

## **Bingo game: hidden treasure among heap of woods (the effectivity of a game in improving students' vocabulary mastery)**

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**Abstract** - Research in the context of English as a foreign language suggests the use of games in the teaching learning process, either as enforcement or as teaching variations to make students learn in more relax condition. Students in the beginning level of learning, including young learners, still need encouragement. Word games, as it is believed, have the advantages of creating a context which help students' attention focus on the task in a relax situation. Students even do not realize that they are practicing the language while playing. From various games suggested to teach young learners, Bingo is the recommended one. Bingo game is one of word games usually played by children outside the classroom. This game is interesting and challenging. By doing some modification, this game can be used to teach vocabulary and create a context from the material given in the classroom with their daily life context that is described by pictures and words. Concerning the power possessed by Bingo game, the presents study aims to reveal the effectiveness of Bingo game for improving students' vocabulary mastery of the third semester students of business management of tourism study program in Politeknik Negeri Banyuwangi. Vocabulary is selected as the sub skill taught using Bingo game since based on the preliminary study done the students in this program claimed that they have difficulty in memorizing it. Classroom action research design will be employed to answer the research questions in this study. The result of this study shows that Bingo game was able to improve students' vocabulary mastery. It was showed by the improvement got from the students score after Bingo game applied.

Keyword: bingo game, vocabulary teaching, vocabulary mastery

## 1. Introduction

Research in the context of English as a foreign language suggests the use of games in the teaching learning process, either as enforcement or as teaching variations to make students learn in more relax condition. Students in the beginning level of learning, including young learners, still need encouragement. Word games, as it is believed, have the advantages of creating a context which help students' attention focus on the task in a relax situation. Students even do not realize that they are practicing the language while playing. From various games suggested to teach young learners, Bingo is the recommended one. Bingo game is one of word games usually played by children outside the classroom. This game is interesting and challenging. By doing some modification, this game can be used to teach vocabulary and create a context from the material given.

The importance of vocabulary in learning English as a foreign language cannot be neglected. Many people in this world know that vocabulary is very important to be mastered. As one of the language components that influence all language skills, namely speaking, listening, reading and writing, the mastery of vocabulary is really needed. Vocabulary mastery is needed to comprehend the content of the material that is being learned by the students. Team (2000: 13) concludes that vocabulary plays an important role in developing students' understanding. In line with this statement, Zimmerman (in Amer, 2002: 1) states that the central of a language is vocabulary and the language learners need to master it. According to Lehr et.al (2001) vocabulary is a kind of words that students must know to comprehend the text. So, if they do not have enough vocabulary, their understanding of the text will not maximize. This idea is supported by Bob (2010) who states that the more vocabulary students know, the better understanding they will have.

Management business of tourism is one study program in Politeknik Negeri Banyuwangi. In this study program, English is taught for three semesters. At the first semester students are given general English but at the second and the third semester students are given English profession one and English profession two. In English profession they are taught English which is related to the tourism. One of material taught on English profession is about hotel vocabularies. In this material, students taught some vocabularies related to the stuff used in the hotel, profession in hotel, and facilities. This material is much needed to be mastered by the students since they these vocabularies connected with the next material.

Unfortunately, on the post-test given after the teaching and learning process some students got bad score. After asking some students why they got that bad score, they stated that they have difficulty in memorizing the vocabulary. Based on this claim, the researcher is eager to find the technique which is able to help students to memorize the vocabulary easily and from many techniques, game is taught appropriate to use. It cannot be denied that the role of games in learning vocabulary is very significant. According to Huyen and Nga (2003: 14) games give advantages in learning vocabulary in many ways. The advantages and effectiveness of using game in teaching vocabulary are such as bringing relax and fun atmosphere for students, helping students learn and retain new words easily, involving friendly competition, keeping learners' interest, bringing real world context into the classroom, and improving students' use of English in a flexible and communicative way.

After looking at some game ever played by the researcher, the researcher chosen

Bingo game to be applied since previously the researcher ever used this game on the teaching and learning process and this game proved able to improve students' comprehension on vocabulary. This finding is in line with Weisskirch (2009: 6) who states that Bingo activity successfully increased students' understanding of most fundamental theoretical concepts. Bingo is a kind of game played and enjoyed by a large number of people all over the world. This game is easy to play and can be used to teach contextual vocabulary to the students in all ages. Agoestyowati (2010: 7) states that bingo is good and competitive game that can be used to concentrate students' attention. Moreover, Smith (2010: 1) says that Word Bingo is a fun way to teach spelling and vocabulary. So, by using Bingo, children can learn new vocabulary in a fun way. Based on the background above, the problem of this research "Is the use of Bingo game able to improve Business management students' vocabulary mastery?"

## **2. Method**

### **2.1 Research design**

This research applied classroom action research methodology. There are four steps that should be done in doing this classroom action research. Those steps are planning, acting, observing, and reflecting. At the first step, namely planning, the researcher analyzed the problem possessed by the students, finding the suitable technique and the last was arranging the lesson plan and media used. After the lesson plan arranged, the researcher conducted the action. The action, the teaching and learning processed done before the test give to the students. While teaching and learning process happened, the researcher also observes students' condition on the classroom. This is done to makes sure that the teaching and learning process goes based on the plan arranged and to know the students' activeness on the classroom. On the next day, post-test given to the students. this post-test done to know the result gotten after the action done. After the test given, the researcher did a reflection. This step done to know how is the result of the research, why the result gotten, and decide what should be done next, whether the next cycle need to done or not.

### **2.2 Research subject**

The subject of this research is the third-grade students of business management of tourism study program, Politeknik Negeri Banyuwangi.

### **2.3 Data collection method**

The data on this research are gotten through the use some instruments. The instruments used in this research are observation (Wajdi, 2018) check list, test and interview guide line. The instruments used to get the data then analyze it to find the result of the research.

### **2.4 Data analysis method**

The data analysis done through counting the score gotten before and after the technique applied. Students' scores are summed then divided based on the total number of the student to find the mean score. After that those scores are compared with the score gotten after the technique applied.

### **2.4 The procedures to play Bingo**

The procedures to play Bingo are same among Uchida (2003: 1), Wright et.al (1996: 114) and Amazon (2010: 1), so, those three procedures were applied in this research. They were formulated as follows:

- The teacher gave Bingo card to each student (Uchida, 2003).

- The teacher demonstrated the procedure of playing Bingo Game (Uchida, 2003).
- The students wrote the words given by the teacher on the Bingo card (Amazon, 2010).
- The teacher laid the master card face up and the calling card face down in front of him/her (Uchida, 2003).
- The teacher picked one of the calling cards and said it loudly and clearly two times (Uchida, 2003).
- The learners should cross and number the word they had written if the word was called (Wright, 1996).
- The student who had crossed five words vertically, horizontally or diagonally shouted Bingo (Wright, 1996).
- Then the teacher asked that student to read off his/her five words. If his or her answer was correct, he became the winner (Uchida, 2003).

### 3. Results and Discussion

The following are the results before and after the action done.

Students' Name (using initial)	Score	
	Before action	After action
RBA	65	90
UM	50	80
NU	45	70
MS	50	70
UI	60	90
YB	30	70
ESN	40	75
FB	45	70
FSH	60	85
RM	45	70
YOH	50	75
UI	40	70
YB	55	80
ESN	55	85
FB	50	80
FSH	40	80
RM	60	75
YOH	40	65
IDP	30	60
LB	35	60
UI	60	80
YB	55	75
ESN	50	70
FB	55	75
FSH	60	80

RM	55	75
YOH	55	70
DM	50	60
N	45	65
KS	50	65
RA	60	80
<b>Total</b>	<b>1600</b>	<b>2385</b>
<b>Average</b>	<b>50</b>	<b>74.5</b>

Based on the results, it was known that there is improvement on the students score 24.5 % than they score before the action. It happened because the students who were taught vocabulary by using the Bingo Game said that they were easier to memorize the vocabulary by using pictures and words. The students also said that they were interested in the pictures showed when they were playing the Bingo Game in the classroom. Consequently, they paid more attention to the materials given when the lecturer was teaching vocabulary by using the Bingo Game. This claim seems like similar with what Wright et.al (1996:14) say that the use of pictures play an important part in the learning process. Pictures also attracted the students' attention and helped to encourage them to focus on the subject. This was a good technique to teach vocabulary to the students.

Furthermore, the successful of using the Bingo Game to teach vocabulary was supported by the previous researcher who proved that teaching vocabulary by using the Bingo Game was able to improve the students' vocabulary achievement. The previous research that used the Bingo Game was done by Kurniati in 2009. She conducted a classroom action research at SMPN 10 Jember in the 2008/2009 academic year. The research result showed that the use of the Bingo Game could improve the students' vocabulary achievement of large vocabulary (nouns, verbs, adjectives and adverbs). The improvement achieved could be seen from the students' scores of vocabulary test in the second cycle.

The students' vocabulary score in the second cycle was better than the vocabulary scores in the first cycle. In the previous research, the researcher had a target that 75% of the students got score more than 70 covering the material of nouns, adjectives, adverbs and verbs. In the first cycle, only 25 students or 67.57% who got score more than 70 but in the second cycle the students who got score more than 70 or fulfilled good category (70%-80%) are 100 %.

#### 4. Conclusion

Based on the result of the research, it can be concluded that the use of Bingo game is able to improve students' vocabulary mastery on the topic of hotel vocabulary. This improvement can be seen from the score gotten before and after the action done. As it is known, the mean score of the students score before the action is 50 and after the action is 74.5. There is improvement in score 24.5.

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