

**Improving Students' Vocabulary Mastery through Bingo Game for Grade X of  
SMAN 4 Purworejo in the Academic Year of 2014/2015**

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**Abstract:** This research was aimed at improving the vocabulary mastery of Grade X students of SMAN 4 Purworejo through Bingo Game in the academic year of 2014/2015. This study was an action research study. It was done in two cycles, from 20<sup>th</sup> of October to 29<sup>th</sup> of November 2014. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation and reflection. The subjects of this research were 28 students of X IIS 3 class. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observing the teaching learning process, interviewing the students and the teacher, holding discussion with the teacher, and taking photographs of the teaching learning process. The quantitative data were collected from questionnaires and the students' vocabulary score of pre-test and post-test to see the improvement of the students' vocabulary mastery. The instruments for collecting data were interview guidelines, observations checklist, questionnaires, field notes, and a camera. The validity of the research was obtained through applying five validity criteria namely, process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity. In addition, to make the data trustworthy or reliable, two kinds of triangulation (time triangulation and investigator triangulation) were used in this research. The research findings showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. It showed that the mean of students' vocabulary score in the pre-test and post-test (64.3 to 89.1). The students' involvement and classroom interaction during the implementation of the game were improved. It was showed in students' enthusiasm during the game. They tried to be the first winner and it raised the competitiveness among them. In addition, the implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery improved through the implementation of Bingo Game.

**Keywords:** *Action research, Vocabulary, Bingo Game*

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## **Introduction**

English as an international language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with others. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary is one of the English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students for communicating in English.

Based on the observation that was conducted in grade X of SMA N 4 Purworejo, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They did not have high motivation in learning vocabulary. Therefore, an effort to improve the vocabulary teaching and learning process of Grade X students of SMAN 4 Purworejo was needed to be done.

Based on the phenomena above, the researcher tries to find the effective solution to improve the students' vocabulary by using Bingo Game in the teaching learning process. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words (Richardson et al 2009). Bingo Game is recommended, because it has many benefits in the vocabulary learning process (Finch 2006). First, Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It could attract the students' attention and their involvement in the teaching and learning process. Second, students could learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo Game could create an enjoyable environment. Students could enjoy fun and joyful learning. Fourth, Bingo Game could help students revise their vocabulary and recall something that happened in the game. It may help students remember the language connected with it.

## **Literature Review**

Vocabulary takes such a fundamental role in mastering English as a foreign language. There are some definitions of vocabulary proposed by some experts. Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Moreover, Hatch and Brown (1995) define the term

vocabulary as a list or set of words for a particular language or words that individual speakers of language might use.

According to Nation (2001:24), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text:

- 1) High frequency words.  
These words are almost 80% of the running words in the text;
- 2) Academic words.  
Typically, these words make up about 9% of the running words in the text;
- 3) Technical words.  
These words make up about 5% of the running words in the text;
- 4) Low frequency words.  
These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

According to Lopez (2006:11) Bingo Game is a game which lets the whole class or small groups play. The teacher can serve as the caller, or students can take turns serving as the caller. The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition. Richardson et al (2009:246) said that Bingo Game is for the whole class that encourages students to study and review their vocabulary words.

There are many kinds of Bingo Game according to some experts. Ito & Berry (2001:8) state that Bingo Games have four classifications such as Traditional Bingo games, Task Bingo games, Talking Bingo games, and Testing Bingo games. In Traditional Bingo Game, some of the games involve more difficult variations on the standard instructions for Bingo. In Task Bingo Game, the students are required to do something before they can make a square. Then, in "Talking" Bingo Game, the students have to talk to people before they can mark a square. In Testing Bingo Game, all of the students have the same board. If they all get BINGO at the same time, the teacher knows they have acquired the necessary skills/knowledge. Moreover, Finch (2006:2) said that Bingo Game can be classified as follows:

1. Picture Bingo (picture to word): this type use a picture to describe, what the word that must be answered by the participant is, e.g. the teacher gives a picture then students guess what the picture is about.
2. Word Bingo (word to word): this type uses a word to describe, what the word that must be answered by the participant is, e.g. the teacher gives the clue "you need to mentions 3 provinces in Indonesia" then the students answer it.
3. Synonym Bingo (similar word – thesaurus): this type uses a synonym to describe, what the word that must be answered by the participants is, e.g. the teacher gives the students a word then the students need to memorize the synonym of the word.
4. Antonym Bingo (opposite word): this type uses an antonym to describe, what the word that must be answered by the participant is, e.g. the teacher gives the students a word then the students need to memorize the antonym of the word.

5. Translation Bingo (Indonesia-English, English-Indonesia): this type uses a translation to describe, what the word that must answer by the participant is, e.g. the teacher gives the word in Bahasa Indonesia, and then the students need to answer it in English.
6. Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.): this type uses a matching picture to describe what the word that must be answered by the participant is, e.g. the teacher gives a sportsperson then the students need to match the picture with the sport.
7. 20 Questions Bingo (asking questions about the words) this type uses 20 questions to describe, what the word that must be answered by the participant is, e.g. the teacher gives 20 questions then the students need to answer it yes or no, not a long answer.
8. Riddle Bingo (definitions – dictionary): this type uses definitions to describe, what the word that must answer by the participant is, e.g. the teacher gives the definitions of a word then the students need to guess what the definition is.
9. Idiom Bingo (explanations): this type uses an idiom to describe, what the word that must be answered by the participant is, e.g. the teacher gives the explanation or the meaning of an idiom then the students need to give the suitable idiom.

### **Research Method**

This research is an action research study based on Kemmis and McTaggart's model in Burns (2010:9) with some modifications including reconnaissance, planning, action and observation, and reflection. The subjects of this research were 28 students of X IIS 3 class of SMAN 4 Purworejo in the academic year of 2014/2015. The research was conducted from October 20<sup>th</sup> to November 29<sup>th</sup> 2014.

The data of the research were qualitative and also supported by quantitative data. To collect the qualitative data, some interviews and observations were conducted. The instruments used to collect the qualitative data were observation checklists, field notes and an interview guide. The data gathered were in the form of field notes and interview transcripts. Then, the data were analyzed by using qualitative data analysis proposed by Miles and Huberman (1994); those are data collection, data reduction, data display, and conclusions (drawing and verifying). Meanwhile, to collect quantitative data, a questionnaire was used and pretest and posttest were used to compare the students' vocabulary score before and after the treatments. The data were in the form of percentage of the questionnaire result and students' vocabulary scores. The validity of the research was fulfilled through democratic validity, dialogic validity, process validity, outcome validity, and catalytic validity. Furthermore, time triangulation and investigator triangulation were used to obtain the reliability of the research.

### **Findings and Discussion**

The research was conducted in two cycles. There were some plans that had been made collaboratively with the English teacher. Those plans were preparing course grids, lesson plans, and handout. During the research, I carried out the actions those were applying Bingo Game to teach vocabulary; using the classroom English during the teaching and learning process; asking the students to bring a dictionary; giving a

handout of today's materials as a brief guideline; giving feedbacks on the students' pronunciation; asking the students to work in groups, and giving rewards.

The implementation of the actions brought some considerable improvements. In Cycle I, the implementation of Bingo Game was successful to improve vocabulary teaching and learning process. Bingo helped the students in building up their enthusiasm to learn new words. They were active during the game and the most important thing was that it helped students in memorizing and understanding new words easily in an interesting way. However, they still had bad pronunciation and there was a problem about time management in this Cycle. The use of Classroom English effectively improved the students' awareness and familiarity with the expressions used in the class. The use of dictionary help them when they found difficulties in learning new vocabulary. The use of handout facilitated the students learns the learning materials. It was an outline of today's lesson so that the students knew what they would learn. They could prepare themselves as well. Giving feedback on the students' pronunciation helped the students to master new vocabulary well in terms of pronouncing the words. It also helped them recognize their mistakes or errors so that they would not make the same mistakes or errors. Asking the students to work in groups helped the students to raise their self-confidence and willingness to be actively involved in the teaching and learning process. However, there were still some problems occurring in the implementation of the actions such as time management during the game, students' pronunciation, and students' awareness to bring dictionary. Therefore, I tried to solve the problems so in Cycle II, the vocabulary teaching and learning process could be improved successfully. An alarm clock was used to manage the time. So, when the time was up the alarm would ring and the game would be over. Giving more feedback on the students' pronunciation to help their pronunciation to be more accurate. I also motivating them to bring dictionary so at least there is one dictionary on each table. Giving rewards to the best groups improved the students' motivation to join the game and other activities in the classroom and involvement in the vocabulary teaching and learning process.

Before the implementation of the actions, the teaching and learning process were less interesting and monotonous. The activities did not motivate the students to be active. After the actions were implemented, their enthusiasm, motivation, self-confidence, and involvement were improving. Giving rewards was helpful in motivating the students to perform their best in teaching and learning activities. They were happy with the rewards given as well. They had more spirit to work harder after receiving the rewards. As the result, the students were actively involved during the teaching and learning process.

The quantitative data also supported the findings. I conducted a vocabulary test to know whether the students' vocabulary mastery improved or not after I conducted pretest to the students. The test was held in the third meeting in Cycle I. The collaborator and I determined the criteria of success. The criteria of success were 75% of the students' vocabulary score achieved the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) of English (75) or above. Based on the result of the pre-test, the data showed that the mean of pretest is 64.3. There were only four students who got the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) 75. Meanwhile the other 24 students were below that criterion. After

conducted post-test in Cycle I, the data showed the mean score of the class increased to 77.9 in which there were 17 students who passed Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) from 28 students.

Based on the result of the students' vocabulary achievement in Cycle I, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first Cycle. It was 64.3 increased to 77.9. It means that there was 21.1% of mean score improvement. But, there were 17 students or 60.7% of the students who passed the Minimum Mastery Criterion. Meanwhile, the other 11 students were below that criterion. It implied that the criterion had not been fulfilled which was 75% of the students should pass the Minimum Mastery Criterion. So it should be improved in Cycle 2.

In Cycle II, the result of the students' vocabulary achievement increased. There was an increase of students' mean score from the students' vocabulary achievement in Cycle I to the students' vocabulary achievement in Cycle II. It was 77.9 and it became 89.8 in the second Cycle. It means that there was 15.2% of mean score improvement. The improvement of the students' vocabulary achievement on the preliminary study to the second Cycle was 39.6%. There were 26 students or 92.8% of the students who passed the Minimum Mastery Criterion. Meanwhile, the other 2 students were still below that criterion. It implied that the criterion had been fulfilled which was 75% of the students who should pass the Minimum Mastery Criterion. By referring to the students' score, we could conclude that most of the students had their vocabulary mastery improved well.

## **Conclusions and Suggestions**

Based on the findings of the research, it can be concluded that the use of Bingo Game, using the classroom English during the teaching and learning process, asking the students to bring a dictionary, giving a handout of today's materials as a brief guideline, giving feedbacks on the students' pronunciation, asking the students to work in groups, and giving rewards effectively not only improved the students' vocabulary mastery but also the students' self-confidence, enthusiasm, and motivation.

There were several changes as a result of the actions. It was in the aspects of behavior and the way of thinking. Implementing Bingo Game to vary class activities could affect the students' feelings and behaviors. They felt 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 the classroom activities. They realized that learning could be fun and enjoyable. It was also an effective progress in the view of the fact that the students' vocabulary mastery improved. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study. The English teaching and learning process had become more interesting. The use of Bingo Game created a nice relaxed atmosphere of teaching and learning. It also helped the students memorize and understand new words easily. The English teacher became more open minded to make the teaching and learning process of

English lesson interesting. It was suggested that the English teacher implement Bingo Game as one of the media during vocabulary teaching and learning process, since it brought many benefits. Moreover, this research can be used as a reference for other researchers in conducting further research on the relevant topic.

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