THE EFFECTIVENESS OF BINGO GAME TOWARD THE FIFTH GRADE STUDENTS VOCABULARY MASTERY AT MI PODOREJO SUMBERGEMPOL TULUNGAGUNG IN THE ACADEMIC YEAR OF 2015/2016

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Abstract: Learning vocabulary at elementary school means the students get some vocabularies. The teacher introduces the new word to the students and makes the students memorize the vocabulary. Bingo Game is one of technique in teaching vocabulary. This game can be practiced by asking students to remind words they have remembered after the lesson. This study aimed at knowing the effectiveness of Bingo Game to teaching vocabulary at elementary school. The research design of this research was pre-experimental research design by using one group pre-test post-test with quantitative approach.
The finding of this study showed that the mean score of the students after they are taught by using Bingo Game (92.80) was higher than before they are taught by using Bingo Game (75.60). Statistical computation using T-test showed that the score of t_{count} was higher than t_{table} (7.247 > 2.021) with standard significant 5% and degree of freedom was 32. It was concluded that Bingo Game is effective to teach vocabulary at elementary school, especially fifth grade students at MI Podorejo Sumbergempol.

Keywords: Effectiveness, Bingo Game, Vocabulary

Language plays an important role in human life. The people use language to communicate, express feeling and share an idea. English is the international language that should be learned. It makes the people easy to get more knowledge because the books on all branches of knowledge are written into English language and the people can get knowledge from read some books. One thing that should be learning from English language is vocabulary because vocabulary is one of English component considered necessary for language mastery.

Teaching vocabulary at elementary school is needed because vocabulary is basic to communication. The first thing should be done in teaching vocabulary at elementary school is introduce the students with English new vocabulary and make the students always remember what is the vocabulary that have they learned. It is one of task of the teacher in teaching vocabulary.

The teacher needs to consider the technique in teaching vocabulary to the students. They need good and interesting situation in teaching learning process to make the students understand well the lesson, especially vocabulary. The teacher should understand the characteristic of the students in order the teacher choice technique that appropriate with the characteristic of the students. The technique in teaching is useful because it give new sense in teaching learning process. The teacher should use technique to convey the material to make the students have high motivation, active and enjoy the lesson to make the students understand the lesson, especially in vocabulary mastery.

Game is one technique to teaching vocabulary at elementary school. Bingo Game as a technique in teaching vocabulary. Susser (1979:7) states "Bingo is a popular game which has been used for language teaching in many forms". Bingo Game has been modified in order to make vocabulary learning becomes active, fun and challenging and memorize the material easily.

This technique is a student-centered medium which places students as the center of the learning process and the teacher as the facilitator. In teaching and learning process this game can be practiced by asking students to remind words they have remembered after the lesson. This game is easy to be played because it helps students memorize the words and the game need simple supplementary

media as pencil and the concerning cards as the media of teaching. The teacher will let students make some efforts in order to solve the problem given. When students are actively involved in problem solving process, students will memorize the new words deeply and be able to recall them easily instead of when the teacher just tells the students some new words.

Based on the advantages of Bingo Game, this study was conducted to know whether there is any significant different scores of students in vocabulary before and after they are taught by using Bingo Game.

METHOD

This study uses pre-experimental research design by using one group pre-test post-test with quantitative approach, because this study was intended to know the effectiveness of using Bingo Game toward students' vocabulary mastery at MI Podorejo Sumbergempol by comparing between the students' scores before they are taught by using Bingo Game and after they are taught by using Bingo Game. The fifth grade is only one class and the class is used to do research by giving pre-test before treatment, giving treatment (Bingo Game), and giving post-test after treatment.

The population of this study was the fifth grade students of MI Podorejo Sumbergempol consist of 33 students. The population becomes the sample of this study. The researcher used purposive sampling with the motive there are Bingo Game was appropriate with the characteristics of the students on fifth grade, the ages of the fifth grade students (between 11 – 12 years old) was support to play the Bingo Game and the condition of the class was passive when teaching learning English than the other class.

The data of quantitative was in the form of number. In this study, the form of the data was number they are the students' score from pre-test and post-test. Data source of this study was person that was the students on fifth grade at MI Podorejo Sumbergempol Tulungagung because the data was gotten from the students.

The instrument of this study was test. There are two kinds of test, pre-test and post-test. Pre-test was given to the students before the researcher gave treatment to the students to know the score of the student before they are taught by using Bingo Game. Post-test was given to the students after the researcher gave a treatment to the students to know the score of the student after they are taught by using Bingo Game.

The data collecting method of this study were giving pre-test to the students on January 15th 2016, giving treatment (Bingo Game) in eight meetings on January 16th, 22nd, 23th, 29th, 30th, February 5th, 6th, 12th, 2016, and giving post-test on February 13th 2016. The data analysis of this study by using statistical analysis use Paired sample T-test since the data were normal on SPSS 22.00.

FINDINGS

The researcher used test as research instrument to get the data, the research used pre-test and post-test to know the score of the students before and after they are taught by using Bingo Game.

The score of the students before and after they are taught by using Bingo Game can be seen in the following table.

Table 4.1. The List of Pre-Test and Post-Test Score

NO	NAME	PRE TEST	POST TEST
1.	AYNA	40,00	65,00
2.	MYDP	32,50	62,50
3.	AMT	95,00	95,00
4.	ANA	100,00	97,50
5.	AS	87,50	95,00
6.	AR	35,00	70,00
7.	ARH	82,50	100,00
8.	AMS	97,50	100,00
9.	BRA	75,00	97,50
10.	BRP	95,00	100,00
11.	DRA	90,00	97,50
12.	IK	95,00	100,00
13.	KN	77,50	100,00
14.	LZA	85,00	97,50
15.	LF	80,00	100,00
16.	MAA	92,50	95,00
17.	MAFF	45,00	92,50
18.	MHNAS	97,50	95,00
19.	MAF	95,00	97,50
20.	MFA	72,50	97,50
21.	MNKM	52,50	92,50
22.	MRD	75,00	97,50
23.	NAN	87,50	100,00
24.	NLR	70,00	97,50
25.	NLM	100,00	100,00
26.	NH	72,50	97,50
27.	NF	82,50	97,50
28.	PZF	32,50	40,00
29.	SISP	67,50	97,50
30.	SI	80,00	97,50
31.	TRP	50,00	95,00
32.	WAA	82,50	97,50
33.	GE	72,50	97,50
TOTAL		$\sum = 2495$	$\sum = 3062.5$

Furthermore, the data of the students' pre-test and post-test can be arranged in the form of frequency. The result of frequency can be seen below:

Table 4.2. The Frequencies Table of Pre-Test

Statistics

		PRETEST
N	Valid	33
	Missing	0
Mean		75.6061
Median		80.0000
Mode		95.00
Sum		2495.00

Table 4.3. The Frequencies Table of Post-Test

Statistics

		POSTTEST
N	Valid	33
	Missing	0
Mean		92.8030
Median		97.5000
Mode		97.50
Sum		3062.50

The statistical computation by using paired sample t-test on SPSS 22.00 to analyze the data can be seen in following tables.

Table 4.4. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	NILAI PRETEST	75.6061	33	20.60634	3.58710
	NILAI POSTTEST	92.8030	33	13.40122	2.33285

The mean score of pre-test is 75.60 and post-test is 92.80. It means that the mean score of post-test is higher than pre-test. The treatment (Bingo Game) can be known is effective.

Table 4.5. Paired Sample Correlation

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 NILAI PRETEST & NILAI POSTTEST	33	.758	.000

According to Widhiarso (2012:6), the correlation was $(0.758)^2 = 0.57$. It means that 57% increasing score of pre-test was caused by giving treatment and the 43% was caused by the other factor.

Table 4.6. Paired Sample Test

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Nilai Pretest – Nilai Postest	-17.19697	13.63242	2.37310	-22.03081	-12.36312	-7.247	32	.000

The score of t_{count} is 7.247, df is 32, and the score of t_{table} on t table for standard significant 5% is 2.021. It be concluded that t_{count} was higher than t_{table} (7.247 > 2.021).

The score of sig. is 0.000, it means that the level of significance was less than 0.05 (0.000 < 0.05). Thus, it can be concluded that the null hypothesis was rejected means there was significant difference in the vocabulary scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

Based on the statistical analysis by using paired sample t-test on SPSS 22.00, the output of statistical computation, it can be clearly concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant difference in the vocabulary score of the students on fifth grade by using Bingo Game toward students' vocabulary mastery. The Bingo Game was effective and suggested to be used to teach vocabulary on the fifth grade students at MI Podorejo Sumbergempol.

DISCUSSION

The result of this study, game can be used to teach in increasing vocabulary mastery of the students like Bingo Game. The students looked focus, interest, and easily understand the material about vocabulary because the researcher as a teacher used Bingo Game as technique and bingo card as media to teaching vocabulary. By using bingo card, the students were interested to join the teaching learning process in the classroom. So the score of the students after being taught by using Bingo Game was increase. This finding was in line of theory from Hadfield (2001:6) states "The idea of a game is probably easier for students to grasp from seeing the cards than from a verbal explanation".

The accuracy of students pronouncing can be increased and train the students' pronunciation after using Bingo Game because the students should mention some words after becomes winner and the researcher correct the wrong pronunciation from the students. This finding was related with theory from Hadfield (2001:5) states that bingo game is a simple version of matching game and the game is focus on accuracy and focus on produce single word rather than sentences.

The students were motivated in joining the class when using Bingo Game. . It can be seen from the students who were enthusiastic to join the game and play Bingo Game. The increasing motivation of the students can be increasing the vocabulary mastery from

the students which was seen from the score of the students after being taught by using Bingo Game. This finding was appropriate with the theory from Suyanto (2010:17) explaine that the young learner prefers studying by using game because it makes the students motivated to study English.

Based on the explanation above, teaching English word by using Bingo Game was effective in increasing vocabulary mastery on elementary school. From the result of data analysis, there was any significant different score of students in vocabulary before and after they are taught by using Bingo Game. Besides, the researcher gave treatment to the students in eight meetings means that the treatment which was given by the researcher becomes one factor in increasing the students' score in vocabulary. The treatment that was using Bingo Game in teaching vocabulary gave effect in vocabulary mastery of the students because the treatment was given many times, it makes the students understand the material well and the students' score was increase. It can be concluded that the use of Bingo Game was effective toward vocabulary mastery of the fifth grade students at MI Podorejo Sumbergempol Tulungagung in the academic year of 2015/2016.

CONCLUSION AND SUGGESTION

From the findings, it can be concluded that the mean score after the students are taught by using Bingo Game is increase. From the statistical computation, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that that there was significant difference in the vocabulary scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game. Teaching vocabulary by using Bingo Game was effective to improve the students' vocabulary mastery.

Based on the conclusion above, it is suggested for the teachers to use Bingo Game to teach vocabulary because Bingo Game helps students to learn

vocabulary easily by using media that was bingo card, the students learn how to pronounce the word accurately, easy to memorize the word and the students become motivated to join learning process.

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