

Enhancing the Tenth Grade Students' Vocabulary Achievement by Using Bingo Game at SMA NU Genteng

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***Abstract:** The purpose of this classroom action research was to improve the tenth grade students' vocabulary achievement and their active participation by using Bingo game at SMA NU Genteng. The method used in determining the research area and the research subjects was purposive method. The primary data were obtained from vocabulary test and observation checklist. Interview and documentation were used as supporting data. The result of the vocabulary test and observation were analyzed quantitatively by using Ali's formula. The results of the students' active participation in meeting 1 was 63% and 81% in meeting 2. Meanwhile, the result of the students' vocabulary achievement improved from 26% (the test given by the teacher) to 75% (the test given by the researcher) in cycle 1. Therefore, it can be concluded that the use of Bingo game could improve the tenth grade students' vocabulary achievement and their active participation in the vocabulary teaching and learning process.*

***Keywords:** Bingo game, Students' Active Participation, Vocabulary Achievement*

INTRODUCTION

English has become an international language in the world and it is considered as a compulsory subject from Junior High School to university level in Indonesia. According to Institutional Based Curriculum 2006, there are four language skills namely listening, speaking, reading, and writing. Besides, there are also three language components of language which cover vocabulary, grammar, and pronunciation. Those language skills and components are related to each other.

From the three language components above, vocabulary is one of the language components which is very important for the students to be mastered. Thornbury (2002:13) states that people are able to communicate with English though their grammatical structures are not good. However, people cannot talk at all if they do not have few vocabularies. Based on the statement, the students should be able to have many vocabularies so that they can master other language skills and components. The students will be able to speak clearly, get the information easily, and know what others say to them when they have many vocabularies in their mind. Moreover, Tarigan (1993:5) says that vocabulary has an important role to determine someone's ability in learning language. It means that the language skill will not be able to be mastered if the students lack of vocabulary.

The researcher conducted a preliminary study on Thursday, January 28th 2016 at SMA NU Genteng. It was done by interviewing the English teacher and observing the classroom at that school. There were three classes of the tenth grade; they are X1, X2, and X3. The result of the preliminary study revealed that the students still had a problem when they learn English. The main problem in each class was the student lack of vocabulary. There was one reason that made the students uninterested in studying English. The English subject

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was placed in the last hours. Therefore, it made the students feel less enthusiastic to study English. Some students looked so lazy during the teaching learning process in the classroom. The students misbehaved in the classroom and did not pay attention to the teacher's explanation. Most of the students tended to chat with their friends and did something else when the teacher gave an explanation in the classroom.

Based on the interview, it was found that the standard minimum score of English subject in SMA NU in the tenth grade was 70. After the teacher conducted the vocabulary test in the three classes, it was known that X1 had the lowest mean score among those classes. The researcher got the document from the teacher which included the students' names and their vocabulary test scores. It was revealed that the students who achieved the standard minimum score of 70 in X1 was only 26% from the total number of the students, while the percentage of the students who passed the vocabulary test in class X2 was 28%. X3 had the highest percentage, it was shown by 37% of the students in X3 class achieved the standard minimum score (≥ 70). From the result of the vocabulary test, it can be concluded that the students in X1 class has the lowest mean score among the other classes.

Actually, the teacher has taught vocabulary integratedly with the other language skills such as speaking and reading. To enlarge the students' vocabulary in speaking skill, the teacher asked the students to describe their chair mates by making simple sentences. For example, when one of the students wanted to describe her friend's hair but she did not know what word she could use. She said "her hair is keriting" instead of "her hair is curly". It happened because the student did not know the English word of "keriting / berombak". In this case, the teacher asked the student to find the words in the dictionary rather than helping them directly.

Based on the reasons that have been explained, the researcher tried to apply an effective way to teach vocabulary in order to make the students feel more enthusiastic when they learn vocabulary and increase their vocabulary achievement. There were so many ways which can be used to teach vocabulary such as songs, games, pictures, etc. In this case, the teacher never applied a game to teach vocabulary in the classroom. Thus, the researcher decided to apply Bingo game to enlarge the students' vocabulary achievement.

A Bingo game is a game that is modified from Bingo technique. Bingo game can be applied to teach vocabulary in the classroom so that the students can enlarge the vocabulary in a fun way. It is supported by Uchida (2003) who claims that Bingo game is an interesting tool which is used to introduce, revise, and reinforce new vocabulary.

There was a previous study related to the use of Bingo game in teaching vocabulary. The study was conducted by Kurniawati (2009) entitled "Improving the Eighth Grade Student' Vocabulary Achievement through Bingo Game at SMPN 10 Jember in the 2008/2009 Academic Year". Kurniawati proved that the use of Bingo game could improve the eighth grade students' vocabulary achievement and their active participation during teaching learning process. The result of the vocabulary test revealed that the students' vocabulary achievement increased from 67.65% in cycle 1 to 100% in cycle 2. Besides, Kurniawati also found out that the students' active participation in the classroom increased from the first meeting to the fourth meeting. It was shown that in the first meeting, the

percentage of the students who were active in the class was 78%, while in the fourth meeting the percentage of students' active participation in the class was 84%.

Based on the results above, the researcher believed that the use of Bingo game could enlarge the students' vocabulary achievement. Therefore, the researcher decided to use Bingo game to teach vocabulary at SMA NU Genteng. It was chosen because the researcher convinced that through Bingo game, the students could enlarge their new vocabulary and they will not forget the words easily. Besides, the researcher found out that the English teacher never applied Bingo game in teaching vocabulary. Based on the reasons, the researcher conducted a Classroom Action Research entitled "*Enhancing the Tenth Grade Students' Vocabulary Achievement by Using Bingo Game at SMA NU Genteng*".

RESEARCH METHOD

The design of this research was a classroom action research. The research was intended to improve the tenth grade students' vocabulary achievement by using bingo game at SMA NU Genteng. Elliot (1991:69) defines an action research as the study of social situation which is intended to improve the quality of the action. In addition, Frankel and Wallen (2006:567) state that the action research is a research that is conducted by one or more individuals or groups in which the purpose is to solving a problem or obtaining the information. Meanwhile, Elfanany (2013:18) classifies the classroom action research into two types namely individual action research (IAR) and collaborative action research (CAR).

The research was carried out collaboratively with the English teacher in the school. The researcher conducted preliminary study on January, 28th 2016 in order to know the difficulties faced by the teacher and the students in the classroom. Then, the researcher and the English teacher conducted the classroom action research in which the problems were arranged based on the result of preliminary study. There were four procedures in this classroom action research; they were the planning of the action, the implementation of the action, observation and evaluation of the action, analysis and reflection.

This research was conducted in SMA NU Genteng, Banyuwangi. The method used in determining the research area was purposive method. There were some reasons the researcher chooses SMA NU Genteng as the research area in this classroom action research. First, according to the interview and observation with the English teacher in the preliminary study, it was known that the tenth grade students in SMA NU still had many difficulties in learning English especially vocabulary. Second, the English teacher in this school had never applied bingo game in teaching vocabulary. Last, the English teacher agreed with the researcher's opinion to conduct a classroom action research related to vocabulary.

The subjects of this research were the tenth grade students of SMA NU Genteng. Based on the interview in the preliminary study and the vocabulary test score, it was known that there was one class of the tenth grade students that had the lowest mean score in the vocabulary test. It was class X₁ which consists of 32 students. The students' mean score of the vocabulary test was 39, 86. Thus, the researcher decided to use X₁ class as the subjects of the research.

The methods of collecting data included vocabulary test, observation checklist, interview, and documentation. The primary data here were vocabulary test and observation checklist. Meanwhile, interview and documentation were used to support the primary data. Vocabulary test was used to measure the students' vocabulary achievement after the students learn vocabulary through bingo game. The observation was conducted in the classroom in order to know the students' enthusiasm and their responses during the vocabulary teaching learning process. The interview was intended to know the curriculum in use, the students' problem in learning English, the way how the teacher taught vocabulary in the classroom, the technique or method that the teacher used in teaching vocabulary, and the class that had the lowest mean score in the vocabulary test. Meanwhile, the document was used to support the primary data. The document included the name of the research subjects and their vocabulary test score.

This classroom action research could be categorized successful if at least 70% of the students got the standard minimum score (≥ 70) in the vocabulary test and 70% of the students actively participated in the vocabulary teaching and learning process by using bingo game.

The data obtained from the observation of the students' active participation in the classroom were analyzed by using the formula below.

$$E = n / N \times 100\%$$

Notes :

E : the percentage of the students who actively participated during the vocabulary teaching and learning process.

n : the total number of the students who participated actively during the vocabulary teaching and learning process.

N : the total number of the students / the research subjects in the classroom.

(Adapted from Ali, 1993:186)

Then, the data obtained from the vocabulary test were analyzed using this formula.

$$E = n / N \times 100\%$$

Notes:

E : the percentage of the students who got score ≥ 70 in the vocabulary test

n : the total number of the students who got score ≥ 70 in the vocabulary test

N : the total number of the students / the research subjects in the classroom.

(Adapted from Ali, 1993:186)

RESEARCH FINDINGS

This research was conducted in one cycle. The action in cycle 1 was conducted on May 26th – May 28th 2016. The actions were consisted of three meetings. The first and second meetings were the action while the third meeting was the vocabulary achievement test. The first meeting was carried out on Thursday, May 26th 2014. The implementation of the action in this meeting was done by the researcher while the English teacher observed the students' participation. The second meeting was carried out on Friday, May 27th 2016. The implementation of the action in this meeting was not different from the implementation of the action in the first meeting. The difference was only the title of the narrative text. In this

meeting, the English teacher still became the observer for the students' participation while the action was being done by the researcher.

The result of the students' active participation in meeting 1 was 63%. Meanwhile, in meeting 2 the result of the students' active participation was 81%. Therefore, the average percentage of the students' active participation in meeting 1 and meeting 2 was 72%. Based on the result, it could be said that the result of the students' active participation achieved the success criteria of the research.

The result of vocabulary achievement test showed that 75% of the total number of the students could achieve the standard minimum score that was ≥ 70 and the 25% of the total number of the students could not achieve the standard minimum score. It means that the classroom action research in cycle 1 was successful because there were 75% of the students who got standard minimum score in this vocabulary achievement test.

DISCUSSION

This classroom action research focused on the use bingo game to improve the students' vocabulary achievement at SMA NU, Genteng. As stated before, the researcher conducted the research in one cycle. The result of observation of the students' active participation and the vocabulary achievement test in cycle 1 showed that the use of bingo game could improve the tenth grade students' vocabulary achievement and their active participation at SMA NU Genteng.

Based on the observation that was done in meeting 1, there were 17 students (63%) who were categorized as active students and 10 students (37%) were categorized as passive students during the vocabulary teaching and learning process. Meanwhile, There were 21 students (81%) who were categorized as active students and 5 students (19%) as passive students in meeting 2. It could be concluded that the students' active participation increased from meeting 1 to meeting 2. The average percentage of the students' active participation in two meeting was 72%.

Meanwhile, the result of vocabulary achievement test in cycle 1 was 75%. There were 24 students of 32 students achieved the standard minimum of score of ≥ 70 in the test. Based on the result, the percentage of the students' vocabulary achievement test had achieved the criteria success of the research. It means that cycle 2 did not need to be conducted since the result of cycle 1 was successful.

There were some factors that affected the implementation of the action in meeting 1 and meeting 2. They were as follows:

1. In the first meeting, the students did not know at all about bingo game. It was the first time for the students learning vocabulary by using bingo game. Some of the students still confused about the rule of the game. Meanwhile, in the second meeting the students had already known about the game because they have played the game in the previous meeting. Besides, the researcher also used the same type of text in teaching vocabulary.
2. There were many students who did not bring dictionary in the first meeting, so it made the students difficult to know the meaning of the words used in the text. However, the researcher asked the students to bring dictionary in the second meeting. At least, there should be one dictionary in each seat.

3. In the first meeting, the researcher used English more often to deliver the material and explained the rule of the game. It made the students confused and did not understand about the explanation. Meanwhile, The researcher used bilingual language in order to make the students understand about the material given in the second meeting. Besides, it was intended to give a chance for the students to ask and help them to answer the exercises.

Based on the result of the research, it can be said that the use of bingo game could improve the tenth grade students' vocabulary achievement and their active participation in the vocabulary teaching and learning process. These research finding proved that the theory of bingo game could help the students to enlarge their vocabulary. As Uchida (2003) states that bingo game is an interesting tool which is used to introduce, revise, and reinforce new vocabulary.

CONCLUSION AND SUGGESTIONS

As the result of this research showed that the use of bingo game could improve the students' active participation and their vocabulary achievement, the researcher proposed some suggestions to the English teacher to consider the use of bingo as a game to teach vocabulary in the classroom. The English teacher can apply bingo game not only as individually but also in pairs or group. It is intended to give various techniques in teaching vocabulary to the students. In addition, it is suggested to the students to use bingo game as a game in learning vocabulary since it can make them easier to memorize the words and understand the meaning of the words so they can improve their vocabulary achievement. Moreover, it is suggested to the future researcher to use these result as information to conduct a further research dealing with the use of bingo game in teaching vocabulary to the students. The research design can be an experimental research, a descriptive research, or even the same research design.

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