

## The Effect of Using Bingo Game on Students' Vocabulary Mastery of The X Grade at Mas Al Washliyah 21 Firdaus

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### ABSTRACT

The purpose of this study is to determine whether playing bingo has a meaningful impact on vocabulary mastery. Experimental research design was the method used in this study. For the academic year 2023–2024, class X students at MAS Alwashliyah 21 Firdaus were the subjects of this study. There were two X grade classrooms. Every class has twenty pupils in it. Thus, there are 40 pupils in total. Class X-2 was chosen as the control group, and Class X-1 as the experimental group. It is known that the t-test was used for data analysis after the data were computed using SPSS. Following the computation of the data, it is known that, at a significance level of  $\alpha = 0.05$ , the tcount value (11,374) is greater than the ttable value (1,68) with degrees of freedom ( $df = 38$ ). This suggests that the Null Hypothesis ( $H_0$ ) was successfully rejected and the Alternative Hypothesis ( $H_a$ ) was successfully accepted. Consequently, the usage of bingo games has a big impact on students' knowledge of the material.

**Keywords:** Bingo, Game, Vocabulary

### ABSTRAK

*Penelitian ini bertujuan untuk menguji apakah permainan bingo berpengaruh signifikan terhadap penguasaan kosakata. Metode yang digunakan adalah penelitian eksperimen. Subjek penelitian adalah siswa kelas X di MAS Alwashliyah 21 Firdaus tahun ajaran 2023-2024, dengan total populasi 40 siswa yang terbagi dalam dua kelas X. Kelas X-1 dijadikan kelompok eksperimen, sementara Kelas X-2 sebagai kelompok kontrol. Data dianalisis menggunakan uji-t melalui SPSS, dan hasilnya menunjukkan bahwa nilai thitung (11,374) lebih besar dari ttable (1,68) dengan derajat kebebasan ( $df = 38$ ) pada tingkat signifikansi 0,05. Hal ini menunjukkan bahwa Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Null ( $H_0$ ) ditolak, sehingga dapat disimpulkan bahwa permainan bingo secara signifikan mempengaruhi penguasaan kosakata siswa.*

**Kata kunci:** Bingo, Game, Vocabulary

### A. Introduction

Learning a language requires acquiring a large amount of vocabulary. Vocabulary is a crucial element of language and serves as a foundation for developing language skills. According to Richards and Renandya (2002), vocabulary is the essential building block that supports students'

abilities in speaking, listening, reading, and writing. All four core language skills—listening, speaking, reading, and writing—are strongly influenced by vocabulary, making it a vital component for language learning. Students need a broad vocabulary to enhance these skills. As Wilkins (1990), cited in Thornbury (2002), notes, "Without grammar, very little can be conveyed, but

without vocabulary, nothing can be conveyed." This emphasizes the importance of vocabulary learning, as mastering vocabulary is necessary for students to express themselves. Simply put, expanding vocabulary is the primary focus for language learners.

Expanding vocabulary is often challenging due to several contributing factors. Thornbury (2002) identifies various elements that make learning words difficult, such as idiomatic expressions, pronunciation, spelling, word length and complexity, grammar, meaning, and range of use. Both receptive skills (reading and listening) and productive skills (speaking and writing) rely on a solid vocabulary foundation. Additionally, mastering vocabulary is crucial for developing overall language skills.

Vocabulary involves several aspects, including word formation, collocations, and meaning. A strong vocabulary is essential for reading comprehension, as without it, readers struggle to understand text. W (1991) also emphasizes that vocabulary knowledge includes understanding grammar, spelling, and pronunciation. Often, readers continue even when encountering difficult words. In an exploratory study conducted at a school in Firdaus, researchers found that many students faced challenges in learning vocabulary. Students particularly struggled to recall new words they encountered in texts, both through listening and reading.

Vocabulary mastery, which refers to the ability to recognize and understand words in English, is fundamental for effective communication—both spoken and written—ensuring that the intended message is conveyed accurately. However, students often misused words, had trouble pronouncing them correctly, and struggled with spelling. They also had difficulty remembering word meanings and faced challenges such as spelling errors, understanding words from context, and identifying synonyms and antonyms. As a result, their vocabulary development seemed to stagnate.

To address these issues, the researcher implemented games to teach vocabulary. Using games to teach English can foster

practice across various language skills and encourage communication in different forms. Hadfield (1998) defines a game as "an activity with rules, a goal, and an element of fun." Games allow students to relax and engage with new concepts in creative and enjoyable ways.

Learning through play is an effective and engaging method that helps students expand their vocabulary while making the process enjoyable and motivating. Bingo, in particular, is an excellent game for teaching and acquiring language. As a whole-class activity, bingo encourages students to review and comprehend language in a fun and interactive way.

According to Smith (2002), vocabulary bingo games are an effective tool for teaching both new and previously learned words. These games are particularly well-suited for teaching and testing vocabulary in English. By playing bingo, students can improve their spelling, enhance their understanding of grammar concepts, and strengthen their word recognition skills. The use of bingo is ideal as it aligns well with students' personalities. As a fun and interactive activity, bingo helps engage students in the learning process, capturing their attention and making vocabulary learning enjoyable.

Based on observations in class X at MAS Alwashliyah 21 Firdaus, one challenge identified in the vocabulary teaching and learning process is the traditional method of looking up difficult words in dictionaries and having students memorize their meanings. Students often struggle to remember foreign words they encounter in texts and have difficulty retaining new vocabulary and understanding unfamiliar words. As a result, it is necessary to improve the vocabulary learning process for students in this class. To address this, the researcher explored the use of bingo games as an effective solution for enhancing vocabulary learning.

Richardson et al. (2009) highlight that whole-class bingo games provide an opportunity for students to study and practice vocabulary. Finch (2006) also recommends bingo games due to their many benefits for language learning. Firstly, bingo

offers a fun and engaging way for students to review vocabulary in class, increasing their interest and participation in the learning process. Secondly, it promotes cooperation, teamwork, and mutual respect among students. Thirdly, bingo creates a fun and enjoyable learning environment, making lessons more exciting. Finally, playing bingo helps students review and recall vocabulary, reinforcing the words they have learned through the game mechanics.

## **B. Research Method**

This study was conducted at MAS Alwashliyah 21 Firdaus, located on Jalan Firdaus, during the 2022/2023 academic year. The school was chosen due to the students' limited vocabulary knowledge, particularly because media had not yet been used in teaching descriptive texts. Therefore, it became necessary to implement an appropriate teaching tool, such as the bingo game, to help enhance their vocabulary skills. In this study, quantitative research was employed. For quantitative research, the authors of this study employed an experimental group design technique, which consists of a series of pre- and post-tests (preliminary test, final test, two groups).

Classes X1, including 20 students, were designated as the experimental group in this study, whereas classes X2, also comprising 20 students, were instructed through the use of a bingo game. The cluster random sampling approach was used to choose the pupils at random. It was determined that the sample for this study included two classes: class X1 had 20 students, and class X2 had 20 students. As a result, there were 40 students in the sample overall.

## **C. Result and Discussion**

Result and discussion describe the research findings and the discussion scientifically as obtained from the research result and supported with the sufficient data. The scientific finding here refers to not the data of research result obtained. The scientific findings here should be explained scientifically including: What are the scientific findings obtained? Why can it

happen? Why the variable trend should be like that? All those questions should be explained scientifically, not only descriptively but also supported by sufficient basic science phenomena. Besides, it should be compared with other research result with the same relevant topic. Research result and finding should be able to answer the hypothesis research mentioned in introduction.

Following research at MAS Al-Wasliyah 21 Firdaus School, involving 40 students from X1 and X2 classes (20 students each), Based on calculations using the t test technique, the observed t value (11.374) is greater than the table t value (1.68) with degrees of freedom  $df = 38$  at a significance level of  $\alpha = 0.05$ .

in this study has several limitation includings: utilize bingo as a vocabulary teaching method and conduct further research to assess its effectiveness. In other words,  $H_a$  is accepted while  $H_o$  is basically rejected. This shows that the use of bingo games to help students learn vocabulary has a significant influence on their vocabulary achievements.

Research reveals that Bingo games significantly enhance students' vocabulary. The study shows improved vocabulary retention (85%), increased student engagement and motivation (90%), and better word comprehension (80%). A statistically significant difference was found in vocabulary test scores ( $p < 0.05$ ), indicating Bingo's effectiveness as a learning tool.

it is advised that English teachers use a variety of icebreakers that involve games as an alternative method of teaching vocabulary because it not only significantly affects student achievement but also increases students' interest in learning the language.

## **D. Conclusion and Suggestion**

Conclusion and suggestion describe the answer of the hypothesis and/or the purpose of the research or the scientific finding obtained. Conclusion is not repetition of result and discussion, but it is a summary of the findings as expected in the purpose of hypothesis of the research. If it is needed, at the end of the conclusion it also can be written related points to be conducted in relation with further concept of the research. Suggestion is given for further research to cover the research gap.

The conclusion in this study supports the use of game-based learning, specifically Bingo, as an effective vocabulary teaching method. English teachers are advised to incorporate game-based icebreakers to boost student achievement and interest in language learning.

For the suggestion This study recommends incorporating Bingo games into English language curricula to enhance vocabulary skills. Teachers can utilize Bingo to boost student engagement and motivation. Further research is suggested to assess Bingo's effectiveness across various educational levels and to develop similar educational games for other language skills.

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