

**THE USE OF BINGO GAME TO IMPROVE  
STUDENTS' VOCABULARY**

**(An experiment study at Second Grade Student's Senior  
High School SMAN 1 Petir Kab. Serang)**

**A PAPER**

Submitted in the Department of English Education Faculty  
of Education and Teacher Training as partial Fulfillment of the  
Requirement for the "Sarjana" Degree



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## STATEMENT OF ORIGINALITY

I here with declare that research paper I wrote as a partial fulfillment of the requirement for “Sarjana” degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other person works whose ideas were quoted in this paper had been refer to appropriately in accordance to the prevailing legal and intellectuality in the world of scientific writing tradition.

However, if the originally of this paper either partially of wholly is later on proved or it falls under convincing plagiarism, I would be prepared to receive any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, 12<sup>th</sup> of April 2017

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**Evi Muflihah, SRN: 122301356**, The use of Bingo game to improve students vocabulary. An experiment Study at First Grade Student's senior High School SMAN 1 Petir Kab. Serang (Undergraduate Research Paper, Department of English Education, Faculty of Education and Teacher Training, The State Institute for Islamic Studies, "Sultan Maulana Hasanuddin" Banten). Advisors : Prod. Dr. H. Ilzamudin, M.A. and As'ari, S.S, M.Si.

### **ABSTRACK**

This research is generally attempted to know and describe the use of Bingo game to improve student's vocabulary, specifically it is written in the title of this research paper, that is "The Use of Bingo game to improve Student's Vocabulary" (an Experiment research at first Grade Student's Senior High School SMAN 1 Petir Serang). This research conducted based on the main problem. 1) How is the students vocabulary achievement at SMAN 1 Petir? 2)How is Bingo used in teaching vocabulary at SMAN 1 Petir? 3.)How is the influence of using Bingo game on students vocabulary mastery? And the aims of this research are; 1). To know students vocabulary achievement at SMAN 1 Petir. 2). To improve students vocabulary mastery through Bingo Game. 3). To give different vocabulary learning by using Bingo Game

To answers the question, the researcher collects the data from 64 students spread two classes, one class as an experiment class and another class as a control class. The population is the first grade of SMAN 1 Petir, while class X 1 as an experiment class and class X 2 as a control class are takes as sample. The research uses quasi experiment method which the data is gathered through pre-test and post-test. The result of this research show that hypothesis  $t_0 > t_t$  :  $H_0$  is rejected and  $H_a$  is accepted by result  $96,58 > 2,00$  if the alternative hypothesis is accepted. It means there is influence of using Bingo game to improve students' vocabulary.

### **THE ADVISERS' APPROVAL**

This is to certify that the undergraduate research paper of **Evi Muflihah** entitled “**The use of Bingo game to improve students vocabulary** ” has been approved by the research paper advisors for further approval by the Board of Examiners.

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## **A BRIEF BIOGRAPHY**

The writer Evi Muflahah was born in Serang on 11<sup>st</sup> of March 1994. She is the last daughter, out of three, of Mr. Bahrudin and Mrs. Muniyamah. She had an old brother, his name is Asep Saepul Rohman and sister, her name is Eka Dwi Handayani,

In 2000, she was the beginning of her elementary school at SDN Sukamaju, Pasir manggu, Serang-Banten. She graduated from her Elementary School in 2006. Then she continued to Junior High School at MTs Assa'adah and graduated in 2009. After graduated from MTs Assa'adah, she continued to Senior High School at Assa'adah Islamic Boarding School, Serang, Banten. And graduated in 2012. After graduated from Senior High School she continued her education by joining under graduate program of English Education and Teachers Training, The State Institute for Islamic Studies "Sultan Maulana Hasanuddin" Banten.

Serang, January 12, 2017

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### *DEDICATION*

Thanks to Allah for everything. This is paper dedicated to my beloved parents, Bapa Bahrudin and Ema Muniyah, Thanks for all sacrifice, love, prayers, motivation and advices and everything.

For my beloved brother Asep Saepul Rohman and my sister Eka Dwi Handayani thanks for your support and motivation, and thanks for my beloved friends and all family that be mentioned here one by one. Thanks for your support, help, time, and many other things.



## **Motto**

*“Indeed, with hardship (will be) ease”*

[QS: Al- Insyirah: 06]

## ACKNOWLEDGEMENT

In the name of Allah, the most gracious and merciful, all praise and thanks be to Allah SWT the almighty who guides and shows the researcher is finally I could finish the paper. The invocation and regard may go to the prophet Muhammad peace be upon him to his family. After taking a long time of researching, the researcher finished to conduct this paper. In this great occasion the researcher would like to gratitude to Prof. Dr. H. Ilzamudin, M.A as the first adviser and second adviser As'ari, S.S, M.Si who has painstakingly spent them valuable time to guide excellent suggestion, correction, and motivation to me in preparing this study. her thanks also goes to The head of SMAN 1 Petir, who has given the researcher permission to carry out the research, and All lecturer and all staffs of IAIN "SMH" Banten. Last, but not least, the writer very sincerely thanks to all family, especially my parents who given motivation and pray to write in finishing this paper. Thanks for my partner and all friends, my classmate TBI E Corporation 2012,

The writer

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## CONTENT LIST

### TITLE

<b>STATEMENT OF ORIGINAL.....</b>	<b>I</b>
<b>ABSTRACT.....</b>	<b>Ii</b>
<b>THE ADVISER’S APPROVAL.....</b>	<b>Iii</b>
<b>A BRIEF BIOGRAPHY.....</b>	<b>Iv</b>
<b>THE BOARD OF EXAMINERS’ APPROVAL.....</b>	<b>V</b>
<b>DEDICATION.....</b>	<b>VI</b>
<b>MOTTO.....</b>	<b>Vii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>Viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>X</b>
<b>LIST OF TABLES.....</b>	<b>Xiii</b>
<b>LIST OF APPENDICES.....</b>	<b>xiv</b>

### CHAPTER I INTRODUCTION

A. Background of Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of Problem .....	5
D. Statement of Problem .....	5
E. The objectives of Study .....	5
F. Significance of study .....	6
G. Hypothesis .....	6
H. Organization of Writing.....	7

## CHAPTER II THEORETICAL FRAMEWORK

A.	Explanation of Vocabulary .....	8
	1. Definition of vocabulary .....	8
	2. The types of vocabulary .....	10
	3. The Importance of Vocabulary .....	11
B.	Bingo Game .....	12
	1. Definition Of Bingo Game .....	12
	2. Kinds Of Bingo Game .....	13
	3. Procedure Of teaching Vocabulary through Bingo Game .....	16
C.	Previous of Study .....	17

## CHAPTER III RESEARCH METHODOLOGY

A.	The Method .....	20
B.	The Population and Sample .....	21
C.	Research Instrument	
	1. Test .....	23
	a. Pretest .....	23
	b. Posttest .....	23
D.	The Data Analyzing .....	24

## **CHAPTER IV RESEARCH FINDING**

E. Description of Data.....	26
1. The score of pre-test and post-test of X1 .....	26
2. The score of pre-test and post-test of X2 .....	32
B. DataAnalysis.....	37
C. Data Interpretation.....	41

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusions.....	43
B. Suggestions.....	45

<b>REFERENCES</b>	<b>47</b>
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## **APPENDICES**

## LIST OF TABLES

Table 4.1 Pre-test Result of Experiment class.....	27
Table 4.2 Post-test Result of Experiment class.....	29
Table 4.3 Pre-test Result of Control class.....	32
Table 4.4 Post-test Result of Control class.....	33
Table 4.5 The Frequency of distribution Score of post-test at the Experiment class ( $X_1^2$ ) and Control class ( $X_2^2$ ).....	37

## LIST OF APPENDICES

Surat Keputusan Pembimbing.....	49
Instrument (Lesson Plan) .....	51
Instrument of Student's Vocabulary Pre-test .....	59
Instrument of Student's Vocabulary Post-test .....	62
Instrument of Student's Vocabulary result Pre-test (x1) .....	65
Instrument of Student's Vocabulary result Post-test (x1) ....	68
Research Documentary .....	71
Consultation Book.....	73
The Statement Letter from the principal of SMAN 6 Kota Serang .....	78

## CHAPTER I

### INTRODUCTION

#### **A. Background of Problem**

Learning English is important because it is one of the international languages. Most people all over the world communicate each other in English. English is useful for establishing and maintaining the relationship with people. Furthermore, it is also very useful to master English since it plays an important role in understanding and developing the scientific and technological knowledge.

The first foreign language which is taught in public school in Indonesia is English. It is learned from elementary school up to university. English teaching and learning have an aim as an instrument to get to know the wideness of science and technology.

English as an International language is spoken almost all over the world. Nowadays, English takes an important role as a communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire



an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on the observation that conducted in SMA N 1 Petir, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS

(Lembar Kerja Siswa), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

Those problems must be solved because it can be difficult for students to continue for the next level or grade. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class.

Based on the phenomena above, the researcher tries to find the effective solution to improve the students' vocabulary by using Bingo Game in the teaching learning process. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words.

There are some reasons why I choose Bingo Game as the media to improve their vocabulary mastery. First, Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process.

Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, Bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it.

Based on the problems and the potentials of Bingo Game in improving students' vocabulary mastery, the researcher intended to improve the students' vocabulary mastery through Bingo Game. Therefore, this study was important for SMAN 1 Petir in order to improve the students' vocabulary mastery in the teaching and learning process.

### **B. Identification of the Problem**

Based on preliminary observations students at SMAN 1 Petir faced some difficulties in mastering vocabulary and some problems in the field were identified.

The first problem was related to the students. The tenth grade students of SMAN 1 Petir did not have high motivation in learning vocabulary. They have difficulties in memorizing new words. Most of the students were passive during teaching and learning process.

The second problem was related to the teacher. He did not know how to make the students interested in lesson. He applied a traditional method by looking for difficult words and finds the meaning in the dictionary and students

The third problem was related to the materials. There were various English materials from other resources for supplementary materials, but the materials used in teaching and learning activities were mostly taken from the course book and

LKS (Lembar Kerja Siswa). The students need other resources to enrich their knowledge about English.

### **C. Limitation of Problem**

Based on the background of the study and the identification of the problem above, there are some problems related to teaching and learning process. It is impossible for me to solve all those problems. So, this research is only limited on improving tenth grade students' vocabulary mastery in SMAN 1 Petir. I decided to overcome this problem by using Bingo Game because it was rarely

### **D. Statements of Problem**

The writer offers Bingo game which is very enjoyable and interesting to be applied in the classroom to teach and to improve students' vocabulary. Based on the background of the study above as well as the identification of the problem and limitation of the problem, the problem was formulated as follows:

1. How is the students vocabulary achievement at SMAN 1 Petir?
2. How is Bingo used in teaching vocabulary at SMAN 1 Petir?
3. How is the influence of using Bingo game on students vocabulary mastery?

### **E. The objectives of Study**

According to the problems sated above, the aims of this study are:

1. To know students vocabulary achievement at SMAN 1 Petir.
2. To improve students vocabulary mastery through Bingo Game.
3. To give different vocabulary learning by using Bingo Gam

#### **F. Significance of study**

the result of this research was expected that this research contribute some significant progresses in teaching vocabulary.

The significances of this research are:

1. For the students in general  
The study could enhance the students'' motivation and improve the students'' vocabulary mastery.
2. For teachers  
The study gives input in enriching their teaching media to be implemented in the classroom.
3. For the school  
The study will enrich teaching media in the school.
4. For the writer  
The study could bring him to a better understanding of improving students'' vocabulary mastery and give practical contributions to him on how to improve students' vocabulary mastery using Bingo Game.

#### **G. Hypothesis**

Significant critical value 0.05 and 0.01 criteria:

If  $t_0 > t_t$  : The alternative hypothesis is accepted. It means there is influence of using Bingo game to improve students vocabulary

If  $t_0 \leq t_t$  : The alternative hypothesis is rejected. It mean there is no influence of using Bingo game to improve students vocabulary.

The hypothesis of the research describes how the research must be answered.

## **H. Organization of Writing**

The writer divides it into several chapter and section whit the systematic of writing in detail as followed:

Chapter I is introduction, this chapter consist of: Background of the research, Identification of problem, Limitation of problem, Statement of Problem, Significant of problem, Objective of the research, Hypothesis and The Organization of Writing.

Chapter II is Theoretical Framework. This part Contain of literatures and theorist That Proposed by some expert to support the research and a basic for investigation the problem.

Chapter III is Research Procedure. It is consist of The Method of Research, Population and Sample, the Research Instrument, The technique of Data collecting and Technique of Data Analyzing.

Chapter IV is Research Finding. It is consist of Data Description, Analysis of the Data, and Data Interpretation.

Chapter V is Conclusion and Suggestion.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Explanation of Vocabulary

##### 1. Definition of vocabulary

Before the writer talking definition of vocabulary, it need to know how the important vocabulary for people. One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language.<sup>1</sup> It means vocabulary is the language aspect to must be studied when people are studying a language. Students' ability in vocabulary is important for everybody who learned language for listening, speaking, reading and writing. The learners who learn foreign language will speak fluently, accurately and easily, because they have much vocabulary.

Vocabulary is one of obvious components of language and one of the first things applied linguistics turned their attention to.<sup>2</sup> The procedures of vocabulary selection lead to the compilation of a basic vocabulary that is a target vocabulary for a language course usually grouped or graded into a level, such

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<sup>1</sup> Joan Rubin and Irene Thompson, *How to Be a More Successful Language Learner towards Learner Autonomy*, (Boston : Heinle and Heinle Publisher, 1994), 79.

<sup>2</sup> Jack C Richard, *Curriculum Development in Language Teaching*, (Cambridge: CAMBRIDGE University Press, 2001), 4

as the first 500 word, the second 500 words. Word is the smallest unit which would expect to possess individual meaning<sup>3</sup>

Vocabulary is one of the most important aspect of foreign language must be had by people of learners. Vocabulary is more than lists of target language words. As a part of language system, vocabulary is intimately interrelated with grammar.<sup>4</sup>

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge.

From the definition above, the writer can be conclude that vocabulary important position in making sentence and related to four skills in language namely speaking, listening, reading and writing. Besides, cosmopolitan vocabulary is an undoubted to any language that seeks to attain international use.

Vocabulary classified into four types of function word that are: Verb, noun, adjective, and adverb. Noun is the head word of the grammatical structure in which in function name of person, place, thing or quality. Example: The car on the corner belong to my father.<sup>5</sup> Verb is a word that is used to express action. Verb has the different tenses. This different can establish the kind of tenses that can be use. Verb always disposition after *subject* in

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<sup>3</sup> Mona Baker, *In Other Word (a course book on translation)*,( New York; ROUTLEDGE, 1992),11

<sup>4</sup> David Nunan, *Language Second Teaching and Learning*, (Boston: Nowbury House Teacher Development, 1999), 101

<sup>5</sup> Marcella Frank, *Modern English (a Practical Reference Guide)*. (New Jersey : Prentice-Hall, 1972). P.6



sentence with the positive expression or negative expression. For example: my father saw your books on the table.

Adjective is used to modifying a noun, an adjective, maybe a single word a phrase, a clause. Adjective is a word that is used to explain a noun. It can be used in front of countable or uncountable noun. Example: the girls who sit on the chair is beautiful girl.

Adverb is composed of several word, called a verb phrase. Adverb is a word to explain the verb, adjective, another adverb. In line side three function mentioned, adverb has the another function that is explain all the sentences. Example: to earn much money, we must work hardly.

## 2. Kinds of vocabulary

There are two kinds of vocabulary, as follows:

- a. Active vocabulary - words which the student understands, can pronounce correctly and uses constructively in speaking and writing.
- b. Passive vocabulary - words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.<sup>6</sup>

These kinds of vocabulary need to learn to limit the vocabulary that is introduced because if too much is

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<sup>6</sup> John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978). 44

introduced, students will be impeded by the need to absorb too many words.

### **3. The important Of Vocabulary**

Students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. As classroom teachers know, students have difficulty understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represents those concepts and principles. It is nearly impossible for students to read about, talk about, write about, and understand information about volcanoes, for example, if they do not know the words magma, lava, vent, and erupt. Indeed, educational authorities advise us that "wide vocabulary and broad knowledge go together"<sup>7</sup>

Surely vocabulary more than learning "difficult" word it is how the meaning of a word can expand over the centuries from literal of literal to figurative, from consecrate to abstract, accreting new layers, perhaps some of the old ones, it's about the archaic or absolute meaning may continue to live on, a shadow or secret skeleton, contributing an almost invisible shading, a subliminal coloration, to the contemporary usage<sup>8</sup>

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of

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<sup>7</sup> Hallic Kay Yop, *Vocabulary Instruction for Academic success*, (Columbia: Shell Education, 2009), 15

<sup>8</sup> Judith Rowe, *Dancing with Word: helping students love language through vocabulary*, (Urbana :NCTE, 2001), 26

words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.<sup>9</sup>

Furthermore, building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.<sup>10</sup>

From the important above, I conclude that vocabulary, much more than grammar, is the key to child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words.

## **B. Bingo Games**

### **1. Definition of Bingo Game**

Bingo is a popular game which has been used for language teaching in many forms. Bingo for language teaching is

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<sup>9</sup> Thornbury, S. *How to Teach Vocabulary*.( Cambridge: Pearson Education Limited, 2002), 14

<sup>10</sup> Lynne Cameron.*Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press,2001), 72

available commercially under names like Lingo, Lotto, and Quizmo.<sup>11</sup> According to Mel Silberman “Bingo can use to review, this strategy helps to reinforce terms that students have learned in a course of study, it uses the format bingo game.<sup>12</sup> Bingo can take Various forms, the board can consist of words or pictures. As words are called out, pupils put down picture or word cover cards. This can involve pupils in matching the spoken form of the word with its pictorial or written form.<sup>13</sup>

Bingo game can be used in post activity to review the lesson. Bingo game in review the lesson especially vocabulary. “reviewing vocabulary, not just one time but several is a necessary part of successfully mastering any language. This game its mean bingo has worked well in class, as with any activity, this game should be short and somewhat fast paced to maintain the interest of the all group.<sup>14</sup>

## 2. Kinds of Bingo Game

Bingo Games have four classifications such as Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games. Traditional Bingo Game, Some of the games involve more difficult variations on the standard instructions for Bingo. In Task Bingo Game, the students are

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<sup>11</sup> Bernard, Susser, *The Noisy Way: Teaching English with Games*, Jalt Journal, Volume 1 (Februari-1979). 63

<sup>12</sup> Mel Silberman, *Active Learning 101 Strategies to Teach Any Subject*, (Boston: Allyn and Bacon, 1996), p. 107

<sup>13</sup> Jean Brewster, et al, eds. *The primary English Teacher's Guide*, translated by Valerie Grundy, (New York: Penguin Group, 1992), p. 93

<sup>14</sup> Paul Nation, *New Ways in Teaching Vocabulary*, (Virginia: Teacher of English to speakers of other language, inc (TESOL), 1994), P. 75

required to do something before they can make a square. Then, in “Talking” Bingo Game, the students have to talk to people before they can mark a square. In Testing Bingo Game, all of the students have the same board. If they all get BINGO at the same time, the teacher knows they have acquired the necessary skills/knowledge. Bingo Game can be classified as follows:

1. Picture Bingo (picture to word): this type use a picture to describe, what the word that must answer by the participant is. Ex: the teacher gives the picture then students guess what the picture is about.
2. Word Bingo (word to word): this type uses a word to describe, what the word that must answer by the participant is. Ex: the teacher give the clue “you need to mentions 3 provinces in Indonesia” then the students answer it.
3. Synonym Bingo (similar word – thesaurus): this type use a synonym to describe, what the word that must answer by the participants is. Ex: the teacher gives the students a word then the students need to memorize the synonym of the word.
4. Antonym Bingo (opposite word): this type uses an antonym to describe, what the word that must answer by the participant is. Ex: the teacher gives the students a word then the students need to memorize the antonym of the word.
5. Translation Bingo (Indonesia-English, English-Indonesia): this type uses a translation to describe,

what the word that must answer by the participant is.

Ex: the teacher gives the word in Bahasa Indonesia, and then the students need to answer it in English.

6. Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.): this type use a matching picture to describe what the word that must answer by the participant is. Ex: teacher gives a sportsperson then the students need to match the picture with the sport.
7. 20 Questions Bingo (asking questions about the words) this type uses 20 questions to describe, what the word that must answer by the participant is. Ex: the teacher gives 20 questions then the students need to answer it yes or no, not a long answer.
8. Riddle Bingo (definitions – dictionary): this type uses definitions to describe, what the word that must answer by the participant is. Ex: the teacher give the definitions of a word then the students need to guest what the definition is about.
9. Idiom Bingo (explanations): this type uses an idiom to describe, what the word that must answer by the participant is. Ex: the teacher gives the explanation or the meaning of the idiom then the students need to give the suitable idiom.<sup>15</sup>

In this research the researcher is using Word Bingo to improve student's vocabulary, Word Bingo

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<sup>15</sup> Peter Watcyn, *Vocabulary game and Activity for teacher*, (London: Pinguin, 1993), 4

(word to word): this type uses a word to describe, what the word that must answer by the participant is. Ex: the teacher give the clue “you need to mentions 3 provinces in Indonesia” then the students answer it.

### **3. Procedure of Teaching Vocabulary Through Bingo Game**

- a. Create bingo cards by using the markers to draw 4 vertical lines and horizontal lines to form 25 squares. Write “BINGO!” in the middle square. This middle square is a free space.
- b. Each player should fill in his bingo card with vocabulary words from the list.
- c. Once all cards are filled with words, begin calling out vocab clues. However, instead of the actual vocabulary words, call out the definitions. Players must then identify the word being described based on the definition given and find it on their cards.
- d. Continue playing until one player fills in 5 boxes down, across or diagonally and calls out “Bingo!”.
- e. Rotate and reuse cards to play several rounds. Note: Instead of bingo chips, players can use a pencil to mark boxes with a symbol, for example an “X” or a star. Choose a different symbol for each game.<sup>16</sup>

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<sup>16</sup> Peter Watchyn, p. 2

### **C. The Previous Study**

The previous researches that use the researcher In this research there are:

Imas Febriansyah, 10202244092. Improving Students' Vocabulary Mastery Through Bingo Game ( A classroom action research at grade X Of SMAN 1 Purworejo). State University of Yogyakarta, after take the observation in use picture Bingo in teaching vocabulary, he describes that his research aims to improve students' vocabulary achievement at SMAN 4 Purworejo. the research began by observation to get more information of students' achievement, learning method and students' result for vocabulary. after that, the writer continue to make same interview to English teacher to get more information about learning process, learning method and kind of vocabulary.

To get validity of research, the researcher make pre-test to know students' vocabulary score and then the writer applying Bingo game in teaching vocabulary, the third step is making post-test to know student's vocabulary achievement before and after applying Bingo game in teaching vocabulary. the last step is take a conclusion that the researcher was success applying Bingo game to improve students vocabulary.

The second previous study is Dhini Aryanti, 1110033100045. Bingo To Improve Students Reading Comprehension (An experiment action research at second grade of MTs Fathul Mubarak) State Islamic University Syarif Hidayatullah Jakarta.



The research began by same interview to English teacher to get more information about learning process, learning method and kind of reading comprehension material.

To get validity of research, the researcher make pre-test to know students' reading comprehension score and then the writer applying Bingo game in teaching reading comprehension, the third step is making post-test to know student's reading comprehension achievement before and after applying Bingo game in teaching reading comprehension. The last step is take a conclusion that the researcher was success applying Bingo game to improve students' reading comprehension.

The las is The Influence Of Bingo Toward Students Vocabulary, A paper by Anita Andriyani 05232988, (A Classroom Action Research at second grade of MTsN Cilegon) in this research, the writer implementing Bingo to know the influence in teaching Vocabulary and using group technique in teaching. she describes that his research aims to improve students' vocabulary achievement at MTsN Cilegon. The research began by observation to get more information of students' achievement, learning method and students' result for vocabulary. After that, the writer continued to make same interview to English teacher to get more information about learning process, learning method and kind of vocabulary.

To get validity of research, the researcher make pre-test to know students' vocabulary score and then the writer applying Bingo game in teaching vocabulary, the third step is making post-test to know student's vocabulary achievement before and after

applying Bingo game in teaching vocabulary. the last step is take a conclusion that the researcher was success applying Bingo game to improve students vocabulary.

From the previous study about Bongo game above, the researcher can take a conclusion that Bingo game is affective for improving learning process, there are the differences from all previous study. in the first chapter, the writer is successfully using Picture Bingo in increasing students vocabulary. in the second chapter, the writer is using Bingo in reading comprehension and its also successful to improve reading achievement. in the last chapter, the writer is using Bingo in improving students vocabulary, the researcher used group technique in her research.

In this research, the writer is using word Bingo game in improving students vocabulary, It's will implementing at the senior high school. The writer use individual technique in learning process and its make this research is different from the previous study

## CHAPTER III

### METHODOLOGY OF RESEARCH

This chapter will discuss methodology of research consist explain the population, sample and the test as an instruction. Then, this chapter describes about the procedure and the method use for analyzing data from students at the first grade of SMAN 1 Petir who will be involved in the research of short story.

#### **A. Research Method**

The researcher used quantitative method by using quasi experimental design. For method of research the writer is going to take an experimental research, which tries to find out how the use of short story is implemented to enrich students' vocabulary achievement in English learning process. For the purpose of the study, an observation and give quasi-experiment were used to collect the data. According to David Nunan that "Quasi-Experiment has both Pre-Test and Post-Test and experimental and control groups, but no random of subject".<sup>17</sup>

Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Quasi experimental has two designs: (1) non randomized control group pretest posttest design,

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<sup>17</sup> David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p.41

(2) counterbalanced design.<sup>18</sup> Quasi experimental design was implied to know the influence of Bingo game in improving students vocabulary.

The researcher took two classes as control and experiment class. Experimental group will be taught vocabulary by bingo game and control group will be not treated with Bingo game or accept common treatment. Both groups will be given pre-test, and post-test. In this case, the researcher aimed to prove whether or not there is influence of Bingo game to improve students vocabulary at first grade of SMAN 1 Petir Kabupaten Serang. After conducting pretest, treatment and posttest, the data is interpreted.

## **B. Population and Sample**

### **1. Population**

Research Population is all cases, situations, or individuals who share one more characteristic.<sup>19</sup> The population in this research is the first grade of SMA N 1 Petir totaling 131 students,. the researcher took 2 classes from four classes that are 32 from class X1 as an experiment class and 32 from class X2 as a control class. In related with the research the writer took 131 students of the first grade of SMAN 1 Petir as the population. Then, the sample for this research 64 students of first grade of SMAN 1 Petir..

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<sup>18</sup>Donald Ary, et.al.,*Introduction to Research in Education (8<sup>th</sup> Edition)*, (Belmount: Harcourt Braca Publisher, 2010) , 316.

<sup>19</sup>David Nunan. *Research Method in Language Learning*(New York: Cambridge University Press,1992),230.

Arikunto says that “if the population is lack of 100, it is better to take the entire population, and the research is named research population. However, if the population is more than 100, the sample can be taken 10-15% or 20-25%.<sup>20</sup>

## 2. Sample Research

Sample is subset of individuals or case from within population<sup>21</sup>. In this research the researcher used cluster sampling. This kind of probability sampling is referred to as cluster individuals who are naturally together. The sample of this research was the students of X 1 who consist of 32 students as an experimental class and X 2 who consist of 32 students as a control class in the 2016/2017 academic year of SMAN 1 Petir Kabupaten Serang.

## C. Research Instrument

Selecting appropriate and useful measuring instruments is critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept.<sup>22</sup> The instrument of the research was test. Meanwhile, in test the researcher used vocabulary test.

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<sup>20</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.130

<sup>21</sup> Ibid,231

<sup>22</sup> Ibid,200

## 1) Test

Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>23</sup> In this research the researcher used vocabulary test to know the influence of Bingo game to improve students vocabulary. The test divided into two parts; pre test and posttest.

### a. Pretest

It aimed to find out the initial differences of students' Vocabulary score in groups, experimental group and control group before treatment. In the pre-test, the researcher gives 50 questions (including multiple choice, matching word, definition, and fill the blank). for assessment, the researcher give score 2 for correct answer and give 0 for incorrect answer.

### b. Posttest

It gave after the treatments in order to find out whether or not the treatments give any contribution to the students achievement in the experimental group. In the post-test, the researcher gives 50 questions (including multiple choice, matching word, definition, and fill the blank). for assessment, the researcher give score 2 for correct answer and give 0 for incorrect answer.

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<sup>23</sup> Ibid, 201

#### D. The Technique of Data Analysis

Data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others.<sup>24</sup> After the data collect, the researcher analyzed the data. The purpose of analyzing the data is to find out the influence of using Bingo game to improve students vocabulary. To analyze the significant difference of the mean score test in both experimental and control class. The researcher analyzed data through quantitative analysis and statistical procedure. The data came from the result of pre-test and post-test analyzed by using t-test application.

Because the writer wants to compare result of the research between experiment class and control class students, the writer take steps as follow:

1. The result of the post-test in experiment class is named variable (X1)
2. The result of the post-test in control class is named variable (X2)

The steps for statistic analyze are:

1. Determining mean of variable X1 with formula :

$$M_1 = \frac{\sum X1}{N_1}$$

2. Determining mean of variable X2 with formula:

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<sup>24</sup>Ibid,480

$$M_2 = \frac{\sum X_2}{N_2}$$

3. Determining derivation score variable  $X_1$  with formula:

$$X_1 = X1 - M_1$$

4. Determining derivation score variable  $X_2$  with formula:

$$X_2 = X2 - M_2$$

After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$M_1$  = the average score of experiment class (Mean  $X_1$ )

$M_2$  = the average score of control class (Mean  $X_2$ )

$\sum X_1^2$  = Sum of square deviation of experiment class

$\sum X_2^2$  = Sum of square deviation of control class

$N_1$  = Numbers of students of experiment class

$N_2$  = Numbers of students of control class

2 = constant number

df = degree of freedom

df =  $N_1 + N_2 - 2$ <sup>25</sup>

5. Doing interpretation and calculation by comparing the result of calculation t-test with t-table.

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<sup>25</sup> J.P.Guilford, et.al. *Fundamental Statistic in Psychology and Education: International Student Edition* (California: McGraw-Hill, 1981), 157.



## CHAPTER IV

### RESEARCH FINDING AND INTERPRETATION

#### A. Description of Data

In this chapter, the writer attempt to submit the data as outcome of research at SMA N 1 Petir. This research is only directed to the students of first grade. To explore student's vocabulary mastery with using Bingo game, the writer looks the data pre-test and post-test. And the result from both test would use as data in this research. In this research the writer divided into two classes, 32 students as experiment class, it is from class X 1, and 32 students as control class , it is from class X 2.

In this chapter the writer gives the reports concerning the data description. She compare the achievement of pre-test and post-test; to know whether a short story is effective in Teaching Vocabulary. The writer makes the table of the students score to each.

The writer got two data, the first data is the result of pre-test and the second one is the result of Post-test. The result of post-test in experiment class is named variable ( $X_1$ ) and the result of post-test in control class is named variable ( $X_2$ ), the scores is as follow

#### 1. The score of pre-test and post-test of experiment class

The students sore of class X A as the experiment class obtained 58,75 for mean of pre-test and 80,06 for mean of post-test. The score of pre-test and post-test will be describes in the following table:

**Table 4.1**  
**Pre-test result of experiment class**

NO	INITIAL NAME	SCORE
1	AFN	58
2	AP	62
3	ARF	54
4	AY	56
5	DES	54
6	DG	58
7	DIN	58
8	HA	64
9	HA	70
10	HRI	60
11	HY	62
12	KSH	60
13	MA	60
14	MA	62
15	ME	54
16	MG	64
17	MI	54
18	ML	54
19	MY	60
20	MY	78

21	NNA	56
22	RS	56
23	RY	40
24	SIF	72
25	SIH	54
26	SK	68
27	SN	54
28	SS	50
29	TM	56
30	TR	56
31	WH	58
32	YK	58
Total score		1880

Mean by Formula:

$$M = \frac{\sum X}{N} \quad M: \frac{\sum 1880}{32} \quad M = 58,75$$

Mean of experiment class for pre-test is 58,75

M = Mean

N = A number of students

$\sum X$  = Sum of students score

**Table 4.2****Post-test result of experiment class**

NO	INITIAL NAME	SCORE
1	AFN	80
2	AP	82
3	ARF	80
4	AY	80
5	DES	82
6	DG	80
7	DIN	78
8	HA	80
9	HA	84
10	HM	82
11	HY	80
12	KSH	78
13	MA	80
14	MJ	72
15	MER	80
16	MG	80
17	MI	78
18	ML	84
19	MY	80
20	MYA	78
21	NNA	76
22	RS	84

23	SAA	82
24	SIF	84
25	SIH	80
26	SK	76
27	SN	80
28	SS	76
29	TM	80
30	TR	78
31	WH	84
32	YK	84
Total Score		2562

Mean by Formula:

$$M = \frac{\sum X}{N} \quad M: \frac{\sum 2562}{32} \quad M = 80,06$$

M = Mean

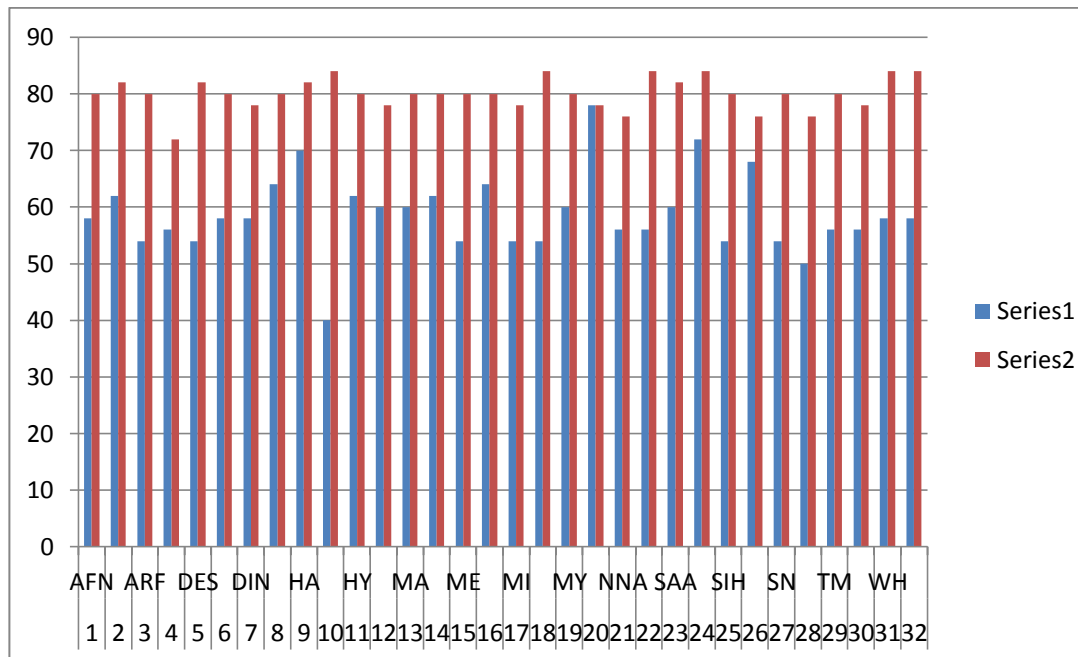
N = A number of students

$\sum X$  = Sum of students score

Mean of experiment class for post-test is 80,06

Based on the table above, we can found out the result of data at Experimental Class before using short story (pre-test) the lowest is 40 and the highest is 78 after using Bingo game (post-test) the lowest is 72 and the highest is 84.

The researcher described the students' score of pre-test and post-test of control class by the graphic as follow:



Based on the explain above it is showed the graphic above about the comparison between score of pre-test and post-test at control class. According the graphics above the score of post-test is better than the score of pre-test.

## 2. The score of pre-test and post-test of control class

The students sore of class X A as the control class obtained 59,93 for mean of pre-test and 57,75 for mean of post-test. The score of pre-test and post-test will be describes in the following table:

**Table 4.3****Pre-test result of control class**

NO	INITIAL NAME	SCORE
1	AAB	50
2	ABS	54
3	AMN	60
4	AR	40
5	AYS	72
6	BSF	70
7	DA	50
8	DDR	68
9	DY	48
10	EA	48
11	ERP	56
12	FR	78
13	FY	78
14	FZS	62
15	GNA	62
16	HM	66
17	HR	34
18	IK	66
19	IQR	60
20	LLY	68
21	MAS	72
22	MJ	42

23	MN	40
24	NLW	70
25	OWA	70
26	RY	40
27	SA	54
28	SF	72
29	SKH	78
30	SW	74
31	YM	62
32	YY	54
Total Score		1918

Mean by Formula:

$$M = \frac{\sum X}{N} \quad M: \frac{\sum 1818}{32} \quad M =$$

M = Mean

N = A number of students

$\sum X$  = Sum of students score

Mean of control class for pre-test is 59,93

**Table 4.4**

**Post-test scores of control class**

NO	INITIAL NAME	SCORE
1	AAB	48
2	ABS	56
3	AMN	58



4	AR	40
5	AYS	70
6	BSF	70
7	DA	52
8	DDR	68
9	DY	38
10	EA	46
11	ERP	56
12	FR	78
13	FY	76
14	FZS	58
15	GNA	62
16	HM	62
17	HR	46
18	IK	64
19	IQR	58
20	LLY	68
21	MAS	68
22	MJ	40
23	MN	48
24	NLW	72
25	OWA	68
26	RY	40
27	SA	48
28	SF	66
29	SM	48

30	SW	72
31	YM	56
32	YY	48
Total Score		1848

Mean by Formula:

$$M = \frac{\sum X}{N} \quad M: \frac{\sum 1848}{32} \quad M = 57,75$$

M = Mean

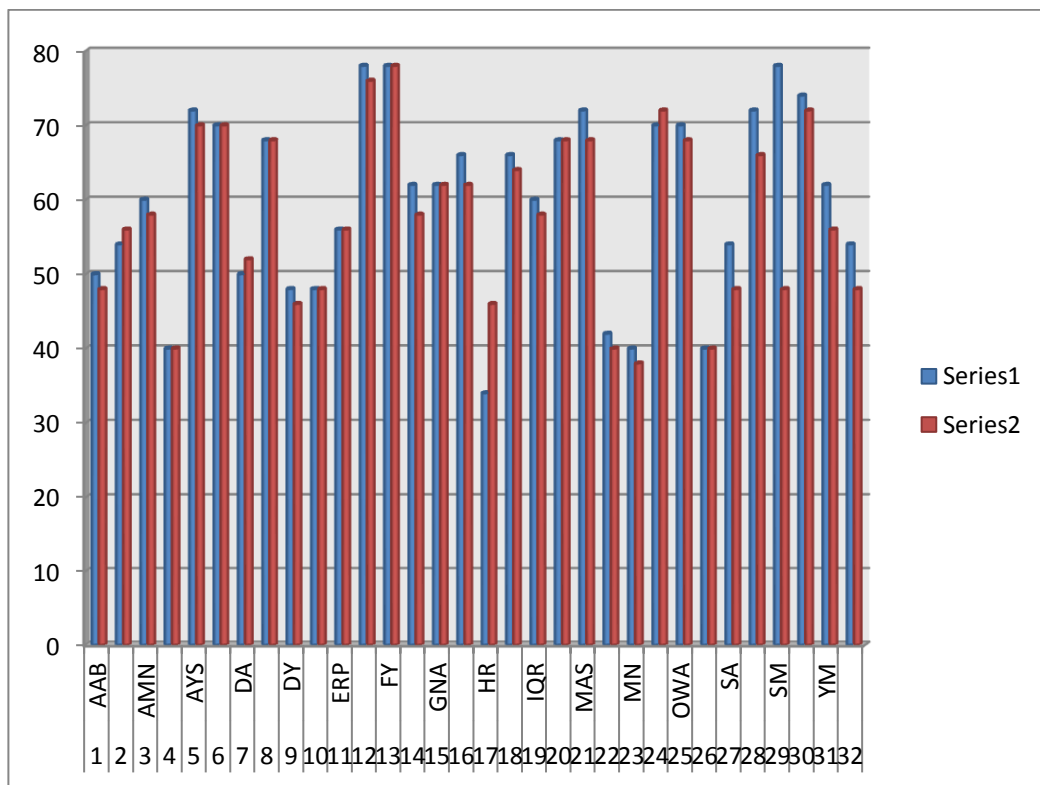
N = A number of students

$\sum X$  = Sum of students score

Mean of control class for post-test is 55,75

Based on the table above, we can found out the result of data at the control class which not applying Bingo game in pre-test the lowest is 34 and the highest is 78. In the post-test the lowest score is 38 and the highest is 78.

The researcher described the students' score of pre-test and post-test of control class by the graphic as follow:



Based on the explain above it is showed the graphic above about the comparison between score of pre-test and post-test at control class. According the graphics above there is no different significant in the score of post-test and pre-test

## B. Data Analysis

**Table 4.5**  
**The Frequency of distribution Score of post-test at the**  
**Experiment class ( $X_1^2$ ) and Control class ( $X_2^2$ )**

NO	SCORE		$X_1$	$X_2$	$(X_1^2)$	$(X_2^2)$
	$X_1$	$X_2$				
	Experiment Class	Control Class	$(X_1-M)$	$(X_2-M)$	$(X_1^2)$	$(X_2^2)$
1	80	48	-0.06	-7.75	6400	2304
2	82	56	1.94	0.25	6724	3136
3	80	58	-0.06	2.25	6400	3364
4	72	40	-8.06	-15.74	5184	1600
5	82	70	1.94	14.25	6724	4900
6	80	70	-6	14.25	6400	4900
7	78	52	-2.06	-3.75	6084	2704
8	80	68	-0.06	12.25	6400	4624
9	82	46	1.94	-9.75	6724	2116
10	84	48	3.94	-7.75	7056	2304
11	80	56	-0.06	0.25	6400	3136
12	78	76	-2.06	20.25	6084	5776
13	80	78	-0.06	22.25	6400	6084
14	80	58	-0.06	2.25	6400	3364

15	80	62	-0.06	6.25	6400	3844
16	80	62	-0.06	6.25	6400	3844
17	78	46	-2.06	-9.75	6084	2116
18	84	64	3.94	8.25	7056	4096
19	80	58	-0.06	2.25	6400	3364
20	78	68	-2.06	12.25	6084	4624
21	76	68	-4.06	12.25	5776	4624
22	84	40	3.94	-15.74	7056	1600
23	82	38	1.94	-17.75	6724	1444
24	84	72	3.94	16.25	7056	5184
25	80	68	-0.06	12.25	6400	4624
26	76	40	-4.06	-15.74	5776	1600
27	80	48	-0.06	-7.75	6400	2304
28	76	66	-4.06	10.25	5776	4356
29	80	48	-0.06	-7.75	6400	2304
30	78	72	-2.06	16.25	6084	5184
31	84	56	3.94	0.25	7056	3136
32	84	48	3.94	-7.75	7056	2304
TOTAL SCORE	2562	1848			205.364	110.864
Average	80.06	57.75				

After that the writer calculated them based the t-test formula

1. Determine mean of variable  $X_1$

$$\begin{aligned} M_1 &= \frac{\sum X_1}{N_1} \\ &= \frac{\sum 2562}{32} \\ &= 80.06 \end{aligned}$$

2. Determine mean of variable  $X_2$

$$\begin{aligned} M_2 &= \frac{\sum X_2}{N_2} \\ &= \frac{\sum 1848}{32} \\ &= 57.75 \end{aligned}$$

3. Determine t-test

$$\begin{aligned} t &= \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}} \\ t &= \frac{80.06 - 57.75}{\sqrt{\left\{ \frac{\sum 20,5364 + 11,0864}{32 + 32 - 2} \right\} \left\{ \frac{32 + 32}{32 \cdot 32} \right\}}} \\ t &= \frac{22.31}{\sqrt{\left\{ \frac{\sum 31,6228}{62} \right\} \left\{ \frac{64}{1024} \right\}}} \\ t &= \frac{22.31}{\sqrt{5,100 \times 0.06}} \end{aligned}$$

$$t = \frac{22.31}{0,306}$$

$$= 96,58$$

4. Degree of freedom

$$Df = N_1 + N_2 - 2$$

$$= 32 + 32 - 2$$

$$= 62$$

There is no degree of freedom for 62, so the writer uses the over df (degree of freedom) from 60

5. In degree of significance 5% from 62  $t_t = 2,00$

In degree of significance 1% from 62  $t_t = 2,60$

6. The writer compared  $t_0$  to  $t_t$  that if

$t_0 > t_t$  :  $H_0$  is rejected and  $H_a$  is accepted, but when

$t_0 < t_t$  : it mean that  $H_0$  is accepted and  $H_a$  is rejected.

$t_0: t_t \longrightarrow 96,58 > 2,00$  in degree of significance 5%

$t_0: t_t \longrightarrow 96,58 > 2,60$  in degree of significance

1 %

To prove the hypothesis, the data obtained by using t-test formula with assumption as follow:

If  $t_0 > t_t$  : The alternative hypothesis is accepted. It means there is influence of

using Bingo game to improve students vocabulary

If  $t_0 \leq t_t$  : The alternative hypothesis is rejected. It mean there is no influence of

using Bingo game to improve students vocabulary.

In this research, the alternative hypothesis is accepted. it means there is effectiveness of using Bingo game to improve students vocabulary.

### C. Data Interpretation

The data showed that mean of pre-test scores obtained by students of X 1 as an experiment class = 58,75. It got from sum of pre-test score (experiment class) divided count of students was less than X 2 as control class = 59,93. . It got from sum of pre-test score (experiment class) divided count of students. The highest score of pre-test in the class X 1 as an experiment class got 78, class X 2 as a control class got 78. The lowest score of both experiment and control class are: class X 1 as an experiment class got 40 and class X 2 got 34, the data distribution could be seen from the formula (range = H (highest score) – L (lowest score)). X 1 as an experiment class ( $78-40=38$ ), and control class ( $78-34=44$ ).

The mean from post-test score of class X 1 as an experiment class= 80,06. It got from sum of post-test score divided count of students. It is greater than class X 2 as a control class =57,75. The highest score of post-test class X 1 as an experiment class is 84, while class X 2 as a control class is 78. The lowest score of post-test class X 1 is 72, and class X 2 as a



control class is 38. The distribution score of X 1 as an experiment class was  $(84-72= 12)$ . while class X 2 as a control class was  $(78-38= 40)$ .

From the interpretation data above, the writer the use of Bingo game to improve students vocabulary would be better and more effective rather than traditional method. This could be seen after comparing the score of pre-test (before using Bingo game) and post-test (after using Bingo game) in X 1 as an experiment class and X 2 as a control class.

In teaching Vocabulary, the exact and interesting method is more effective. we have to get students interested using a fun method such as Bingo game. It can make students remember some vocabulary easily and nicely. The appropriate explanation from teacher also has a significance role, because it drives students imagination deeper and more sensible.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The research findings in Chapter IV show that the vocabulary mastery of the tenth grade students of SMAN 1 Petir improved through the use of Bingo Game. The actions were carried out in three Cycles. They effectively not only improved the students' vocabulary mastery but also the students' self-confidence enthusiasm, and motivation. Those actions were applying Bingo Game to teach vocabulary; using the classroom English during the teaching and learning process; asking the students to bring a dictionary; giving a handout of today's materials as a brief guideline; giving feedbacks on the students' pronunciation; Asking the students to work in groups, and giving rewards. Those activities gave contributions in the students' vocabulary mastery.

According to their assessments, the students made a better improvement in pre-test and post-test. It means that the students had better vocabulary mastery. There were several changes as a result of the actions. It was in the aspects of behavior and the way of thinking. The changes happened to me, the students, the teaching and learning process, and the English teacher.

Based on the research above “The use of Bingo game to improve students’ Vocabulary at the first grade of SMAN 1 Petir, the writer can make conclusion that:

1. The students’ vocabulary achievement at the first grade of SMAN 1 Petir, commonly good. That can be seen in descriptive of chapter IV that the highest score is 84 and the lowest of 72 of score post-test.
2. The differences between students’ which has given Bingo game which communicative Language Teaching and other which has not the CLT method.
3. Accept the alternative hypothesis ( $H_a$ ) and reject the null hypothesis ( $H_0$ ), it mean that in this experiment, the method that using the writer is effective can improve the students’ vocabulary.

From the previous chapter, she wrote the research effective, as follows:

1. Bingo game which can improve students’ in vocabulary and the characteristics of Bingo game is the students can communicate each other, it makes students’ enthusiastic when the writer given the treatment at the first grade of SMAN 1 Petir.
2. In general, the position of vocabulary test at the first grade of SMAN 1 Petir before treatment is low. It can be known from the result of pre-test the highest score is 78 and the lowest is 34. Based on criteria of students’ score can be known that the result of after treatment

show that the students' score improve the highest score is 84 and the lowest score is 72. There is improvement on the criteria of students; score that the highest score is good.

3. Accept the alternative hypothesis ( $H_a$ ) and reject the null hypothesis ( $H_0$ ), it mean that this experiment, the method that using the writer is effective can improve the students' vocabulary.

## **B. Suggestions**

Based on the conclusion and implications of the study, some suggestions to the participants closely to the study are presented below.

### 1. For the English teacher

The English teacher has to consider the students' needs and interests for the teaching and learning. It is important for the teacher to improve the students' vocabulary mastery. The teacher should create good atmosphere in the classroom and motivate the students to learn language. He needs to enrich herself with the knowledge of how to select the effective resources which can create interesting activities so that they can enjoy during the teaching and learning process. It will help him create the activities in which all students can be involved. The use of various media must be improved so that the English the teaching and learning process will be more interesting. Giving rewards can

be an alternative to motivate them learn. All of those will improve the quality of the English teaching learning process.

## 2. For the students

The students had to be more active in the classroom. A further effort needs to be made by the students is to encourage themselves in mastering vocabulary without worries of making mistakes. It gives advantages for the students if they can develop their vocabulary mastery. They can easily understand what they heard, say, read, and write.

## 3. For the other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop this action research in order to find out other efforts in the aim at improving students' vocabulary mastery through Bingo Game.

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