

THE INFLUENCE OF BINGO GAME ON SEVENTH - GRADE STUDENTS' VOCABULARY MASTERY AT SURYA MANDALA JUNIOR HIGH SCHOOL

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Abstract The title of this research is the influence of bingo games on seventh-grade students' vocabulary mastery at Surya Mandala Junior High School. The research problem: Does bingo games influence seventh-grade students' vocabulary mastery? This research aimed to determine whether the Bingo game's use improves students' vocabulary at Surya Mandala Junior High School. This research method was a pre-experimental design with treatment held in three meetings, 2x40 minutes in each meeting. The writer took 15 students from the VII class as a sample in this research. The research design of this research was one group pre-test and post-test design. The population of this research was Seventh Grade Students of Surya Mandala Junior High School, and the sample was one class. In collecting the data, the writers used tests. The writers used the test instrument in the form of multiple choice and essay tests. For analyzing the data, the writer used Pre-test. The data analysis found that the result of the Pre-Test was 26.67 % of 4 students and post-test 1 was 60% of 9; after applying the bingo game, the last post-test retreatment and playing the game was 100% of 15 students. This result is consulted to the score of the value significant generated Sig. Therefore, H₀ is rejected, and H_a is accepted. There is a significant influence of using bingo games on students' vocabulary mastery.

Keywords: Bingo game; pre-experimental research; vocabulary mastery

INTRODUCTION

In learning English, four skills should be learned by English learners. They are listening, speaking, reading, and writing. Besides, English has some language aspects that must be learned to support students in learning English. They are grammar, pronunciation, and vocabulary. The three aspects are always connected to each other. In communication, learners need vocabulary which can support them to produce meaningful sentences because vocabulary provides the structure of the sentence. According to the writers' experiences, many facts show that someone cannot speak fluently because of having not enough stock of vocabulary or less vocabulary. It implies that mastery of vocabulary is one of the main objectives to be achieved in the process of teaching and learning any language or foreign language. Like in the process of teaching and learning other new languages, one of the linguistic factors that almost

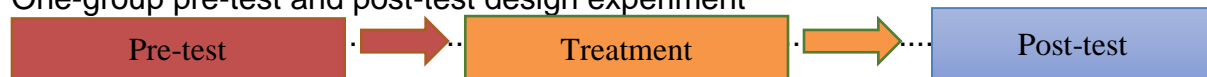
always hamper the students in Senior and Junior High Schools in Indonesia in the process of teaching and learning English subjects is related to a lack of vocabulary. Vocabulary as knowledge of words and words' meaning in both oral and print language and in productive and receptive forms (Hiebert and Kamil, 2005:2-3). More specifically, they use it to refer to "the kind of word those students must know to read increasingly demanding text with comprehension. Furthermore, the writer would use bingo games as an appropriate way to memorize and mastering vocabulary. Bingo is one of the most popular games (Morgan, 2007, *et al.*). Playing vocabulary bingo lets teachers English Education: Kurniawati, D., & Kurniawan, T. O. (2017). Using highlighted journal strategy in teaching analytical exposition text. The statement means that the bingo game has been used as a game for vocabulary which can give a relaxed atmosphere. Moreover, the bingo game is modified to become such a game in English learning called Vocabulary bingo. This game is used to review students' material or lessons that they have learned. Morgan (2007) says that the constant repetition of the definitions can act as reinforcement for aural learners.

Bingo games can increase students' vocabulary in a different atmosphere. They even enjoy the competition and participate enthusiastically using Bingo Game toward Students' Vocabulary Mastery.

Based on the description given so far, the problem of this research is formulated as follows: Does bingo game influence students' vocabulary mastery in seventh grade at Surya Mandala Junior High School? and the aim of this study is to find out the influence of bingo games on students' vocabulary mastery.

METHOD

One-group pre-test and post-test design experiment



Experimental design enables the researcher to estimate the effect of an experimental treatment (Mufidah, 2014). The writer did an experiment with treatment by using a bingo game and did it in the classroom. The writers used an experimental research design used pre-experimental design, including pre-test and post-test designs.

The locus of this research was at Surya Mandala high school in Kelapa Lima district, Kupang Regency. The writer analyzed the data from the seventh grade located on Timor Raya Gang Monitor Street. Types and data resources are quantitative and qualitative research. Descriptive quantitative research of concrete statistics and generalization of the population through the samples, whereas qualitative research is often to be of understanding the people's personal views. The writer conducted experimental quantitative. The population was only one seventh-grade student, and the writers took it as the subject. One class of 15 as the sample. The writers took as a sample of research at Surya Mandala junior high school academic year 2022/2023.

Oesapa village, Kelapa Lima district, Kupang Regency. In addition, data was obtained with pre-test and post-test.

Method and Technique of Data Collection

Data collection techniques were used to collect data according to the research procedure so that the data needed was obtained. According to Sugiyono (2012: 224), the data collection technique is the most strategic step in research because the main purpose of research is collecting data. Data collection techniques in this research used tests. The writers collected data by conducting a pre-test and post-test and then analyzing the data. here are seven steps carried out by the researchers to collect the data: the writers designed a pre-test and post-test, conducted a pre-test, applied the treatment, conducted Post-test, analyzed the data and reported the data

Data analysis is very important in research activity because without data analysis, the research will be meaningless and does not reach its goal of the research (Ngongo, 1998:95). In this research, the writers used experimental, quantitative analysis to find which media had a big role in *Using Media in Teaching Vocabulary*. The writers analyzed

the date to solve the problem of this research. The formula used was:

$$Mx = \frac{\sum x}{n}$$

$\sum x$ = The total frequency of test

Mx = percent sum of test

n = The number of samples

X= variable

\sum = Frequency

\sum = The all number

FINDING AND DISCUSSION

At the beginning of the research, the writers explained that there were some procedures used to know students' vocabulary mastery. Some tests were conducted to collect the data, such as pre-test and posttest. The pretest was administered to know students' quality in vocabulary before the writers gave them treatments. The score of pre-test would be used as the students' score before treatments. Pre- experimental research was used. So the writers only picked one class for conducting pre-test treatment and posttest. The pre-test was administered on July 21st, 2022 at 10.15 A.M to 11.00 A.M. The first treatment was done on July 21st, 2022 at 10.00 A.M to 11.00 A.M. The writer used the

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theme 'Body parts'. Then, the researchers gave the material to the students. After giving the material, the writer explained how to play bingo game to the students and then gave some examples of how to play it. The first tried, they had problems in applying the game, but the writers explained once according to Richardson (2007:332). Firstly, the writers gave a chance to each group and wrote 20 vocabularies on white board which theme is body parts, After that, the writer asked them to explain the meaning of the word and which parts each of those words they had written on the whiteboard. The researcher took one paper card and read the meaning on the card loudly while the students checked their bingo cards to match the word and the meaning that had been mentioned simultaneously. After the students find the word, they should give a cross to the word. They had to cross all the word and whose first could cross all the words in vertical, diagonal or horizontal, they had to shout "Bingo!" The second tried the research used different way to play. The way that the researchers used was easier then before. The writer wrote down three part of body parts in each small boxes and each group should be matching vocabularies according to three parts of the body parts. In the end of the learning process, the writer re-mentioned the word which the students have studied.

In the second meeting, the treatment was conducted on July 25th,2022, from 09.35 A.M. to 10.55 A.M. There were still some problems that happened in the first meeting, but it was not too hard. Before starting the lesson, the writer tried to review about vocabulary that they learned and asked the students to memorize ten vocabulary, then mentioned which parts were those words in the previous meeting. The material in the second meeting was still about" body parts" re-treatment, and I played the game twice.

Then, in the last meeting, the treatment was conducted on July 27th, 2022, from 10.15 A.M to 11.50 A.M. The writers reviewed all material to the students' material and asked the students to memorize all vocabulary according to their three parts of the word to make sure that they knew which parts are each vocabulary into three parts of a body part. In this meeting, the students did not find any problem applying the game anymore.

At the end of the research, the writers gave a post-test to know whether the treatments influenced the students' quality in vocabulary. The post-test was at the same time as the third meeting administered on July 27th, 2022, from 10.15 A.M to 11.50 A.M.

1. The result of Tests

No	Scores			Percentages (%)	
	Name	Pre-Test	Post-Test 1		Post-Test 2
1	SPS	76.50	91.50	100.00	89.33
2	YP	70.00	97.50	100.00	89.17
3	MLT	75.50	83.00	95.00	84.50
4	YN	69.00	87.50	85.00	80.50
5	ASN	57.50	84.50	85.00	75.67
6	JPT	51.50	82.00	90.00	74.50
7	DAM	36.00	82.00	85.00	67.67
8	YMP	38.50	71.50	85.00	65.00
9	ASL	47.00	63.00	80.00	63.33
10	AH	30.00	74.50	85.00	63.17
11	BML	70.00	44.50	70.00	61.50
12	EK	47.00	58.00	75.00	60.00
13	RD	22.50	63.00	80.00	55.17
14	EZAK	40.00	47.00	70.00	52.33
15	JBF	25.50	40.50	70.00	45.33
Percent Sum of Test %		50.43	71.33	83.67	

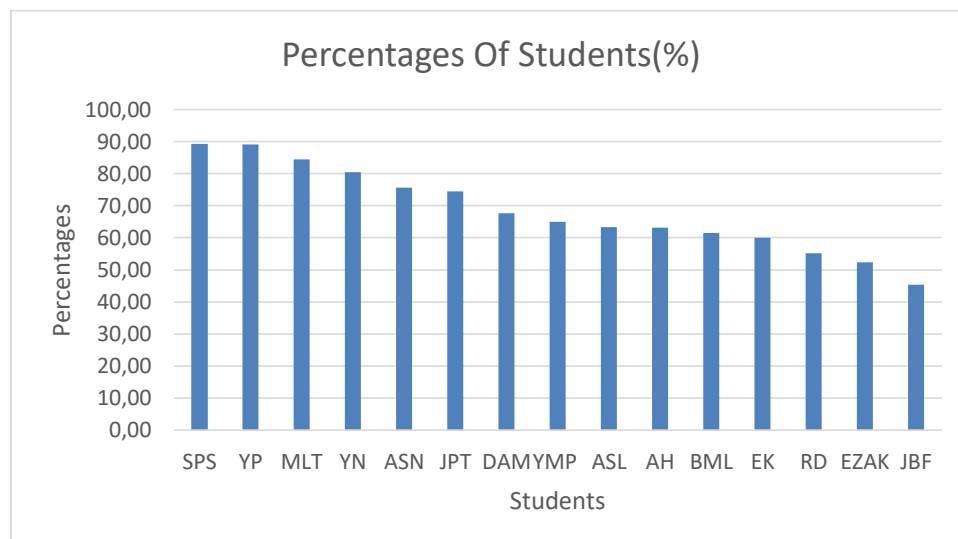
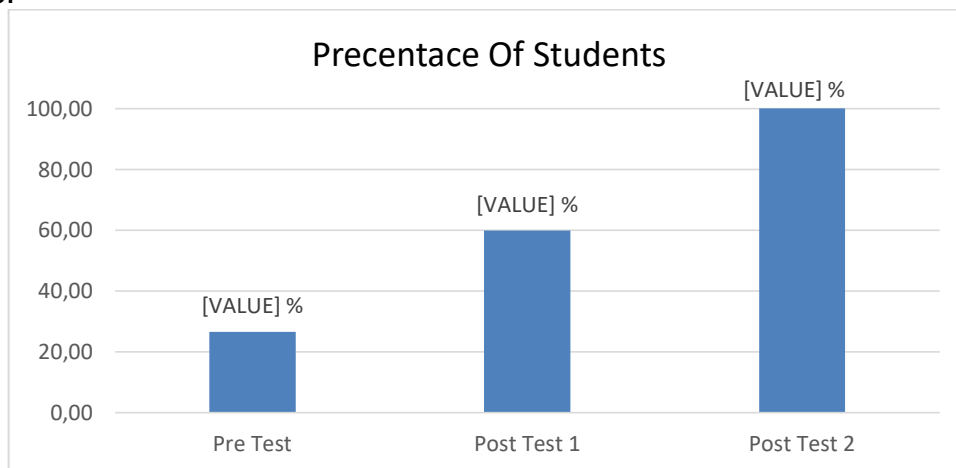


Table frequency of test

No	Number of students got standard minimum	Percentages
1	Pre-Test 4 students	26,67 %
2	Post-Test 1 9 students	60,00 %
3	Post -Test 2 15 students	100,00 %

The writers analyzed the data Based on the pre-test, post-test 1 and post-test 2 scores. The analysis showed that the number of students high score in pre-experimental class were 4 students in percentage 26,67%, post-test 1 were nine students with percentage was 60 % and the last test was post-test 2 were 15 students to 100%. From three kinds of tests, the writers showed an increased score in each test. The writers showed percentages score of each test. The first test was 26.67%, the second was 60% increased 33,33 % and the last test increased high enough to 40% to become 100%. This means that there was had good increased in this research. From this result of tests, the researchers decided that there were a great success in teaching using bingo technique.



From the three kinds of tests, it can be concluded that the post-test was higher than the pre-test by using the bingo game method in the class. Based on the frequency of the test, it can be seen that each student had increased scores. Using the Bingo game can influence students' vocabulary mastery at Surya Mandala Junior High School. Therefore, H0 is rejected, and Ha is accepted. In other words, from this research, it is known that bingo games can influence students' vocabulary mastery. It can be concluded that there is a significant influence of using bingo games on students' vocabulary mastery. Watiningsih, E. (2017) states that the bingo game also has a lot of advantages or significance. It can help students remember some vocabularies that are difficult to memorize. In a learning process, it also invites students to think quickly and can improve their ability to cooperate. From her statement, she saw in the class that this

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game helped students remember some complex vocabulary well. In the learning process at Surya Mandala Junior High School, it was found that some students found difficulty in thinking and memorizing English words quickly. However, the researchers used this game in the learning process, and many students were interested memorized and pushing their minds to remember words. Furthermore, they cooperated with their friends to win this game.

Using the Bingo game to teach vocabulary is valuable for the students to comprehend the words, understand how to use them, familiarize themselves with them, and improve their certainty (Noviyanti, 2018). From this statement, the researchers saw that bingo games can help students and give valuable for students to comprehend words and understand how to differentiate which upper, center, and bottom parts of their body parts. Furthermore, it improved their critical thinking, and they knew well each part of the body parts.

Bingo game as an activity to improve students' vocabulary of sixth grade in Junior High School (Wahyuni & Syafei, 2016). It means that the Bingo game is one of good ways to help students increase their understanding of vocabulary. The writer agreed that the bingo game was a good way to help students increase their understanding of materials or vocabulary in the learning process at Surya Mandala Junior High School. Before the researchers applied the bingo game in class, many students were confused and had low thinking or understanding. However, after the researchers applied this game twice in the classroom, many students were excited about playing the game. They felt that bingo game has some benefits for their thinking.

Based on the data analysis and the hypothesis testing, the result of the Pretest was 4 students got a target, and the result of posttest 1 was 9 students got a target from two of these results before applying this game. After treatment and applying this game in the learning process that was 15 students got the highest score. The writers decided the hypothesis (H_0) was refused, and the alternative hypothesis (H_a) was accepted. It means that the treatments had an influence on using bingo games towards students' vocabulary mastery (noun and verb), so an alternative hypothesis is accepted. The technique used by the writer influenced the student's vocabulary mastery, which showed by the post-test score. Furthermore, the students were very interested in this game, they felt more fun during the teaching-learning process and could master the vocabulary well. So, using media of teaching, like some games in the classroom, is really helpful for students to master vocabulary well, and it is easy for students to memorize words, especially bingo games which are fun to play in the learning process. The student's vocabulary mastery improved significantly than before teaching using Bingo Game. So, it is clear that Bingo Game could improve students' vocabulary mastery.

CONCLUSION

Based on the research conducted at SMP Surya Mandala in the academic year of 2022/2023, the researchers found that the result of tests was concluded based on the

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research problem. Bingo Game influenced students' vocabulary mastery. The influence of Bingo Game can be seen from the result of each test, which leads us to say that H_0 is rejected and H_a is accepted. Applying Bingo Game in the teaching and learning process was helpful for students. Asking students to play games, there were several changes as a result of this research. They felt a different learning atmosphere. Since the game got them to work in groups, to act based on each role, the students were more active and confident in classroom activities. They realized that learning could be fun and enjoyable. It was also an influence in the view of the fact that the student's vocabulary mastery improved. The students expressed great enthusiasm to join the teaching and learning process. The English teaching and learning process had become more attractive. Using the Bingo Game created a nice relaxed teaching and learning atmosphere. It also helped students to memorize and understand new words quickly. English teachers became more open-minded to make the teaching and learning process of English lessons interesting. So Bingo Game was received as a good way to improve students' vocabulary mastery.

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