

**USING BINGO GAME AND THEIR EFFECT ON GRADE EIGHT STUDENTS’
VOCABULARY ACQUISITION AT SMP AL –QUR’AN MA’RIFATUSSALAAM SUBANG**

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ABSTRACT

This research entitle “Using Bingo Game and Their Effect on Grade Eight Students’ Vocabulary Acquisition at SMP Al–Qur’an Ma’rifatussalaam Subang” principally aims to investigate whether or not there is significant effect of using bingo game on vocabulary acquisition. The research methodology adopted was *quasi-experiment method*, with the research design being *Randomize posttest only design*. The research samples were taken using *cluster random sampling*, with total number of sample being 86 students. The location of this research was SMP Al-Qur’an Ma’rifatussalaam Subang. To collect data, the writer will prepare instrument in form of multiple choice that consist of 60 questions that will be tried out. The result of try out is chosen 30 of question item and will be post-test sample class that will be given to students after the treatment. The research data were analyzed Normality and Homogeneity test. The findings indicate that there was significant effect of post-test score between the students who received using bingo game and students who did not receive using bingo game. It can be seen from the data analysis using ANOVA that showed F_{observed} (5.202) is higher than F_{table} (4.02). it means that using bingo game has significant effect on students’ vocabulary acquisition.

The key words : *Using Bingo Game, Vocabulary Acquisition*

Introduction

Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. Between the ages of two and five, children learn an estimated 1500 new words every year, or about 5 words a day (Beck & McKeown, 1991). There are indicator of vocabulary according to Djiwandono (2008) as cited in STKIP Alhusnah stated that: 1) Students are able to use the word in the right context. 2) Students are able to recognized the synonym of the words. 3) Students are able to identified the antonim of the words.

In Indonesia, English is regarded as the foreign language. That is learned from Elementary School to University, even in kindergarten they have started to study English. With the goal, they can read English text effectively, understand the information in English which given orally, Submit the information by using English in writing, and convey the information orally using English.

However, many students do not have adequate vocabulary as indicated by their test result. They do not know how to enrich their vocabulary, so they often gradually lose interest in learning. It makes them passive in the class. Besides that, some of the reason for general neglects of vocabulary mastery are many teachers feel that grammar must be emphasized more than vocabulary, because vocabulary is already being given too much time. Teacher feel fears the students will make mistake in sentence construction if too many words are learnt before the basic grammar have been mastered. Other reason are that word meanings can be learned only through experience, that they cannot be adequately taught in classroom.

Based on the problems above, this research was conducted to investigate whether or not appropriate technique can overcome students' vocabulary acquisition . One of appropriate technique is using bingo game that helps students to obtained the information of the text. Lopez (2006) stated that "Bingo game is a game which lets the whole class or small groups play"(p.11). There are many researches that proved using bingo game as effect on students' vocabulary because

This technique has proven to be successful and to be tested by three researchers. Research on using game conducted by Marzieh Taheri (2012), Ali Sorayaie (2012), Maryam Rohani (2013) expose there was significant effect of Using games on vocabulary acquisition. Inspired by three people above or all of the researchers

managed to get a result in accordance with the desired target. It proves significant effect between using game and vocabulary acquisition.

Based on the explanation above, this research aims to find out the effect of using bingo game on grade eight Indonesian students' vocabulary acquisition in especially at SMP Al – Qur'an Ma'rifatussalaam Subang. To examine the effect of using bingo game on grade eight Indonesian students' vocabulary acquisition in especially at SMP Al – Qur'an Ma'rifatussalaam Subang, the research question is formulated as follows : “Is there any effect of using bingo game on grade eight Indonesian students' vocabulary acquisition in especially at SMP Al – Qur'an Ma'rifatussalaam Subang?”

Method

Hypotheses

To find out whether or not there is significant effect of using bingo game on grade eight students' vocabulary acquisition, the hypotheses are formulated as follows:

1. Null Hypothesis (H₀)

There is no significant effect of using bingo game on grade eight students' vocabulary acquisition at SMP Al – Qur'an Ma'rifatussalaam, Subang.

2. Alternative Hypothesis (H_a)

There is significant effect of using using bingo game on grade eight students' vocabulary acquisition at SMP Al – Qur'an Ma'rifatussalaam, Subang.

Research Design

In this research, the researcher used a *Quasi Experimental* method and the research design adopted Randomize post-test only control group design. The first group namely as Experiment Class were taught by using bingo game and as Control class who were taught without using bingo game. Both groups were given post test.

Participants

The population of this research is grade eight students at SMP Al – Qur'an Ma'rifatussalaam, Subang in academic year 2016/2017 at the first semester, consisting of 86 students. To determine the sample of this research, the writer used *Cluster Random Sampling*. The number of students that participated in this research is about 56 students divided into two classes consisting each of 28 students in VIII.Summyah as experiment class and 28 students in VIII.asma as control class.

Variables and Measures

In this research, independent variable is using bingo game. Dependent variable in this research is Vocabulary acquisition. To measure students' in vocabulary acquisition, the writer took score from indicators of vocabulary, as follows:

1. Students are able to give the synonym of some words.
2. Students are able to find antonym of some words.
3. Students are able to define the words
4. Students are able to determine the meaning of the context
5. Students are able to use the words on the right context.

Validity and Reliability

The instrument used in this research is an objective test given to the sample classes (Experimental Class and Control Class). The writer develops the instrument to test students' vocabulary by 60 multiple choice question. To get a good test, the instrument is analyzed in the term of its validity, reliability, difficulty index and discrimination power, before it was given to the sample classes. Only the good test items were given to the sample classes both of the experimental class and control class on posttest.

Procedure

Procedures of the research are:

1. Planning

The planning consists of preparing the research to get the data. The first planning that is the writer formulate the problem of vocabulary, the literature related to the variable-variable under investigation, formulating the hypotheses between Dependent Variable (X) and Independent Variable (Y), constructing blue prints, developing the indicators to question item, conducting tried out, analyzing the instrument to test students' vocabulary by multiple-choice question, in term of validity, reliability, discrimination power and difficulty index. The treatment is prepared by designing teaching plan using Bingo Game for experiment class.

2. Collecting Data

The data were collected from sample by giving good instrument in the post test. Posttest preceded by treatment. The posttest was given for Experimental class and control class after treatment using Bingo game.

3. Data Analysis

The data collected from the sample classes are analyzed inferential statistic of using One Way ANOVA after they have fulfilled the pre-requisite analyses of normality and homogeneity.

4. Reporting

The report consists of background, foundation of theories and hypothesis formulated including research methodology, which is used in this research. The research finding were reported following the formal mechanism established by The faculty of teaching educational science particularly by English education study program

in the form of thesis paper.

Result

Table 4.1
Descriptive Statistics

		Experiment	Control
N	Valid	28	28
	Missing	0	0
Mean		80,75	69,9286
Std. Error of Mean		0,91378	0,99194
Median		80	70
Mode		87	70
Std. Deviation		4,83525	5,24883
Variance		23,38	27,55
Range		14	17
Minimum		73	60
Maximum		87	77

From the table above, Mean (Average Score) of Experiment Class was 80,75 and Control Class was 69,93. In experiment class, the maximum score was 87 and the minimum score was 73 while in control class, the maximum score was only 77 and the minimum score was 60. It indicated that students who using bingo game was higher than students who did not using bingo game. After the data were analyzed descriptively, the data were analyzed inferentially using One-Way ANOVA. The data were tested its normality (Kolmogorov Smirnov) and its homogeneity (Levene) as pre-requisite data analysis. The result of data analysis is presented as follows:

Table 4.6
Table of One Way ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	578,571	1	578,571	5,202	0,027
Within Groups	6005,43	54	111,212		
Total	6584	55			

The calculation showed that significance value is 0,027 . The significance value is $0,027 < 0,05$, so H_o (sig. Value $> 0,05$) was rejected and H_a (sig. Value $< 0,05$) was accepted. $F_{observed}$ also can be used to find out whether or not there is an effect of variable X on Y through comparing with F_{table} . to find out F_{table} , the researcher used degree or freedom (df) (1;78), namely (3.96). The researcher found that there is effect of variable X on variable Y because $F_{observed}(5,202) > F_{table}(3,96)$. It can be concluded that there is significance effect of variable X (Using Bingo game) on variable Y (Vocabulary Acquisition).

Discussion

This research is concerned with the study of the effect of Using Bingo Game on Vocabulary Acquisition conducted at SMP Al-qur'an Marifatussalam Subang in the academic year of 2016/2017. It is concerned with the study of the effect of Using Bingo Game on students' vocabulary Acquisition. This research intends to prove empirically the theories which were advanced by Lopez (2012) ; Richardson (2009) ; Ward (1997) on the effectiveness of Using Bingo Game on students' vocabulary acquisition.

This research proved there was significant effect of X on Y and thus empirically proved the above mentioned theories and at the same time verified the previous relevant researches conducted by Ali Sorayaie Azar, (2012) says that learning a new language and its vocabulary through games is one significant and interesting way that can be applied for low level language learners, games are used not only for having fun tie in EFL classes, but more importantly, for the useful interaction and cooperation among EFL learners.

Marzieh Taheri (2012) says language games are useful techniques in English vocabulary teaching , Masoumeh Mehregan (2011) says that using language games has very significant

effect in vocabulary retention and recall of the participants, about the effectiveness of the use of using bingo game on students' vocabulary acquisition.

The findings of this study showed that after the experimental class (VIII Summayah) got the treatment using Bingo Game, it revealed that students experienced low anxiety and enjoyed in learning English. Most of the students who were taught using Bingo Game obtained higher scores than students in control class who were taught using conventional method .

However, in experimental class there were some students who got lower scores than those in the control class. But on the other hand, in control class (VIII asma), which did not get the treatment like experimental class, even though mostly got lower scores , there were some students in control class who obtained higher scores but based on the result, the students in experimental class performed better than those who were in control class. This better performance was largely caused by the treatment they received in the experimental class adopting using bingo game.

Statistical analysis using One-Way ANOVA on SPSS, reveals that significance value (0.027) is lower than (<) 0.05 or $f_{\text{observed}} 5.202$ is higher than (>) $f_{\text{table}} 4.02$, it reveals H_0 is reject and H_a is accepted. It means that the treatment by Using Bingo Game on students' vocabulary acquisition has positive effect to increase student's vocabulary acquisition on grade eight at SMP Al-qur'an Marifatussallam Subang.

Conclusion

The research findings revealed that there is significant effect of using bingo game on students' vocabulary acquisition. The result prove that the teaching technique using bingo game was successful in developing the students' ability to learn vocabulary. Bingo game encourages the students to active in the class, so they are more motivated during the instructional processes by using their-self working about the topic discussed. Bingo game technique that were adopted by the researcher were appropriate to the language skills to be developed, or in other word, there was

suitability and appropriateness between the instructional objective, materials and the technique adopted with the skills that will be pursued. Finally, using bingo game can be applied to any field of learning. It is interesting as it encourages students to learn language with fun and enjoyment.

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