

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH BINGO GAMES TO ELEMENTARY SCHOOL STUDENTS

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Abstract

This article describes a classroom action research held in English class through the implementation of Bingo games to improve the third grade students' vocabulary mastery and students' motivation. This research was conducted in two cycles. Each cycle included four stages: planning, implementing, observing, and reflecting. The data that were obtained qualitatively and quantitatively show that bingo games could improve: (1) the students' ability in memorizing the meaning of words; (2) the students' ability in pronouncing the words correctly; (3) the students' ability in spelling the words correctly; (4) the students' ability in identifying proper word use; (5) students' motivation.

Keywords: Classroom action research, vocabulary mastery, Bingo games, elementary school

Abstrak

Artikel ini mendeskripsikan penelitian tindakan kelas yang dilaksanakan di kelas bahasa Inggris melalui penerapan permainan Bingo untuk meningkatkan penguasaan kosakata dan motivasi siswa kelas tiga. Penelitian ini telah diselenggarakan dalam dua siklus. Tiap siklus terdiri dari empat langkah: perencanaan, penerapan, pengamatan dan pencerminan. Data yang telah diperoleh secara kualitatif dan kuantitatif menunjukkan bahwa permainan Bingo dapat meningkatkan: (1) kemampuan siswa dalam menghafalkan arti kata-kata; (2) kemampuan siswa dalam mengucapkan kata-kata dengan benar; (3) kemampuan siswa dalam mengeja kata-kata dengan benar; (4) kemampuan siswa dalam mengidentifikasi penggunaan kata yang tepat; (5) motivasi siswa

Kata kunci: penelitian tindakan kelas, penguasaan kosakata, permainan Bingo, Sekolah Dasar

In learning a foreign language, mastering the four skill in English; listening, speaking, reading and writing, vocabulary is

the most important component of a language power. Vocabulary is one of the most aspects of the foreign language learning. Without

vocabulary, we cannot communicate effectively. So, the first step to learn English is learning vocabulary.

Vocabulary can be defined as the stock of words that used by person, class, or profession. The meaning is clear enough that in almost cases of human life, they use of the words. The use of words itself differentiated according to the field, class, person, or profession (Burns and Broman, 1975: 295). According to Hatch and Brown (1995: 1) argue that the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

Mastering English vocabulary therefore is much needed to learn more about English. Hornby (1995: 721) states that mastery is complete knowledge or great skill. While as stated in Oxford dictionary (1995) defines mastery as the complete control of knowledge. It means that to be able to control our four language skills for communicating, without having proportional English vocabulary, we will great deal of difficulties in using English, both written and orally.

To conclude, vocabulary mastery is the complete knowledge or great skill to comprehend and to apply stock of words of a language with their meaning might use which is differentiated according to person, class or profession.

Based on the pre observation the writer found some problems in elementary school students, as indicated by the following indicators: (1) the students could not pronounce the word correctly. The students tended to pronounce the letters of the words; (2) the students found difficulties in spelling the words. For example, they write *mouth* instead of *moth*, *nose* instead of *nos*. There was letter that lost; (3) the students found difficulties in memorizing the meaning of the words. In the pre observation, when the teacher gave them question or exercise about meaning they could not answer well; (4) the students found difficulties in identifying the proper word use. Some students could not identify the proper function of things although the context was given.

In addition the students' motivation is low as indicated by following indicators: (1) The students did not pay attention during teaching learning process. They got bored easily, were not enthusiastic and were less interested to the English lesson. (2) Some students were passive. (3) The smart students were dominant in joining class activities. (4) Some students also created a joke, made noise and disturbed the others.

The problems faced by the students are caused by some factors that may come from

the students, the teacher, media, or technique used in teaching learning process: (1) The teacher played less attention to teaching vocabulary. (2) The teacher used the conventional method in teaching the materials. There was no variation or other teaching media used by her. There was also no handbook or LKS (*Lembar Kerja Siswa*). The students took a note all the time. The only teaching media was whiteboard. (3) The students assumed that English was a difficult subject, especially in memorizing and pronouncing the words.

Considering the problems in mastering vocabulary encountered by the students above, the researcher proposes a teaching technique of using Bingo games in teaching vocabulary as a solution. Bingo games are the word game that consists of picture and word card. Bingo games are the effective way to teach vocabulary. According to Smith (2002) vocabulary Bingo game is an effective way to help students review vocabulary words as well as learn new words. This activity uses sight-word recognition by allowing students to match the correct word with picture. In addition Kavaliuskiene (2000) adds that Bingo game is an ideal tool in assessing and

teaching English especially vocabulary.

Thus, it can be concluded that Bingo games are kinds of word game consists of card instruction which is designed and created to perform and enjoying activity restricted by rules where the player to be the winner. It aims as a tool in assessing and teaching English especially vocabulary.

By playing Bingo games, the students felt fun, relaxed and enjoyable, and they could memorize the vocabulary in different way. It made the teaching-learning process more attractive.

RESEARCH METHOD

The method used in this research is action research. Kemmis (1983) in Hopkins (1993: 45) states that action research is trying out an idea in practice with a view to improving or changing something, trying to have a real effect on the situation. However, the research is aimed at improving vocabulary of the students. So, it is best conducted by using action research method. The researcher in her research tries to improve students' vocabulary mastery by using Bingo games.

While Carr & Kemmis (1986) in Burns (1999: 30) states that action research is simply a form of self-reflective inquiry

undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of those practices and the situations in which the practices are carried out.

In this classroom action research, the researcher uses the model developed by Kemmis and McTaggart in Burns (1999: 32). Kemmis and McTaggart (1998) in Burns (1999: 32) state that Action Research occurs through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process. They are: (1) identifying problem and planning the action; (2) implementing the action; (3) observing the action; (4) reflecting the result of the observation.

This action research which concerns on using Bingo games in teaching vocabulary needs some data to be analyzed. The researcher collects the data using qualitative and quantitative method. The qualitative data were collected from observation, interviews, and field notes. The quantitative data was collected from the students' vocabulary score obtained from test.

In analyzing qualitative data, the researcher used descriptive analysis proposed by

Burns (1999: 157-160) which consists of: (1) assembling the data means the researcher collected all the data over the period of the research: field-notes, journal entries, questionnaires and so on; (2) coding the data means the researcher categorizes or codes the data which can be developed to identify patterns more specifically; (3) comparing the data means the researcher compares the data; (4) building interpretations. It is the point where moving beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data; and (5) reporting the outcomes. In analyzing the quantitative data, the researcher used descriptive statistics formula. The improvement can be seen if the mean score in post-test is higher than mean score in pre-test.

RESULT AND DISCUSSION

After implementing Bingo game to improve students' vocabulary mastery, the researcher got some results dealing with both vocabulary mastery and class situation. The results are presented in the Table 1.

Table 1. The students' improvement in vocabulary mastery

Aspects	Meaning	Spelling	Using	Pronunciation	Mean Score
Passing Grade	6.00	6.00	6.00	6.00	60
Pre-test	5.41	4.29	4.85	3.15	44.26
Post test 1	8.67	5.81	6.96	5.56	67.22
Post test 2	9.33	7.07	8.55	8.33	80.57

Table 1 presents the students' improvement in vocabulary mastery. Before action, it was shown that the students had problem in vocabulary mastery. The students' mean score of pre-test did not pass the passing grade that was 60. After the implementation of Bingo games in cycle 1, it was found that the students got improvement in their mean score, although there were only two indicators that fulfill the passing grade. The two indicators improved through some treatments that were conducted by the researcher: (a) The researcher used one of procedure in play Bingo games; the researcher asked the students to match the word with the picture in Bingo card. The students could match the word with the picture correctly. It means that the students could memorize the meaning of words easily through Bingo games. (b) Aspect of using the words could be reached through giving clue by the researcher to the students from the picture in Bingo card. The

researcher gave simple sentence to tell the means of the picture.

In the first cycle the researcher still found some weaknesses of vocabulary aspects and students' motivation. Some weaknesses of vocabulary aspects are: (a) the students' ability in pronunciation was still low, most of students still pronounced the words incorrectly.; (b) the students were poor in spelling such as they wrote as they sounded the words out. The weaknesses of students' motivation are: (a) some students were still passive; (b) the smart students still dominant in joining class activities; (c) some students still disturbed the teaching learning process by making a joke, they spoke aloud when they make a joke.

The problems that still happen in the first cycle caused by some factors related to teaching and learning process in the case of vocabulary mastery and motivation: (a) the researcher was less in drilling the students so they have not gotten yet into

the habitual of pronouncing the English words; (b) the students were still strange with English letter; (c) the researcher were less in giving spelling exercise; (d) the researcher found difficulties in managing the class.

The researcher prepared two meetings for the next cycle. In this cycle the researcher as the teacher used different topic in accordance with the material in the school. The researcher revised the next action plan to overcome the problems that appeared in the first cycle. In cycle two, the researcher would focus on how to make all students to be more active, to keep their enthusiasm, and to improve the students' ability on pronunciation and spelling. The researcher used different strategy: (a) the researcher would give more activity to practice students' spelling; (b) the researcher would change the group work into individual work; (c) the researcher also gave more activity to practice the students' pronunciation; (d) the researcher would point the students who were still passive and motivated them to be confidants in answering or giving opinion; (e) the researcher would control the students who liked to disturb the lesson or create a joke in the classroom by admonish them strictly using positive admonish

and forced them to respond the activity more so that they were active in positive way.

Then, after cycle 2, the finding showed that the score of the students' vocabulary mastery increased. Almost all vocabulary mastery indicators scores fulfilled the passing grade of each indicator. From the improvement, it can be seen that the students' vocabulary mastery was improved by Bingo games.

Bingo games gave students chances to explore their knowledge or vocabulary related to the topic. According to Jeannie (2000) bingo game is a game for the whole class, which encourages students to study and review their vocabulary. The use of bingo games can be used effectively to improve the students' vocabulary mastery through some stages: (a)

Pictures, pronunciation and motor processing in bingo games technique are used to support memorizing process and help anchor words in the long term memory. It becomes more long-lasting when words were repeated often enough. (b) Imitating the teacher as a model or native speaker can help students learn pronunciation easier. (c) Other types of bingo games (spelling bingo game) can cover the spelling practice. It helps students spell the words

easier and more fun. (d) Giving clue of the picture in bingo card is stated for introducing the word use.

The second finding is the students' motivation improved. The improvement of students' motivation is presented in table 2.

Table 2. The students' improvement in motivation

Students' Motivation	The beginning of cycle 1	The end of cycle 1	The end of cycle 2
Students' participation	<ul style="list-style-type: none"> ❖ The students had low motivation to learn English, got bored easily, were not enthusiastic and less interested to the lesson. 	<ul style="list-style-type: none"> ❖ The students were happier and more interested with the lesson during the Bingo games. It was easy for the students to understand the lesson. 	<ul style="list-style-type: none"> ❖ All of the students' motivation increased. They kept enthusiastic during the Bingo games.
Students' Involvement	<ul style="list-style-type: none"> ❖ Only few students were active to answer or give their opinions. The smart students were dominant in the class. ❖ Some students were naughty in the class, made noise, and disturbed the others. 	<ul style="list-style-type: none"> ❖ Some students were more confident and brave to raise their hands to be chosen by the teacher. ❖ Some students still made a joke and disturbed the others. 	<ul style="list-style-type: none"> ❖ Most of the students were active to join in the class activity and felt free to state their answer or opinions. They were also brave to compete in some activities. ❖ The naughty boys could be handled and stopped from making any noise.

Table 2 presents positive improvements toward students' motivation. The students' motivation improved through some treatments that were conducted by the researcher: (1) The researcher used colorful pictures which were changeable to keep the students' focusing. (2) the researcher used many types of Bingo games such as

picture Bingo, word Bingo, and spelling Bingo which were designed with colorful cartoon pictures (3) The researcher gave more attention to the passive students through point them to answer the questions. (4) The researcher gave admonish strictly to the students who were always made a joke.

After implementing this research, the students show a good response toward Bingo games. It can be seen from their participation. The teaching learning process showed that their participation improved. The improvement could be seen in their behavior. The students became happy and enthusiastic during teaching learning process. All the students were ready in the class when the teacher entered the students actively answer teacher's questions. The students were more active in teaching learning process. Bingo games created fun learning situation, therefore it either made the students enjoyed and became more involved in learning vocabulary. In other words, Bingo games reduced the students' anxiety in learning and increased learning motivation. The competition in Bingo games could stimulate and encourage them to participate in the activity since naturally they would to beat with other teams.

Based on the explanation above, it can be concluded that teaching vocabulary through Bingo games improved their motivation. It is suitable to statement of Wilmott (2007) states that the interactive and light-hearted medium of a Bingo game can provide motivation for

study and enhance learning by the students.

The third finding is the students' achievement increased. Based on Ur (1998: 274) the motivation is very strongly related to achievement in language learning. It means that the improvement of the students' motivation has influenced the students' achievement. Based on the computation of the test scores, the mean score of the students increased in each cycle. The mean score of cycle one is better than the mean score of pretest while the mean score of cycle two is better than that in cycle one. It means that there is an improvement in each cycle.

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that Bingo games can improve the students' vocabulary mastery. The students had positive progress in vocabulary indicators as mentioned in the research findings. Bingo games are the appropriate method that can improve students' vocabulary mastery and students' motivation in learning English.

The improvement can be seen from the result score of pre-test and post test. The mean score of pre-test was 44.26 while the mean score of post test in

cycle one increased up to 67.22. The mean score of post test in cycle two was better than the mean score of post test in cycle one that was 80.57. The improvement of students' motivation during the teaching-learning process also gives positive contribution in the increase of the mean score. The students become more active and enthusiastic in learning process. Teaching vocabulary through Bingo games can decrease the boredom and it also raises the students' participation, activities, and interaction in teaching learning process.

Having concluded the result of the research, the researcher would like to propose some suggestions for the teacher, the students, the school and other researcher. For the teacher, s/he can use Bingo games in teaching in order to make the students more motivated, attractive and active in joining the lesson. It is important to the teacher to create an enjoyable situation of teaching learning process in order to make them eager to improve their English. For the student, they should be more discipline in time in order that the teaching learning process using bingo games can start and finish on time. They should be more confident when giving or answer the question. The students also should improve their

cooperation when doing task in group. Then for the school, it should support English teachers to improve their teaching quality. It can be done by providing facilities that support the teaching and learning process. The school also should provide handbook for the students in order to help students easier to learn. It is also to manage the time easily. Finally, for other researcher, it is expected that the findings of this study will be used as an additional reference for further research in different context which will give valuable contribution to teaching and learning English.

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