

Improving Students' Vocabulary by Using Bingo Game at the Eighth Grade of SMP Swasta Idanoi in 2022/2023

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ABSTRACT

Vocabulary is the words that has a meaning and used to communicate with other. In the reality, the students at the Eighth grade of SMP Swasta Idanoi had a problem in vocabulary that effected in their Writing skill, namely: students were not able to know the English words and uses, students were not able to recognize the translation words and difficulties in memorizing words, teacher method in vocabulary was traditional method. Based on the problem, this research aimed to improve students' vocabulary by using Bingo game. Bingo game is the word game that played by using a piece of card with the rules that state to get the winner. The subject of the research was students in SMP Swasta Idanoi at the Eighth Grade that amount 21 students. This research used Classroom Action Research (CAR) that consists of Planning, Action, Observation, and Reflection. In this research, technique of collecting data was observation sheet and evaluation sheet. The research conducted in cycles, in cycle I, students' vocabulary still less, but in Cycle II there was improvement of students' vocabulary. All the students pass the MCC with the average was 93,33 with the lowest score 80 and the highest score was 100.

Keywords: *Bingo game, Classroom Action Research, Vocabulary.*

Introduction

Language is a communication tool used by humans to be able to interact with other humans. Language has an essential role in human life as a communication tool to express something through words or symbols. In daily life, many languages are used by humans, one of that is English as an international language that is generally used and studied by humans in the world.

In learning English there are several skills that must be mastered by the student, one of them is writing. According to Bram in Shanonara (2021) writing is the activity to produce the meaningful message. In writing there are some components that support writing skills, according to Jacob in Toba (2019) one of the component in writing is vocabulary. In writing, vocabulary relates to the use and selection of appropriate and effective words or idioms. Furthermore, according to Thompson in Yaacob (2019) that one cannot speak, understand, read, or write a foreign language without knowing a lot of words, vocabulary learning is the heart of mastering a foreign language.

In the syllabus of SMP Swasta Idanoi, the students expected to be able in writing especially

in the material asking and giving about action or event that happen. In achieving the skill, there was an important indicator that should be master by the students namely vocabulary. The students expected to master the vocabulary related on the action or event that happened namely, noun, verb, adjective that related in the people, animals, things in classroom, school, house, and things around them. In the syllabus there were criteria that set and achieved by the students, namely Minimum Competence Criterion (MCC) was 65. If the students can achieve the MCC they pass the course and vice versa.

In the reality, when the researcher conducted the interview with the English teacher in SMP Swasta Idanoi showed that almost the students were not able to achieve the MCC. It caused by the problem that the students were not able in writing asking and giving about action or event that happen. The students' problems affected by some roots of problem, namely the students were not able to know the words in English and their use, which is caused by differences vocabulary in the target language and the language they use, the differences in writing and pronunciation that

affected the spelling of words, the students didn't know the translation of the words used, the students had difficulties in remembering words in English, and the students' difficulties in memorizing the unfamiliar words.

Based on the problems, the researcher provided the technique in learning that aims to solve the problems faced by the students and they were expected to be able to achieve the goals. In this study, the researcher suggested to use a game namely Bingo game. In addition, some experts said that the use of games in vocabulary learning activities really helps students, game is the techniques used in learning to teach English for foreign language. Bingo game is the game that played by using the card that consists of lists of words. Remko in Firdaus (2022) said the Bingo game is a fun group game to train vocabulary and strengthen vocabulary in the language learning process. Bingo game is a game that can be used to train students' vocabulary and can be used as a tool for assessment or a tool for recalling vocabulary that students have learned before.

Noviyanti (2019), in her research the Bingo game applied for students in the Eighth grade to improve students' vocabulary mastery. The research used the experimental method with pretest and post-test group. In the study, there was improvement of students' vocabulary after implemented Bingo game. In her research, the focus of the problem was teachers' method that still used traditional method. While, in this study the focus was improvement of students' vocabulary, students memorizing the long syllable and unfamiliar words, and students were able to know the translation words.

Furthermore, according to Finch in Rahmasari (2021), the Bingo game is the game that played by the students to review their vocabulary by matching the words and picture. In the reality, in this study in implementing Bingo game, the game did not only match the words and picture there were kinds of Bingo game that can be used by the researcher. In this research, the researcher used the translation Bingo game, that the researcher mentioned the words in Indonesia and the students guessed in English language.

Based on the problem, the focus in this study was to improve students' vocabulary to support their writing skills, help students' memorizing the long syllable and unfamiliar words, and students able to know the translation words by using Bingo game. In this study, the researcher used translation Bingo game. The use of translation Bingo based on the identification of problems experienced by students, namely students cannot know the meaning or translation

of the words used in learning activities. According to Finch in Noviyanti (2019) in this type, the teacher gives the translation of the words and students guess the words.

In conducting the research, the researcher used Classroom Action Research (CAR). Classroom action research is research that aims to improve the ability of students or teachers in learning activities. In this method, there were several stages that carried out, namely planning, action, observation, and reflection. This activity was carried out in cycles, where each cycle consists of two meetings. The number of cycles depends on the success of the activities carried out, with the benchmark of success namely the student's score achievement MCC (65).

Based on the statement above, this research was conducted to provide the new method in teaching by using game, and also to overcome students' problem in vocabulary. The research was conducted to improve students' vocabulary and also answer all the problems faced by the students in learning English. This research expected the students are able to master the vocabulary and it support their skills in English.

Method

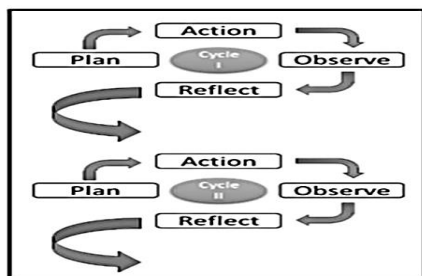
The research used Classroom Action Research as research method. According to Hopkins in Asrori (2020), classroom action research is a combination of substantive action research, an action carried out in an inquiry discipline or an individual's attempt to understand what is happening, while being involved in a process of improvement and change. Furthermore, Kasbola in Asrori (2020) said classroom action research is a way to improve the quality of education by looking directly at what is happening in the field, namely problems in the classroom that used as research subjects. There are four procedures of Classroom Action Research, namely planning, action, observation, and reflection.

Planning is the activity that doing for preparing everything that is used in research and how the research works. It includes lesson plan, observation sheet, field notes, evaluation sheet, Bingo card, teaching material. It is an effort made by the teacher as the desired improvement. Observation is the activity of observe the actions taken during teaching and learning activities takes place. It is an activity to review, analyze and evaluate the process carried out so that it can make improvements to the initial plan

In this study, the research conducted the research in cycle. Every cycle consists of two meetings and all the meetings implemented Bingo game and in the second meeting researcher distributed evaluation sheet for looking students'

improvement. The subject of the research was students in SMP Swasta Idanoi in the Eighth grade especially in VIII-C. The students amount 21 students. Below the figure of the implementing Classroom Action Research (CAR):

Figure 1 Procedure of CAR



Technique of Collecting Data

In this study, there were two data collecting technique used namely observation sheet and evaluation sheet. Observation is an activity carried out by researchers during the activity to obtain data. In this research, the observation was conducted by teacher-collaborator during the implementation of teaching-learning process in classroom.

An evaluation sheet is a test given to students as a measurement of the success of the actions taken so that researchers can draw conclusions about the activities carried out. The evaluation sheet was conducted in the second meeting of each cycle and distributed after implemented teaching-learning process.

Technique of Analyzing Data

There were two data collected in this research namely quantitative data and qualitative data. In conducting the research, there were three instrument used, namely: observation sheet, field notes, and evaluation sheet. In analyze qualitative data there were procedures conducted, namely: reduction of the data, explanation of the data, and conclusion.

The researcher take conclusion of the data in the statement of formula form by Arikunto in Asrori (2020):

$$P = \frac{F}{N} \times 100$$

In which:

- P : Percentage of student learning activity level
- F : Total value of the level of student learning activity
- N : Total value of the ideal students learning activity level

The classification of action achievement as follows:

Table 1. Classification of Action Achievement

Percentage (%)	Classification
92-100	Very well
75-91	Good

50-74	Pretty good
25-49	Not good
0-24	Not enough

To evaluate students' evaluation sheet, there were some criteria in evaluate it namely grammar and spelling. In assessing vocabulary in writing, there are assessment can used, according to Sharakhimov (2019) one of the test in assessing vocabulary by using Gap-fill Test. Gap-fill test is a test that presented the missing words and asks the students to fill the blanks with the correct answer. In assessing the test, there were several components to consider, namely misspelling and grammatical inaccuracy. Misspelling relates on misspelled the target words or unrecognizable the word, while Grammatical inaccuracy relates on the wrong grammar in word.

The result of the assessing students' vocabulary analyzed by using the Sharakhimov' scoring rubric (2019):

Table 2 Sharakhimov' Scoring Rubric

No	Criteria	Indicator	Score
1	Correct	The spelling and grammar are correct	2
2	Partially Correct	The spelling is correct and the grammar incorrect and vice versa	1
3	Incorrect	The spelling and grammar are incorrect	0

While in analyze quantitative data the researcher analyze students evaluation sheet used formula proposed by Arikunto in Syahban (2019):

$$P = \frac{F}{N} \times 100$$

In which:

- P : Score
- F : Obtained Score
- N : Maximum Score

The researcher classified the students' score by using a scale as the students' achievement criteria, as follows:

Table 3. Classification of Students' Achievement

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

Findings and Discussion

The research conducted in 2(two) cycles that consists of 2(two) meetings. Each meeting implemented Bingo game to improve students' vocabulary, and in meeting 2 the researcher distributed the evaluation sheet to measure students' vocabulary. To collect qualitative data the researcher conduct observation that collaborated with teacher collaborator. Below the

results of the research:

Cycle I

In cycle I, the research conduct in two meetings. To begin teaching-learning process researcher prepared all the needs, such as lesson plan, teaching material and media, and Bingo game. After prepared all the need, researcher conducted teaching-learning process based on the lesson plan and implemented Bingo game, after that did the observation and did the evaluation. In cycle I, there were the qualitative data for researchers' activity and students' activity as follows:

Table 4. Students' Activity

Cycle	Meeting	Done	Undone
I	I	76%	24%
	II	79%	21%

From the data above the students' activity categorized in "Good" level. There were activities that did not conduct by the students and researcher. In the first meeting of cycle I there were some activities did not conduct by students, such as the students did not explain the previous material, the students did not listen the explanation about the objective of the material, the students did not listen the explanation by the researcher, the students did not listen the explanation about the tenses and etc. In this cycle also the students still busy on their activities, did not pay attention for the explanation, and they did not have background knowledge about the material.

While, in the other side there were the result of researchers' activity as follows:

Table 5. Researchers' Activity

Cycle	Meeting	Done	Undone
I	I	85%	15%
	II	86%	14%

From the data the researchers' activity were categorized in "Good" level. In this cycle there were activities did not conduct by researcher such as the researcher did not ask the previous material, the researcher did not ask students background knowledge about the material, and the researcher did not gave the opportunities for students to ask the question related on the material.

In this cycle there were results of students' achievement in vocabulary as the quantitative data. Below the result of quantitative data:

Table 6. Students' Achievement in Vocabulary

No.	Classification	Scoring	Frequency
1	Excellent	96-100	0
2	Very Good	86-95	5
3	Good	76-85	2
4	Fairly Good	66-75	1
5	Fair	56-65	3
6	Poor	36-55	7

7 Very Poor 0-35 3

The data showed that the students' vocabulary in the first cycle mostly did not pass the MCC stated by the school, namely 65. From the data above, showed that 5 (five) students classified "Very Good", 2 (two) students classified "Good", 1 (one) student classified "Fairly Good", 3 (three) students classified "Enough", 7 (seven) students classified "Poor", and 3 (three) students classified "Very Poor". Based on the result, researcher decide to continued the research in Cycle II

Cycle II

In cycle II, the research conducted in two meetings by following the procedures of Classroom Action Research (CAR). Below the result of the observation sheet of students' and researchers' activity:

Table 7

Students' Activity

Cycle	Meeting	Done	Undone
II	I	92%	8%
	II	100%	-

From the data above, students' activities were classified in "Very Well" level. In this cycle almost activities did by the students. They were enthusiastic in learning, the students were followed all instruction by researcher and followed the procedures to played Bingo game. There was improvement from the first cycle.

Table 8. Researchers' Activity

Cycle	Meeting	Done	Undone
II	I	92%	8%
	II	100%	-

From the data above, it showed there were improvements of students' and researchers' activity. From the data above the achievement of students' and researchers' activity were categorized in "Very Well". In this cycle researcher conducted all the activity that filled in lesson plan, and applied Bingo game with the appropriate time and right procedure.

Besides that, there were the results of quantitative data as follows:

Table 9. Students' Achievement in Vocabulary

No.	Classification	Scoring	Frequency
1	Excellent	96-100	6
2	Very Good	86-95	13
3	Good	76-85	2
4	Fairly Good	66-75	-
5	Enough	56-65	-
6	Poor	36-55	-
7	Very Poor	0-35	-

From the data above, the students' vocabulary by using Bingo game was improved from the first cycle. All the students passed the MCC that set by the school namely 65. There were 6 (six) students

that categorized “Excellent”, 13 (thirteen) students categorized “Very good”, and 2 (two) students categorized “Good”. Based on the data, the researcher concluded that the research stop in cycle II because the students’ vocabulary was improved and passed the MCC.

After conducted the research in two cycles, the researcher analyzed the result of the research based on the observation sheet, students’ score in evaluation sheet, and the opinion from teacher-collaborator. In cycle I the main topic that explained was introduction written texts that state and ask about actions/events that are being carried out/taking place at the moment. In this material the vocabulary that taught by teacher was verb and things around them (noun).

According to Fitria (2022) in learning English people difficulties in changing Verb because the different subject such as singular and plural subject. In this research the verbs changing into Verb+Ing because the material was present continuous tenses. In implementing the Bingo game, the words that played was Verb that adding by -Ing.

In cycle I, there was improvement of students’ and researchers’ activity but still less that allow the researcher to conduct the research in the next cycle. Below the activity in cycle I:

Figure 2. Students’ Activity in Cycle I

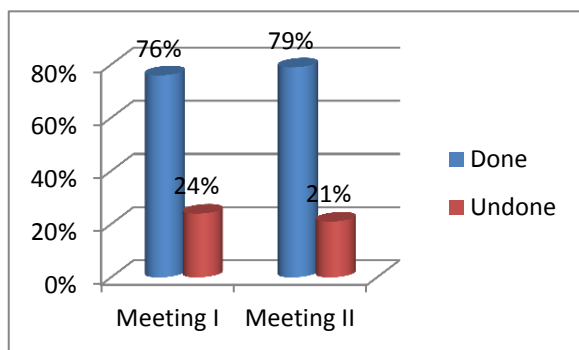
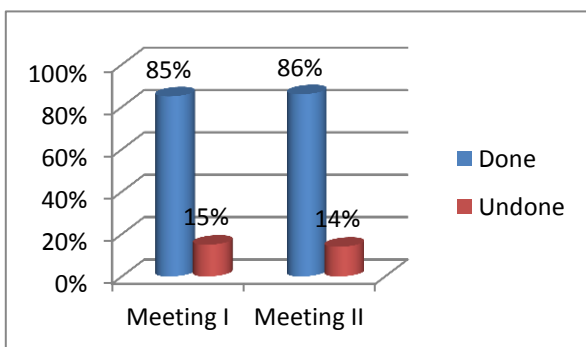


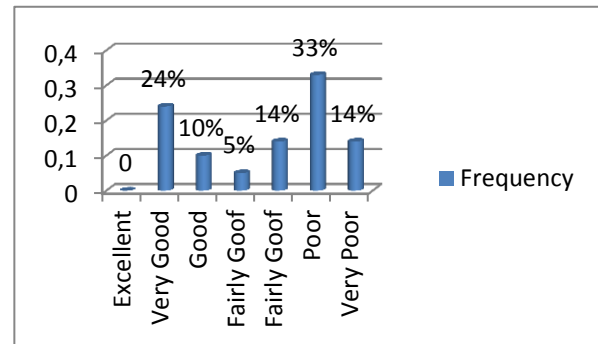
Figure 3. Researchers’ Activity in Cycle I



Distributed the evaluation sheet for the students to measure their ability in vocabulary after implemented the Bingo game in teaching-learning process. From the students test, showed most of students did not passed the MCC that set

namely 65. From the data, there were 13 students did not passed the MCC. There were 3 students (14%) who classified in “Enough”, 7 students (33%) classified in “Poor”, and there were 3 students (14%) that classified in “Very Poor”. From the data in Cycle I, the researcher concluded that the students’ vocabulary still less. Below the result of students’ vocabulary in cycle I:

Figure 4. Students’ score in Vocabulary



There were some factors that influenced students’ ability in cycle I. The students’ did not had a background knowledge of the material they learned, the students did not wrote the list of vocabulary they learned, the students busy on their activity and made noisy in teaching-learning process that make the researcher was not able to control the class, and they still confused in did their test. The implemented of the game in the beginning of the meeting also make the students focused in game and asked the researcher to played Bingo game continuously than learned a new material. To overcome the problem, the researcher did some activities such as the researcher asked students’ background knowledge, researcher walked around the students to get their attention and the intonation in explaining the material did not monotonous, researcher controlled the class in applying Bingo game, the researcher gave the opportunities for students to ask unclear material and explanation.

After analyzed and evaluated research in Cycle I, the researcher continued to conduct Cycle II because the result of Cycle I still low. In Cycle II, the researcher conducted the research by did some improvements to overcome the problem in Cycle I. In conducting cycle I, the material teach by the students was the present continuous tense and expression used in asking and giving information state the event/activities happened/carried out. According to Murphy in Pereira (2020) present continuous tense is use to talk about something which is happening at or around the time of speaking.

In conducting the Cycle II, it showed the result of students’ and researchers’ activities were improved. From the data showed done activities of

students in first meeting was 95% and in second meeting was 100%. The researchers' activity was improved, in first meeting 92% and in second meeting 100%. Below the figure to present the data:

Figure 4. Students' Activity in Cycle II

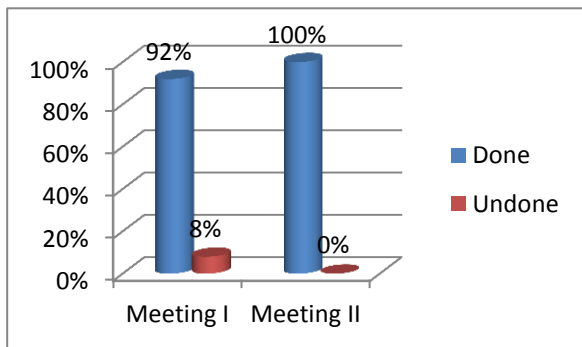
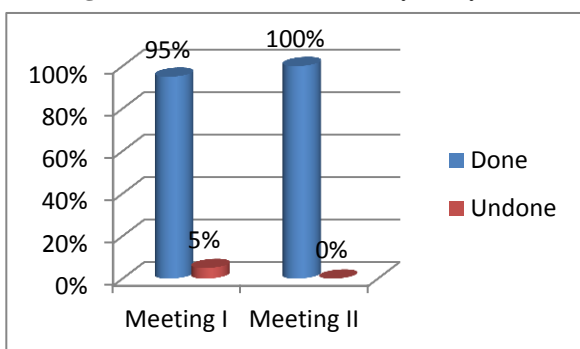


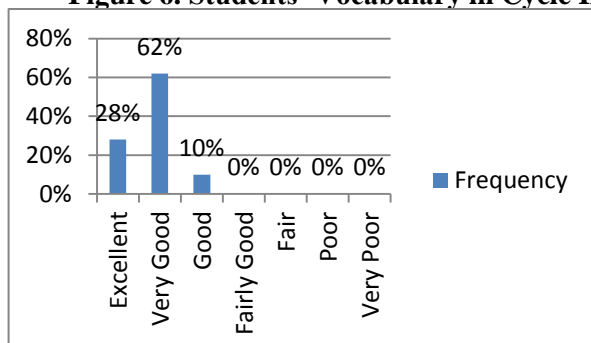
Figure 5. Researchers' Activity in Cycle II



The problem faced in the cycle II was the students that did not write the vocabulary they were learned as the one of the procedure in Bingo game. The students' still have low motivation in learning. Based on the problem in the second meeting, the researcher motivated the students to write the vocabulary and make sure they were did it.

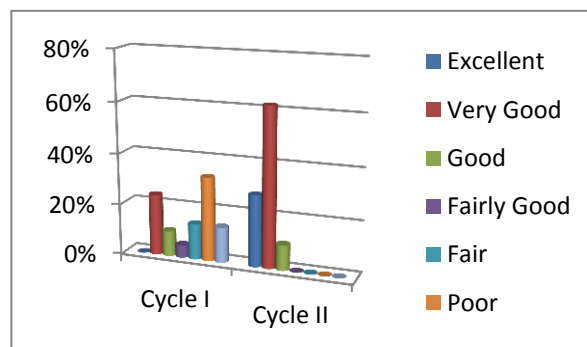
In the second meeting of cycle II, researcher was distributed the evaluation sheet for students to measure their vocabulary after implemented Bingo game. The students' vocabulary in Cycle II was improved. It showed all students passed the MCC namely 65. There were 6 students (28%) classified in "Excellent", 13 students (62%) classified in "Very Good", and 2 students (10%) classified "Good". Below the figure of the data:

Figure 6. Students' Vocabulary in Cycle II



In the cycle II there were improvement of students' and researchers' activity, and also there were improvement of students' vocabulary. In cycle I, the average of students' mark in vocabulary was 63. Then, in cycle II the average of students' mark was 93,33. In cycle II, all the students passed the Minimum Competence Criterion (MCC) stated by the school namely 65. Below the comparison of students' vocabulary in all cycle:

Figure 7 Comparison of Students' Vocabulary in All Cycles



Based on the result, the researcher concluded if using Bingo game in improving the Students' vocabulary was success. The problem faced by the students' in vocabulary such as knowing the words and uses, students did not able to know the meaning or translation words, students was not able to memorize the long syllable and unfamiliar words was improved by using Bingo game.

Conclusion

Vocabulary as the important element in learning English has the important role. Students in SMP Swasta Idanoi as EFL should had another effort to teach English. The implementation of Bingo game for students in SMP Swasta Idanoi had good results. In this study, there was improvement of students' vocabulary, the students were able in memorizing the words and, and also the use of translation Bingo game improved students vocabulary to recognize the translation words. The implementation of Translation Bingo game improved students' vocabulary, and it showed that the Bingo game not only used the words and picture but could use other kinds of Bingo game.

In cycle I, most of students did not passed the Minimum Competence Criteria (MCC). In this research, 64% students did not passed the MCC, with the lowest score was 10 and the highest score was 100 that achieved by 1 student. The average of students' mark was 63,57. From the results of the research, it showed the students' vocabulary in writing was "Poor".

In cycle II, there was improvement of students' vocabulary by using Bingo game. The

lowest score was 80 and the highest score was 100. The average of the students' mark was 93,33. From the result of the research, it showed that the students' vocabulary in writing was classified in "Very Good. Based on the result, it showed there was improvement of the result in Cycle I and all the students' achieve the MCC and improved students' vocabulary

Based on the result, it showed Bingo game improved students' vocabulary and overcome students' problems in vocabulary. Furthermore, the researcher suggests the teacher to used Bingo game at the method or techniques used in teaching especially in teaching vocabulary. The researcher also suggests for the next researcher to conduct the research for different subject and modify the procedures of Bingo game based on the needs to overcome students' problem in learning English especially to improve their vocabulary.

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