

ARTICLE

THE EFFECT OF USING BINGO GAME TO EIGHTH GRADE STUDENTS' VOCABULARY MASTERY OF SMPN I SEMEN KEDIRI IN THE ACADEMIC YEAR 2016/2017



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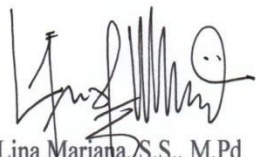


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**THE EFFECT OF USING BINGO GAME
TO EIGHTH GRADE STUDENTS' VOCABULARY MASTERY
OF SMPN I SEMEN KEDIRI IN THE ACADEMIC YEAR 2016/2017
GRADE STUDENTS AT SMPN 1 SEMEN**

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ABSTRACT

Vocabulary is important to be mastered by the students because it is needed in all skills of English. One technique that can be used in mastering vocabulary is Bingo Game. Bingo Game is one of technique in teaching vocabulary. This game can be practiced by asking students to remind words they have remembered after the lesson. The students should cross the word in the bingo card appropriate with the word which is mentioned by the teacher. When the students can cross in the form of horizontal, vertical, or diagonal, the students should shout Bingo!! and mention the words from their bingo card. It makes the students memorize the new word easily. This study aimed at knowing the effectiveness of Bingo Game to teaching vocabulary at junior high school. The research design of this research was pre-experimental research design by using one group pre-test post-test. The participants of the study were eight grade students of SMPN 1 Semen . The sample of this research is 39 students. The finding of this study showed that the mean score of the students after they are taught by using Bingo Game (75.00) was higher than before they are taught by using Bingo Game (66.67). Statistical computation using T-test showed that the score of t-count was higher than t-table ($9.014 > 2.024$) with standard significant 5% and degree of freedom was 38. It was concluded that Bingo Game is effective to teach vocabulary at junior high school, especially eighth grade students at SMPN 1 Semen Kediri.

KEYWORD: Vocabulary mastery, bingo game

I. BACKGROUND

Vocabulary is really needed in language acquisition. Vocabulary is one of the components of language. Richards and Renandya (2002: 255) say "Vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write." It means that vocabulary is a

crucial element which influences the four English skills that are Listening, Speaking, Reading, and Writing. Thus, the students must have a lot of vocabularies to support their skill.

Learning vocabulary is important for the learner, as Wilkins (1990) in Thornbury (2002: 13) says "Without grammar very little can be conveyed, without vocabulary nothing can be

conveyed”. It means that mastering vocabulary is needed by the students because they will hard to say something without mastering grammar and without mastering vocabulary there is nothing to say. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.

Mastering vocabulary is not easy because there many factor that make a word difficult to learn. Thonbury (2002: 27) states that there are some factors that make word difficult, such as pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity. Good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing). It can be known that it is important to learn vocabulary for mastering language skills as well. Vocabulary has many aspects. Ur (1991: 60) also states that the aspects in vocabulary mastery include pronunciation, spelling, grammar, collocation, aspect of meaning and word formation.

Vocabulary is very important in reading. Readers cannot understand what they are reading without knowing what most of the word mean. Most reader will just continue the reading even if find difficult words.

The researcher found some students’ problem in learning vocabulary when the researcher doing pre-research in one of school in Kediri. The students are still difficult to memorize the unfamiliar words that they heard or read in the text. They have difficulties in understanding or comprehending the meanings of unfamiliar words. They don’t know the meaning when the teacher explains the material with English language. The students could not pronounce the word correctly. The students tended to pronounce the letters of the words and the students found difficulties in spelling the words. The students found difficulties in memorizing the meaning of the words. The students get difficulties such as they cannot know how to recognize spelling a word and find the meaning of vocabulary based on the text, finding synonym and antonym. Thus, it seems that they do not get the vocabulary development anymore.

For solving those problems, the researcher the researcher uses a game to teach vocabulary. Teaching English by using game can be used to give practice in all language skill and used to practice many type of communication. Hadfield (1998: 4) says “A game is an activity with rules, a goal and an element of fun”. Games makes the learners relax to study the new word with different situation. It

means that learning by using game is an attractive technique to stimulate and encourage the students enriching their vocabulary and enjoy in studying English.

One of the appropriate games for teaching and learning in vocabulary process was Bingo Game. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words. According to Smith (2002) vocabulary Bingo game is an effective way to help students review vocabulary words as well as learn new words. Bingo game is an ideal tool in assessing and teaching English especially vocabulary. Bingo Game can build students word-recognition skills, develop their understanding of grammar concepts, and strengthen their spelling skills. Bingo feels was right on target and in accordance with the character of the students. Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process.

II. METHOD

The research method used in this study was Quantitative Research. The design of this research is Experimental Research According to Ary (2010: 265) "An experiment is a scientific 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(s)". It means that experimental research is a research that used to know the impact of one variable to another variable.

In this research, the researcher used experimental research one group pre-test-post-test design to measure the dependent variable after being controlled using independent variable. The data was taken from pre-test, treatment and post-test in order to know whether or not bingo game was effective in improving students' vocabulary mastery. The variable of this research were Bingo Game as an independent variable and vocabulary mastery as dependent variable.

This research was held in SMPN 1 SEMEN which is located on Jl. Argowilis No. 78, Kec. Semen Kab. Kediri. The researcher decided eighth grade students of SMPN 1 SEMEN as populations. Thus, The researcher chooses eight grade students of VIII - A as the sample of this research that consists of 39 students, which is divided into 19 male and 20 female.

As an experimental research, the instrument that will be used in this research is tests. According to Ary (2010: 201), test is a set of stimuli

presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. The instruments used were pre test, treatment and post test. The instrument that used in this research is vocabulary test. The test is multiple choices. The content of the test has 5 indicator such as; synonym, antonym, and spelling. The researcher gave test consist of 20 items multiple choice question. To analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS 2.1.

III. FINDING AND CONCLUSION

Pre-test was held at the first meeting of the research. It was done on 1 November 2016. The total pre-test scores of VIII-A are 2600. The total sample was 39. Mean could be counted from the total score divided by the number of sample. The following table shows the result of pre-test :

Table 4.1 The Score of Pre-test

Statistics		
PRETEST		
N	Valid	39
	Missing	0
Mean		66.67
Std. Deviation		6.721
Minimum		50
Maximum		75
Sum		2600

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 2925. The total sample was 39. Mean could be counted from the total score divided by the number of sample. The following table shows the result of post-test :

Table 4.2 The Score of Post-test

Statistics		
POSTTEST		
N	Valid	39
	Missing	0
Mean		75.00
Std. Deviation		3.974
Minimum		65
Maximum		85
Sum		2925

It can be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 2600 and the score improve in post-test, it is 2925. Automatically, mean of pre-test and posttest is different too. Mean 66,67 is obtained in pre-test and mean 75,00 is obtained in post-test. Thus, mean of posttest is also better than mean of pre-test.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

Table 4.3:
The score *mean* of Before Treatment and After Treatment

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	66.67	39	6.721	1.076
	POSTTEST	75.00	39	3.974	.636

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 66,67 with standard deviation 6,721 and the mean score of post-test is 75,00 with standard deviation is 3,974.

Table 4.4
The score *correlation* of Before Treatment and After Treatment

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	39	.517	.001

From Paired Samples Correlations table above, the output showed the data before and after being taught using bingo game is 0,517 with significance value (sig.) 0,001. It means there is any correlation between students' vocabulary mastery before and after being taught using bingo game.

Table 4.5: The t-score of Pre-test and Post-test

Paired Samples Test								
	Paired Differences					t	d f	Sig. (2- taile d)
	Me an	Std . De via tio n	Std. Erro r Mea n	95% Confidence Interval of the Difference				
				Low er	Upper			
Pair 1 PRETEST - POSTTEST	8.3 33	5.7 74	.925	10.20 5	6.462	9. 01 4	3 8	.00 0

From Paired Samples Test table above, it showed that t-test is 9.014 and the t-table with degree of freedom 38 is 2.051 at the level of significance of 5%. It means t-test is higher than t-table ($9.014 > 2.024$) and P value from the table is 0,000 with the level of significance of 5%. So it can be concluded that the result of this research is very significant or there is very significant effect of bingo game to the students' vocabulary mastery at the eighth grade students of SMPN 1 Semen. The means differences between pre-test and post-test score is -8.333, because the mean is negative, it means that the means score of students before giving treatment is lower than the means score of students after giving treatment.

Based on the results, there was significant difference on the pre-test and post-test scores. The students' vocabulary mastery before taught by using Bingo Game got the mean score only 66,67 and

the highest score that they had gained was 80. The lowest score was 50, it means that the students' vocabulary mastery was low. Second, the students' vocabulary mastery after being taught by using Bingo game got the mean score 75,00. There was the improvement of the mean score after the treatment. The highest score increased become 85 and the lowest score improved become 65. It means that there was a significant improvement of the students' vocabulary mastery after being taught by using Bingo Game.

From the findings, it can be concluded that the mean score after the students are taught by using Bingo Game is increase. From the statistical computation, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that that there was significant difference in the vocabulary scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game. Teaching vocabulary by using Bingo Game was effective to improve the students' vocabulary mastery.

Based on the conclusion above, it is suggested for the teachers to use Bingo Game to teach vocabulary because Bingo Game helps students to learn vocabulary easily by using media that was bingo card,

the students learn how to pronounce the word accurately, easy to memorize the word. Bingo Game technique provides a technique of teaching which enables the students to learn actively and be involved to the whole process of teaching. The competition atmosphere to win the game is a positive factor which is able to make students passionate to be the winner. This indirectly makes students to put all their attention and concentration during the learning process.

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