still low. For this reason, the researcher tried to apply the Bingo game technique. After the researcher taught the students by using the Bingo game, the posttest showed that the lowest score started in the range from 33-45, which were got by two students, whereas the highest score started in the

range from 98-110 that was got by three students. From the data above, it can be concluded that the use of Bingo game can improve the students' vocabulary.

Meanwhile, the mean score is the average score of the students based on the results of all the students' scores which were divided by the total number of the students themselves. The function of the mean calculation is to measure the score of the pretest and posttest and the mean result can also show which score is better between the score of pretest and posttest. In this research, the mean of the pretest result was 49 and the mean of posttest result was 79. From the data above, it shows that there are improvements made by the students. The different score between the pretest and posttest was 30 points. In a nutshell, the use of Bingo game can improve the students' vocabulary mastery. For the detail explanation, the following figure illustrates the mean score of the pretest and posttest.

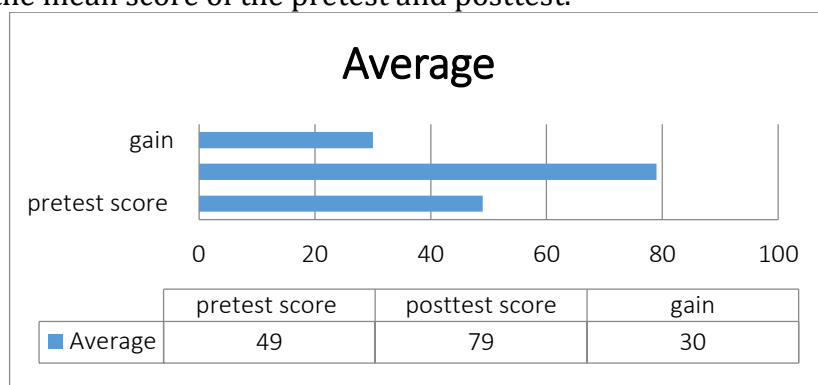


Figure 4.1 The Mean Score of Pretest and Posttest

Then, the researcher calculated the hypothesis by using the t-table formula with the level of significant value of 5% ($\alpha = 0.05$). As mentioned by Bugin (2005), the alternative hypothesis is accepted if the t-score is higher than the critical t-score and the null hypothesis is accepted if the t-score is lower than the critical t-score (p.185).

In this research, the degree of freedom (*df*) from the t-table with the level of significance of $\alpha 0.05$ was $19 = 1.72$. To accept the alternative hypothesis, the researcher analyzed the pretests and the posttest data. From the analysis of the pretest and posttest, the result showed that there were increasing scores in the pretest and posttest. The improvement could be seen from the mean score of pretest and posttest. In the pretest the mean score was 49 and in the posttest the mean score was 79, so the mean increased 30 point. It means that the posttest score is higher than the pretest score.

Pertaining to this, the critical score was $t_{score} = 6.18 > t_{table} = 1.72$, it suggests that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, the data indicate that Bingo game can improve students' vocabulary mastery.

4.2 Discussion

In this study, the researcher processed all data that had been obtained by using statistical formula. From the results obtained, the application of Bingo games can increase the students' vocabulary mastery, it can be seen from the difference between the pretest and posttest score. The researcher conducted this research for 3 weeks in VIII-3 class at SMPN 16 Banda Aceh. There was one pretest, three treatments, and one posttest. From the experiment, the researcher found out that the posttest score of some of the students was increased compared to their pretest

score before they were taught by using the Bingo game. So, it can be concluded that the use of Bingo game in teaching vocabulary can improve students' vocabulary proficiency.

Bingo game is one of the effective methods to make students easily remember the words. It is supported by Kunnu, Uiphanit and Sukwies (2016, p.419) who say that besides learning vocabulary by using Bingo game can make students excited and more enthusiastic. It can also help the students to memorize the words easily. To the researcher point of view, Bingo game can make students recall the words and the possibility to remember the new words is high. Furthermore, Bingo game can improve students' understanding of words because it requires students to know the definition of each word, so indirectly they should know how to pronounce the word and know how to use it. Inescapably, Bingo game also can make students become more focus on certain topic of learning. When playing Bingo game, students are curious trying to match the words on the Bingo table with the definition that is read by the caller. Fortunately, the Bingo game not only played in pair or solo, but also all students can play and learn the words at the same time.

In conclusion, the posttest students' score was better than the pretest students' score. It can be seen from the students who get the score in accordance with the good criteria score. It means that after the application of Bingo game, the material that was taught by researcher can be well received by the students so the students can improve their vocabulary mastery.

The results obtained in this research match of what Febriansyah (2015) and Jauhari (2015) found that Bingo game concept could develop the students' English vocabulary. Teaching vocabulary by using Bingo game not only can improve students' vocabulary but also students' motivation, self-confidence, and enthusiasm.

5. CONCLUSION AND SUGGESTION

Based on the result and discussion in this research, the researcher conducted that the use of Bingo game can improve students' vocabulary mastery. After doing the experiment by teaching in the VIII-3 class at SMPN 16 Banda Aceh, the researcher found an improvement in students' vocabulary score after they were taught by using Bingo game. It can be seen that the mean of students' posttest score (79) is higher than the mean of students' pretest score (49). It is obvious that Bingo game can improve students' vocabulary and Bingo game can also make students easily remember the words. Bingo is useful for the students to comprehend the words, know how to use the words, familiarize with the words and improve students' confidence.

Based on the conclusion above, there are some suggestions either for teachers, students, or the next researchers. A teacher is required to know what is needed by his/her students and also a teacher must be creative in order to make students not bored when teaching and learning process. Bingo game is one of the ways that can be used by the teacher when teaching vocabulary to students because it has significant advantages for students. Bingo game is the one of the good activity that the students can play to improve their vocabulary and increase their comprehension of the words. It is suggested that the students be more active, confident, not nervous and not afraid when they are making a mistake. As in this research, the researcher just focuses on one factor which is improving the students' vocabulary mastery at SMPN 16 Banda Aceh. For further research, it is suggested to another researcher to do research about Bingo games on other language skills in

order to see the effectiveness of it and can be held to other student levels or other schools.

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