

## **IMPROVING STUDENTS' *SPEAKING SKILLS USING SPEAKING BINGO GAME***

Khoirina, Nur laila & Rini, Setia

English Education Study Program, Teacher Training and Education Faculty,  
State Institute for Islamic Studies (IAIN) Salatiga

setiarini.setia@gmail.com

Article History: Submitted date; Accepted date; Published date

**Abstract.** This research aimed to find out the improvement of students' ability by using *speaking bingo game* in speaking for the seventh grade students of SMP Muhammadiyah Salatiga. The classroom action research adopted two cycles consisted of steps based on Kemmis and Taggart; planning, acting, observing, and reflecting. In each cycle comprised of pre-test, treatment, and post-test. The information gathered were subjective and quantitative information. The subjective information were acquired through perception, and documentation. Tests are utilized to gather the quantitative information. The understudies improve their talking abilities after instructed by talking bingo game and the mean of post-test is higher than the mean of the pre-test. The mean of pre-test are 57.0, while post-test is 61.8. In the cycle II, the mean of post-test is higher than the mean of the pre-test. The mean pre-test are 65.6, while post-test is 72.0. There is huge improvement for understudies talking abilities utilizing talking bingo game. The consequence of T-test in cycle I is 4.485 and cycle II is 6.025. In addition, the t-test in the cycle II is greater than the t-trial of the cycle I. From the outcome, the finish of the examination on utilizing talking bingo game can improve the 7th grade understudies' capacity in talking at SMP Muhammadiyah Salatiga fundamentally. Key Words: *Speaking Bingo Game* and Speaking Ability.

### **INTRODUCTION**

In encouraging correspondence for individuals who have diverse first language English plays a significant job as most widely used language among them. Precious stone (2003:1). In this novel circumstance, Jenkins (2015:2) communicated that around 75 locales where English is spoken either as a first language (L1), or as an expert (for instance managed) second language (L2) in specific territories like government, law, and guidance. Reddy (2016:179) moreover battled that ending up being significant for the overall economy, understudies are constrained to learn English to improve their social

correspondence with others. Silalahi (2016:791) proposed English is as a compulsory subject in Indonesia. Additionally, Gunantar (2009:149) communicated that English has affected Indonesian English instructive arrangement and made open technique in the plan for English language educating measure. The goal of the empowering collaboration is that understudies can talk with others around the planet.

Based on regulation of the Ministry of National Education of the Republik of Indonesia, number 22, 2006, english is established as a mandatory subject at the junior high school. The target is that students achieved the functional level to solve daily matters. Bastani (2014) added that students have to master vocabulary which support speaking, writing, listening and reading easily and it must also be supported with grammar mastery. Practically, in teaching speaking teachers can use games in the opening sessions to attract students' learning attention.

Language capacities should be overwhelmed by the understudies to be explicit, tuning in, talking, scrutinizing and creating. According to Richards (2008:19), understudies should regularly survey their ability in language sorting out some way to understand the sum they accept they have improved in their imparted in language capacity. Ur (1996:121) referred to a couple of factors causing inconveniences in talking. Those are being worried about submitting mistakes; alarmed by getting investigation and are humiliated about being engaged for their talk; having nonattendance of motivation and moreover they can't think about anything to say.

Talking abilities should be dominated by the understudies; yet the greater part of the understudies having low capacity in talking. The aftereffects of the meeting led on April 29th in SMP Muhammadiyah Salatiga showed that talking is the most troublesome abilities to be dominated by the understudies. It is because of feeling humiliated when they begin to talk, getting less preparing and familiar with talk in English. The past investigation directed by Hasibuan (2017) showed that utilizing bingo game is exceptionally informative, genuine and flexible. The idea of talking bingo game is a sensible inspirational device in learning English, and it is intriguing to make a decent environment in a talking exercises with the goal that it tends to be utilized to build understudies' inspiration.

Susanto (2017) tracked down that the greater part of instructor don't utilize the media in showing jargon and don't amplify the web or web, they regularly request that their understudies look into the web when they give them bring home tasks, however just little educators utilize the Medsos/online media, what's up, line, and so forth The English instructors in middle schools generally have not executed the option media in showing jargon, they lean toward having the ordinary method yet they absence of data and sources. A few ideas proposed resemble; educators should overhaul their showing procedure particularly in showing jargon, instructors ought to support themselves in utilizing the innovation to build up their insight in differing their strategy in educating jargon.

The instructor got troubles in showing talking on the grounds that the understudies had low jargon dominance, feared committing errors when they began to talk, and they feel embarrassed. Additionally, in encouraging talking the instructor utilized a reading material and once played a short English film. Besides, in talking, understudies likewise need to comprehend sentence structure which can encourage better correspondences and thinking abilities to make us a superior audience, speaker, peruser, and essayist. Susanto (2017). Learning English syntax is significant in light of the fact that it causes us to see how the content functions. As per Gerot and Wignell (1994:2) language structure is a hypothesis which lead us on how we pick and mastermind our words. Moreover, Rayevska (2004:7) syntactic structures assume an indispensable part in our capacity to loan assortment to discourse, to offer "shading" to the subject or assess it and to pass on the data all the more inwardly.

Susanto argued that english teacher needs a high quality in good writing and speaking in English because learning to write and speak is the most challenging for English as a foreign language (EFL) learners. Composing a good writing needs a high skill to put the words and sentences together in a good order as coherence and cohesion promptly. we need to know the components which support the process of making a good composition in making a good coherence and cohesion by putting the grammar in the writing, the lexical items, and the coherence cohesion within the sentences. Coherence helps us to understand the written text thoroughly, on the other hand cohesion guides us to know the flow of the written text. It also for sepaing skills that to support the cohesiveness and coherences the sentences within the texts, students need to know and comprehend discourse markers.

Learning jargon is perhaps the main language parts for learning English to help them in dominating the other language segments and understudies can be more fascinating by utilizing games since they have benefits in spurring them to learn jargon differently. Games assist understudies with learning words effectively which include cordial rivalry, carry genuine setting into the homeroom and upgrade the understudies to utilize English deftly. Moreover, games are profoundly propelling and give the understudies greater freedom to communicate their assessments and sentiments. Despite the fact that games add redirection to the ordinary study hall exercises and fun, one should not dismiss their instructive worth, especially in second language educating (Sugar, 2002).

Sharpe (2001) fought that games makes the educators enlarge each understudy's learning potential. The games are furthermore fitting to be used in instructing language. By the day's end, the expert necessities to consider about the meaning of the word games. Wright, et.al (1984) communicated that in orchestrating the fundamental current obscure lingo instructive arrangement should focus in on oral and aural terminations and that the word game should be associated with the instructive arrangement. The educators should not utilize word games just for the sake of entertainment and in light of the fact that we realize all that the word games can be utilized to show jargon for middle school. Word

Games give more freedoms to the understudies to rehearse in a significant semantic circumstance. The issue experienced by the instructors is their capacities in discovering proper word games to be utilized in every educational program. Coming up next are the attributes of games: 1) it incorporates a test against either a task or an enemy, 2) is controlled by an unequivocal set of rules, 3) it is uninhibitedly busy with, 4) intellectually, it is an emotional situation clearly separate from the real world, 5) socially, the events of a game condition are thought about, without anyone else, to be of irrelevant importance, 6) it has a positive number of expected courses of action; that is only a predetermined number of things can happen during play. The perspective on what involves a 'language game' is that it shares some typical points with games overall, yet moreover has express characteristics.

The Standardized of Minimum Score (KKM) of English subject for 7th grades understudies of SMP Muhammadiyah Salatiga is 65 and about half of understudies didn't arrive at the normalized of the base score (KKM) yet.

In light of the marvel over, the authors attempts to take care of the issue by leading this investigation to discover an answer for improve understudies' talking capacity. As per Zhu (2012) the objective of language instructing and learning is to improve correspondence capability and that game can be a decent media to be utilized in the study hall. Game can be utilized in the homeroom to assist the understudies with being unwinding and to assist them with learning another dialect without fearing committing error. The journalists made an answer by utilizing talking bingo game in instructing English to make the understudies to have the option to improve their talking abilities in the homeroom in a more charming and loosen up circumstance.

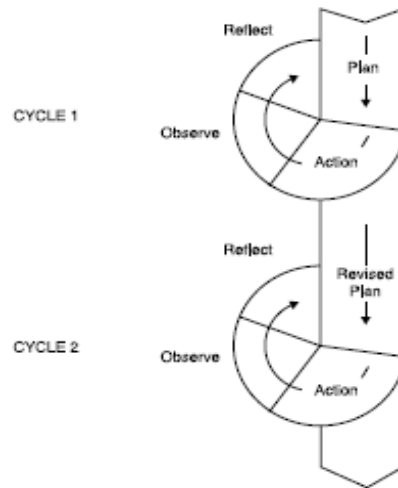
## **METHOD**

A homeroom activity research was executed here. The issues that brought up in accomplishing the fundamental ability trained should be settled by teaming up with the instructor. As per Nugent, Malik, and Hollingsworth (2012:4), the instructing learning meetings are directed dependent on the cycles; arranging, acting, noticing and followed by mirroring the meetings. At the point when it is as yet not fulfilling, it tends to be rehashed. Study hall Action Research is analyzing one's own practices through community oriented request, reflection, and exchange.

Pelton (2010:4) communicated that teachers go about as instructors expertly in the homeroom. They speak with the understudies, build up the learning environment, and make practice plans, consign homework and do in the step by step timetable of teaching as an action research. This development of the investigation implies the systems, penchants, the data arrangement strategies, insight, and the journey for new and better ways to deal with acquaint material and with challenge the understudies. This strategy is utilized by the essayists to

know the understudies' improvement as the aftereffect of utilizing bingo games to improve talking capacity.

**Figure 1. Steps of Classroom Action Research adjusted from Kemmis and McTaggart**



(1998:14)

Arikunto (2010:137) classified the steps into four; they are planning, acting, observing, and reflecting.

## FINDINGS AND DISCUSSION

### 1. Cycle I

In the main cycle, in arranging, the journalists getting ready exercise intends to control the instructing and learning measure and to oversee time and exercises during educating and learning measure in the homeroom. The scholars alluded to English schedule which was utilized by SMP Muhammadiyah Salatiga. The following movement is getting ready perception agenda to know the understudies' and educators' exercises during the instructing and learning measure. The showing materials and the media dependent on the essential skill instructed is tied in with presenting oneself, comprises of the significance (definition), language highlight, and model. The Pre-test and post-test as the instruments are likewise arranged utilizing talking bingo game to know the comprehension of understudies in talking self presentation. At that point, the scholars utilized post test. Post-test was done in the wake of utilizing talking bingo game to see the consequence of the investigation when utilizing talking bingo game in learning.

In acting, the scholars worked colaboratively with the educator on August nineteenth 2019 in the study hall, for example, recounting Surah An-Naba, getting some information about their condition, checking understudies' participation, at that point the instructor gave the guidance orally about pre-test that they should make a discourse about the subject presenting oneself, and they worked in pair, the instructor requested the understudies to introduce in front from the class and they were scored for appraisal. At the point when the understudies were doing the pre test, a few understudies actually confounded,

they didn't have the foggiest idea how to begin their work. MDU, one of the understudies in the class asked the instructor that how should he manage the paper, the educator addressed that the understudies need to talk before the class with the theme "presenting oneself" like getting some information about your companion's name, diversion, address, age, and family. A few understudies got some information about the importance of their words in English, while the vast majority of the understudies zeroed in on doing pre-test by them. In pre test a few understudies got challenges in organizing the inquiries, they got befuddled in picking the legitimate words in expressing.

The accompanying activity is treatment and post-test, it was coordinated on August 22th 2019. The instructor give the knowledge about self-colleague material with the understudies. She explained the materials about introducing oneself includes definition, purposes, nonexclusive development, language features, and models. By then, the teacher allowed to the understudies to practice subject to the freebee given, the instructor mentioned that the understudies become volunteer or not. BAR and FAA lifted their hands and tended to that they need to get volunteer. Additionally, the teacher prepared them how to play talking bingo game, and the educator passed the bingo card to the understudies, by then every understudy got a piece of bingo card. The teacher explained that after they have balanced their bingo card, they should holler BINGO and go on the class to ensure the prize. They expected to mix and look for buddy who possessed of the brand name on their bingo card. It is ordinary that it can fabricate their ability in talking and raised their assurance.

The understudies introduced in pair and focused on their introduction. The understudies appreciated the materials about presenting oneself by utilizing talking bingo game in English language educating. The understudies composed discoursed two by two for 15 minutes and the instructor strolled around the class and checked the understudies' work. At the point when the time was up, the instructor requested the understudies to introduce in front from the class in pair and got the evaluation.

The accompanying part in this cycle was post-test. The understudies did the posttest on August, 22th, 2019 after treatment, the educator mentioned that the understudies present the talk in pairs about introducing oneself and the understudies do the test orally. The teacher revealed to them that they did a post-test for 40 minutes. The understudies were drawn nearer to practice before the class, by 15 minutes for setting up the fitting reaction and 25 minutes for practicing before the class. The understudies introduced their works which were recorded by the columnists' colleague. While the understudies were doing the post-test, the teacher walked around the class to check the understudies. The teacher forewarned the understudies not to make any upheaval in the homeroom. Exactly when they wrapped up doing the test, the teacher got some data about what they have figured it out. The teacher and the understudies summarized the materials then the instructor shut the social affair and expressed profound gratitude to for the understudies' venture.

During the meetings the journalists noticed understudies and educator action by utilizing the perception agenda in the learning interaction to know how far the circumstance and energy of the understudies' and instructors' inclusion during instructing and learning measure. This action was to assess the instructing and learning measure, gathered the information and observed the class.

**Table 4. 1**  
**The Students' Observation Checklist Cycle I**

No.	The Students' Activity	Yes	No
1.	Pay attention	√	
2.	Ask question	√	
3.	Respond to question	√	
4.	Accomplish task	√	
5.	Enthusiastic in doing <i>speaking bingo game</i>	√	

**Table 4. 2**  
**The Teachers' Observation Checklist Cycle I**

No.	The teachers' activity	Yes	No
1.	Prepare the material well	√	
2.	Greet students	√	
3.	Check the students' attendance	√	
4.	Give motivation	√	
5.	Remind previous material	√	
6.	Explanation the material	√	
7.	Use <i>speaking bingo game</i> to teach speaking	√	
8.	Give opportunity for asking the questions	√	
9.	Help students' difficulties during learning	√	
10.	Give feedback after lesson	√	

In the cycle I, the information of pre-test and post-test are examined by referring to the talking rubrics. Five angles for scoring, for example, pronunciation, familiarity, jargon, language use, and perception. The score for every part of talking is partitioned into one, two three, four, five. The incredible score is five. Coming up next is the table of the passing evaluation.

**Table 4. 3**

**Passing Grade of the Pre-test and Post-test Cycle I**

Criteria	Grade of Pre-test	Presentation of Pre-test	Grade of Post-test	Presentation of Post-test
<65	14	70%	11	55%
65	0	0%	0	0%
>65	6	30%	9	45%
<b>Total</b>	20	100%	20	100%

a) Descriptive statistic cycle I

The calculation of the deviation standard by using SPSS 16.00. It can be shown as follows:

**Table 4. 4 Descriptive Statistics Cycle I**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	20	28.00	76.00	57.0000	15.34858
Post Test	20	32.00	80.00	61.8000	14.82388
Valid (listwise)	N 20				

The mean of pretest can be seen that in the cycle I is 57.0 with standard deviation 15.34858 from the table above. Then, mean post-test in cycle I is 61.8 with standard deviation 14.82388. The quantity (N) of the students is 20 students.

(1) The passing grade of the cycle I

Cycle I also has shown that the students can improve their speaking ability by knowing the mean of post-test 61.8. which is better than the mean of pretest 57.0., and that the score is still lower than the passing grade. This can be the reason for the writers to decide to conduct cycle II in order to get better result on improving speaking ability using *speaking bingo game*. The writers analyzed the result of pretest and post-test. The significant level is 0.05 from the quantity (N) 20 and Df = N-1 (20-1=19). So, the T-table is 1.729.

b) Paired sample test cycle I



**Table 4. 5 Paired Samples Test Cycle I**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-4.80000	4.78594	1.07017	-7.03989	-2.56011	-4.485	19	.000

Based on the calculation the result is : T-test cycle I is 4.485; T-table ( $\alpha=0.05$ ) from the df 19 is 1.729; T-test > T-table = 4.485 > 1.729

It very well may be inferred that there is a huge improvement talking capacity utilizing talking bingo game in cycle I. The estimation of T-Test 4.485 is higher than T-table 1.729.

Subsequent to getting the outcome in the cycle I, the essayists made reflection meeting to improve the capacity of the understudies in talking. The essayists discovered some shortcoming during showing learning measure, a few understudies committed errors in articulating the word accurately and didn't have a plan to talk. They were befuddled in getting sorted out the words for expressing, yet the understudies can create thoughts in talking. As it tends to be seen from the aftereffect of understudies' worksheet in pre-test and post-test. The understudies didn't pass the breezing through grade in the pre-assessment and post-test, as the passing evaluation (KKM) was 65, and the objective of the passing evaluation was 70%; there was (30%) of understudies' pre-test score are higher than the passing evaluation (KKM). In the mean time, there were 9 understudies (45%) who couldnot arrive at the objective of finishing grade in post-assessment. Thusly, the essayists would direct the cycle II.

## 2. Cycle II

In the subsequent cycle, in arranging, the scholars getting ready exercise intends to control the educating and learning measure and to oversee time and exercises during instructing and learning measure in the study hall. The authors alluded to English schedule which was utilized by SMP Muhammadiyah Salatiga. The following action is getting ready perception agenda to know the understudies' and instructors' exercises during the educating and learning measure. The showing materials and the media dependent on the essential ability instructed is tied in with presenting oneself, comprises of the importance (definition), language highlight, and model. The Pre-test and post-test as the instruments are additionally arranged utilizing

talking bingo game to know the comprehension of understudies in talking self-presentation. At that point, the scholars utilized post-test. Post-test was done in the wake of utilizing talking bingo game to see the consequence of the investigation when utilizing talking bingo game in learning.

Cycle II was held tight Monday, August 26th, and Thursday, August 29th, 2019. The teacher and the creators entered the class on Monday, August 26th, 2019. Here the researchers moved as observers to see the activities. The educator invited and checked the understudies' support list, from here on out, she explored the previous social occasion. The teacher got some data about introducing oneself and subsequently gave them pre-test to make a talk in pairs. Exactly when the understudies were doing the pre-test orally, most of the understudies did the pre-test in cycle genuinely. During the pre-test, various understudies got difficulties in sentence structure and language. While coordinating the pre-test, the researchers found very few understudies really perplexed when they were staying before the class, and got on edge talking and picked some uncalled-for words.

At that point, the educator show the understudies on Thursday, August 29th, 2019. The instructor utilized talking bingo game in cycle II. The instructor gave bingo card to the understudies. The educator trained how to play talking bingo game, and the instructor gave the bingo card to the understudies. At the point when every understudy got a piece of bingo card, they need to round out their bingo card, they should yell BINGO and go ahead the class to guarantee the prize. The understudies searched for companion who had the bingo card in doing talking bingo game, a few understudies were befuddled to mastermind the word and a few understudies asked the instructor the troublesome jargon.

The last part in this cycle II was post-test. The understudies did the post-test about presenting oneself comprises of nonexclusive designs and language highlights. The instructor furnished the understudies' response sheet and requested the understudies to do the test in front from the class orally. The understudies did the post-test earnestly by picking words. The instructor cautioned the understudies not to make commotion in the homeroom. At the point when they wrapped up doing the test, the educator got some information about what they have realized. The educator and the understudies summed up the material then the instructor shut the gathering by expressing gratitude toward for the understudies' support.

In the cycle II, the writers observed activities in the classroom by using the observation checklist in the learning process to know how far the involvement of the students and teacher during teaching and learning process to evaluate the teaching and learning process, collect the data and monitor the class.

**Table 4. 6**  
**Students' Observation Checklist Cycle II**

No.	The Students' Activity	Yes	No
1.	Paying attention	√	
2.	Asking question	√	

3.	Responding to question	√	
4.	Accomplish task	√	
5.	Being enthusiastic in <i>speaking bingo game</i>	√	

**Table 4. 7**  
**Teachers' Observation Checklist Cycle I**

No.	The teachers' activity	Yes	No
1.	Prepared the material well	√	
2.	Greeted students before the lesson begin	√	
3.	Checked the students attendance	√	
4.	Give motivation	√	
5.	Remind previous material	√	
6.	Explain the material	√	
7.	Use <i>speaking bingo game</i>	√	
8.	Give opportunity for asking the questions	√	
9.	Help students' difficulties during learning	√	
10.	Give feedback after lesson	√	

The journalists examined the information of pre-test and post-test dependent on rubric talking appraisal. There are five viewpoints in scoring, for example, elocution, familiarity, jargon, language use, and understanding. The score of talking test is partitioned into one, two three, four, five. The amazing score is five. Subsequent to dissecting the understudies' score in the pre-test and post-trial of cycle II, the essayists determined the quantity of the understudies who passed the passing evaluation.

**Table 4. 8**  
**Calculation of Passing Grade of the Pre-test and Post-test in cycle II**

Criteria	Grade of Pre-test	Presentation of Pre-test	Grade of Post-test	Presentation of Post-test
<65	10	50%	5	25%
65	0	0%	0	0%
>65	10	50%	15	75%
<b>Total</b>	20	100%	20	100%

a) Descriptive statistic cycle II

The writer calculated the deviation standard, as follows:

**Table 4. 9**  
**Descriptive Statistics cycle II**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	20	52.00	80.00	65.6000	9.91755
Post Test	20	56.00	84.00	72.0000	8.60844
Valid N (listwise)	20				

From the result of the analysis it can be seen from the table that the mean of pre-test in the cycle II is 65.60 with standard deviation 9.91755. Then, mean post-test in cycle II is 72.00 with standard deviation 8.60844. The quantity (N) of the students is 20 students.

b) The passing grade of the cycle II

From the cycle II has shown that the understudies can improve their talking limit as can be seen from the mean of post-test 72.00. It was better than the mean of pre-test 65.60. From the result, it is shown that the score is higher than the passing assessment (72.00>65). Thusly, the researchers gathered that there was an improvement of understudies talking limit by using talking bingo game. The basic level that the creators uses is 0.05 from the sum (N) 20 and df = N-1 (20-1=19).

Thusly, the T-table is 1.729. Paired sample test cycle II

**Table 4. 10 Paired Samples Test cycle II**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1: Pre Test - Post Test	6.40000	4.75062	1.06227	8.62336	4.17664	-6.025	19	.000

From the table above can be seen that:

- 1) T-test cycle II is 6.025
- 2) T-table ( $\alpha=0.05$ ) from the df 19 is 1.729
- 3) T-test > T-table = 6.025 > 1.729

There is a huge improvement in talking capacity utilizing talking bingo game in cycle II in light of the fact that the estimation of T-test 6.025 is higher than T-table 1.729.

The instructor and the researchers reflected the rethought practice plan and the movement of the cycle II by examining the understudies' score of cycle II and the insights plans. The teacher complemented on assessing the material about the customary development and phonetic features of introducing oneself. By then, the educator said that a methodology is critical for us. Thusly, taking into account the discussion between the instructor and the writers, the understudies' ability in talking limit of self-introduction in cycle II had successfully improved.

As it is understood that the passing assessment (KKM) for English subject was 65, the understudies' scores in the post-preliminary of the cycle II show that there were 75% of the understudies who get the score higher than KKM. The post-preliminary of the cycle II were better as the understudies had the alternative to make their idea in introducing oneself. In the pre-preliminary of cycle 2, there were half of the understudies who get the score higher than KKM. It suggests that after reflection from the cycle I was applied in the movement of the cycle II, there was an overhaul of execution of understudies' ability in talking limit using talking bingo game. Finally, the teacher and the writers halted the cycle in light of the fact that 75% of the understudies have viably passed the passing assessment.

The essayists reasoned that there was critical consequences of utilizing talking bingo game to improve understudies' capacity in talking. The improvement can be viewed as follows:

**Table 4. 11 Data Analysis**

No	Analysis	Cycle I	Cycle II
1.	Mean of Pre-Test	57.0	65.6
	Mean of Post-Test	61.8	72.0
2.	Total of the students who pass the passing grade ( $\geq 65$ )		
	Pre-test	30 %	50 %
	Post-test	45 %	75 %
	Improvement	15 %	25%
3.	T-table	1.729	1.729
	N =	21	21
4.	T-test	4.485	6.025

From the table, it tends to be seen that the t-test is higher than T-table. It is realized that there is critical improvement of utilizing talking bingo game on understudies' talking capacity. The improvement can be seen from the complete of the understudies who passed the passing evaluation (KKM). In the cycle I, the improvement is 15%, and in the cycle 2, the improvement is 25%. It very well may be seen from the table that showed that the t-trial of cycle I was 4.485 and cycle II was 6.025 which was higher than t-table with N-1 (1.729). In light of the outcome over, the scholars reasoned that the utilization of talking bingo game could improve the understudies' capacity in representing the 7th grade understudies of SMP Muhammadiyah Salatiga in the scholastic year 2019/2020.

## CONCLUSION

Considering the eventual outcomes of the investigation and the data assessment, the researchers surmised that using talking bingo game to improve understudies' talking limit in the seventh grade of SMP Muhammadiyah Salatiga in the educational year 2019/2020 was successful. There is an improvement of talking limit in introducing oneself in the wake of using talking bingo game. The creators got the information from cycle I and cycle II. The execution of this assessment was segregated into three segments. The underlying portion, the teacher coordinated pre-test, the instructor gave pre-test to the understudies. In cycle I, the understudies looked bewildered in their pre-test. In the pre-test, a couple of understudies got difficulties in setting everything straight the language while talking. They mentioned the importance from specific words. While in cycle II the understudies talk successfully about introducing oneself. The ensuing part, the educator drove treatment by using talking bingo game. The teacher gave the understudies freebee of introducing oneself material and play the talking bingo. The third part was the post-test. The educator gave present test on the understudies. After the columnists had known the eventual outcome of pre-test and post-test, the creators examined the score of understudies by using SPSS 16.00.

There is colossal improvement of understudies' talking limit resulting to using talking bingo game. The score of pre-test and post-test can be seen from understudies' score. Understudies score in cycle I and cycle II are 57.0 and 65.6. It suggests that talking limit in self introduction without talking bingo game was low considering the way that the result showed that the standarized score (65) is higher than the mean of pre-test in cycle I (57.0) and II (65.6). While using talking bingo game the understudies' score of post-test in cycle I and II are 61.8 and 72.0. The mean of pre-test in cycle II (65.6) and the mean of post-test in cycle II (72.0) are higher than the mean of pre-test in cycle I (57.0). The mean of post-test in cycle II is higher than the mean of post-test in cycle I. It suggests that using talking bingo game, the understudies' talking limit in Self Introduction was improved.

The delayed consequence of understudies' ability in talking before using talking bingo game in SMP Muhammadiyah Salatiga show that there were only 30% of the understudies who got score higher than the passing assessment (KKM) in the pre-test. After the treatment was applied in the cycle I show that there were 45% of the understudies who got the score higher than the floating through grade in the post-appraisal. On the delayed consequence of cycle II were half of understudies who got score higher than the floating through grade in the pre-appraisal and 75% of the understudies who got score higher than the completing evaluation in the post-appraisal. Finally, making talking limit using talking bingo game to improve the seventh grade understudies' of SMP Muhammadiyah Salatiga in the insightful year 2019/2020 was powerful.

## REFERENCES

- Arikunto, Suharsimi. 2014. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Bailey, M. Kathleen. 2005. *Practical English Language Teaching (Speaking)*. New York: Mc.Graw-Hill ESL/ELT.
- Bastani and Suyata. *Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbantuan Komputer untuk Siswa SMP kelas VII*. [http://journal.uny.ac.id/index.php/ljtp/art cle/view/](http://journal.uny.ac.id/index.php/ljtp/art%20cle/view/)
- Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy*. New York: Longman. Crystal, David. 2003. *English as Global Language*. Cambridge: Cambridge University press.
- Brown, James Dean and Christine Combee. 2015. *Research in Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Creswell, J. W. 2012. *Educational Research*. University of Nebraska: Pearson.
- Febriyansyah, Imas. 2015. *Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of Sman 4 Purworejo in The Academic Year of 2014/2015*. Yogyakarta: English Education Study Program Faculty of Languages and Arts Yogyakarta State University.
- Fitrianingtyas. Ike. 2017. *The Effect of Using Bingo Game to Eighth Grade Students' Vocabulary Mastery of Smpn 1 Semen Kediri in The Academic Year 2016/2017*. Kediri: English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri.
- Gunantar, Devy Angga. 2016. *The Impact of English as An International Language on English Language Teaching in Indonesia*. Vol. 10 (1), 141-151.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching 3rd Edition*. UK: Longman.

- Hasibuan, Syukri Agung. 2017. *The Effectiveness of Bingo Game on Students' Speaking Ability (A Quasi-Experimental Study At Seventh Grade of SMP Negeri 178 in Academic Year of 2016/2017)*. Jakarta: Departemen of English Education Faculty of Educational Sciences Syarif Hidayatullah Islamic University of Jakarta.
- Hia, Memori. 2016. *The Effect of Bingo Game on The Students' Ability in Listening Skill at The Eighth Grade of SMP Negeri 2 Lolofitu Moi in 2016/2017*. Gunungsitoli: Institute of Teacher Training and Education of Gunungsitoli Faculty of Education of Languages and Arts English Education Study Program.
- Jauhari, Yusuf Akhyar. 2015. *The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery (A Case Study of Eighth Grade Students Of SMPN 1 Batealit, Jepara in The Academic Year 2014/2015)*. Semarang: English Department Language And Art Faculty Semarang State University.
- Jenkins, Jennifer. 2015. *Global Englishes 3<sup>rd</sup> edition*. New York: Routledge.
- K. Sharpe. 2001. *Modern Foreign Language in the Primary School*. London: Kogan Page.
- M. Wright, A., Bettridge, D., & Buckby, Game for Language Learning. West Nyack, New York: Cambridge University Press, 1984.
- Maksymec. 1993. *Bingo Game*. Retrieved May 12, 2019 from (<https://patentimages.storage.googleapis.com/48/1f/41/705137f4c7c6e7/US5265880.pdf>)
- Multi, Dea Pradita Dyah Ayu Liberty and Tri Widyahening. 2016. *Improving Students' Vocabulary Mastery by Using Bingo Games (A Classroom Action Research At Seventh Grade Students of Smp Negeri 11 Surakarta In 2014/2015 Academic Year)* Surakarta: Fakultas Keguruan dan Ilmu Pendidikan. Universitas Slamet Riyadi.
- Musmanno, Virginia. 2003. *Language Arts Bingo*. New York: Scholastic Inc.
- No, Keum Sook and Kyung-Ja Park. 2010. *Self-introduction in Spoken Form: What Makes KSE and ANSE different?*. Korea: Kyungwon University and Korea University
- Noviarningsih, Ira Estiyani. 2017. *The Effectiveness Of Using Bingo Game To Enrich Vocabulary (An Experimental Research at the Seventh Grade of SMP Negeri 03 Mojogedang In The Academic Year Of 2016/2017)*. Surakarta: English Education Department Islamic Education and Teacher Training Faculty the State Islamic of Surakarta.



- Nugent, Glenda, et all. 2012. *A Practical Guide to Action Research for Literacy Educators*. Washington DC.
- Pelton, Robert P. 2010. *Action Research for Teacher Candidates*. United States : Rowman & Littlefield Education.
- Reddy, M. Samanth . 2016. *Importance of English Language in today's World*. Vol. 3(2), 179-184.
- Richards, Jack C. 2008. *Teaching Listening and Speaking*. Cambridge: Cambridge University Press.
- Sarwoko. 2014. *English on Target*. Jakarta: Erlangga
- Satriyani, Lina. 2016. *Using Word To Sentence Bingo Integrated With Computer to Improve Students' Speaking Ability*. Vol. 4 (1), 468-474.
- Silalahi, Rentauli Mariah. 2016. *English Teachers' Perspectives on the Impacts of English as a Global Language Influencing the Indonesian Educational System*. Vol. 1(1), 788-794.
- Stringer, Ernest T, et al. 2010. *Integrating Teaching, Learning, and Action Research*. California: Sage Publication Inc.
- Susanto, Dias Andris and Setiyo Watik. 2017. *The Interpersonal Meaning Realized in The Lyrics of Christina Perri's Album "Lovestrong" and The Contribution for Teaching A Modern English Grammar*. DEIKSIS Vol. 09 No.03, September. p-ISSN: 2085-2274, e-ISSN 2502-227X hal. 283-291 283.
- Susanto, Dias Andris, Januarius Mujiyanto, Dwi Anggani Linggar Bharati, Djoko Sutopo. 2019. *The Use and Functions of English Discourse Markers (EDMs) in EFL Students Writing at University in Indonesia* . Advances in Social Science, Education and Humanities Research, volume 343 67. 1st International Conference on Administration Science (ICAS 2019). Copyright © 2019, the Authors. Published by Atlantis Press. (<http://creativecommons.org/licenses/by-nc/4.0/>).
- Susanto, Dias Andris, Ratna Kusumawardhani, Maria Yosephin. *Pembuatan Suplemen Bahan Ajar Vocabulary dengan Word Games bagi Guru-Guru Bahasa Inggris SMP di Kota Semarang*. Seminar Nasional Hasil Pengabdian Kepada Masyarakat (SHHPKM)-VII. Lembaga Penelitian dan Pengabdian kepada Masyarakat ISBN: 978-602-0960-58-6 Universitas PGRI Semarang. 26 Oktober 2017.

- Torky, Shaimaa Abd El Fattah. 2006. *The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Ain Shams University Women's college Curricula and Methods of teaching Department.
- Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Wahyuni, Desri and An Fauzia Rozani Syafei. 2016. *The Use of Action Bingo Game in Teaching Vocabulary to Elementary School Students Padang*. Padang: English Department Faculty of Languages and Arts State University of Padang.
- Watiningsih, Erna. 2017. *The Effectiveness of Using Bingo Game in Teaching Vocabulary of The Eighth Grade Students at The SMP N 15 Purworejo in The Academic Year 2016/2017*. Purworejo: English Education Program Teacher Training and Education Faculty Purworejo Muhammadiyah University.
- Widyaswari, Herlina and Him'mawan Adi Nugroho. 2012. *Using Bingo to Improve Vocabulary Mastery in Describing People to the Seventh Graders*. Surabaya: English Education Program, Language and Art Faculty, State University of Surabaya.
- Yosephin, Maria WL, Nur Hidayat, Dias Andris Susanto. 2018. *A Qualitative Study of EFL English Teacher's Perceptions towards Teaching Vocabulary Using Word Games for Junior High Schools in Semarang Central Java: To Use Or To Reject?* 1st International Conference on Education and Social Science Research (ICESRE 2018) Advances in Social Science, Education and Humanities Research, volume 287.
- Yosephine, Maria, Dias Andris Susanto. 2017. *The Profile of Enhancing Students' Writing Skill Using Word Games; The Case Study of Junior High Schools in Semarang, Central Java, Indonesia*. Prosiding seminar nasional Pemartabatan Bahasa Indonesia Melalui Budaya Literasi dan Optimalisasi Ipteks. Prodi Pendidikan Bahasa dan Sastra Indonesia. FPBS Universitas PGRI Semarang. 21 Desember.
- Zhu, Deguang. 2012. *Using Games to Improve Students' Communicative Ability*. Vol. 3 (4), 801-805.

