



## Bingo Games in students' vocabulary and reading comprehension

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### ABSTRACT

*The aim of the present study is to explore the effect of using Bingo Games on students' vocabulary and reading comprehension. The subjects of the study were tenth-grade students of SMAN 8 Mataram. The researchers used experimental design by applying random sampling technique. The researchers used two group classes, namely X MIA 1 as experimental and X MIA II as control class. In collecting the data, vocabulary and reading test were used as an instrument. The data was analyzed used descriptive and inferential statistics. The result revealed that there were significant improvement on the students' posttest. It proves that Bingo games was one of alternative strategy that can be applying in teaching vocabulary and reading comprehension.*

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## 1. Introduction

Some problem that students have is less vocabulary, less understand of the passage, and less interest in reading. Vocabulary is one component and reading is one of skills in English. According to Hiebert and Kamil (2005: 3) vocabulary is a collection of words that have meaning when conveyed orally or read by someone. In additional, it is very important because it is one of the language elements should be mastered for communicate. When we express and understand ideas as central of English, we need vocabulary.

Students learn about english need vocabulary as the first step. Harmer (2007: 35) stated that what a word means is a relationship between word to other words. Every people needs to learn what

words mean and how it used. Cameron (2001) also said the words of a language split roughly into two groups according to how they are used to construct sentences. The first group, words that must be studied in connecting with sentence is called function word. There are some types of words that we learn in vocabulary, they are noun, auxiliaries, determiners, qualifiers, preposition, sentence liners, interrogators, and coordinators. Besides, the meaning of words that recorded in dictionaries and often states by means of definitions, synonyms, antonyms, and contextual explanation are lexical or content words.

Students need five essential step when they learned vocabulary as proposed by Hatch and Brown (1995) (1). Reading a book, watching the television, listening the radio, talking with native speakers, textbooks, word list, dictionary are sources of encountering new words (2). Visual and auditory (creating mental picture) of word form. Dealing with a new word with L1 words or another L2 with similarly., (3). Ask the native speaker how creating a mental image of the meaning, guessing from context are example of learning the words meaning., (4). Creating a link between word form and meaning in the memory., (5). Using words (e.g. sentences, collocations, various contexts, conversation, etc).

According to Thornburry (2002) four factors that make words seem difficult than others are the pronunciation, spelling, meaning, length and complexity, grammar, and range, connotation and idiomaticity. The words that are difficult to pronounce seem difficult to learn. Many students find problem with consonants' words, like island, snack, and lunch. Difficult word contain sound which is unfamiliar with some students. Further, errors can be causing mismatches sound-spelling and can contribute difficulty words. There are some flashy deviation. Words which have problematic are silent letter. In addition, learners are likely to confuse them, when two words overlap in meaning. Words with multiple meanings, can also be troublesome for students. Students learned one meaning of the word, they didn't accept different meaning. The new concepts make a word difficult to be learned. Specific items such as word and expressions associated with the baseball, such as batter, bunt, clutch hitter, not to be easily studied. Relating to the length and complexity, short words are more easy to study than long one. Besides, grammar also problematic. Besides, range, connotation and idiomaticity; synonyms with a narrow range as difficult with words that can be used based on context.

According to Hughes (1989) when teachers check the students' progress, to see what they have mastered, and it is used as information to modify their future teaching plans to measure what has been achieved is formative assessment. A vocabulary test is used to measure word used in English skills (speaking, listening, reading and writing). The kinds of vocabulary test namely: (1) *limited responses*; "yes" or "no" used as a simple physical action for beginners to test vocabulary, (2) *multiple-choice completion*; students choose the best answer to complete the sentences, (3) *Multiple-choice paraphrase*; a vocabulary test in which students choose the closest in meaning to the underlined item., (4) *simple completion (words)*; students write in missing word that appears in sentences.

Reading is a process of how to look for requiring and developing knowledge from a message or a text given. Understanding the meaning of a text is affected by many factors such as vocabulary, word identification, general knowledge, identify main ideas, how to appreciate text structure, motivation, and interest (Torgesen 2000). Students have low order reading when they feel that process of reading is poor comprehend. Carver & Scheier (2000) stated that when students slow reading because

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it influenced by very seriously inefficient code, it impairs text understanding. As good reader, automaticity in word recognition working memory to be devoted to comprehend. In word recognition to be overload when readers search contextual to identify words. There is some difficulties face by students in vocabulary, first, to obvious reasons, difficult to know the meaning of many word. Reading comprehension is deals with child's oral and vocabulary (Birsh 1999).

Children need to learn two things when they want to be competent readers: strategies for identification the word and strategies to comprehend. Its strategies are interrelated to comprehension to be dependent reader's identification of the words (Pressley, 1998). Identification and comprehension of the word share a reciprocal relationship. Identification obviously facilitates the understanding, and reading with understanding facilitates speed and fluency (Rayner, Rayner & Pollatsek 1995).

Torgesen (2000) argue that to be able to read fluently, enjoyment and understanding, learn about identification and comprehension are needed. According to Lyon (1998) the most difficulty learned by children especially is word identification.

Brown (2003) stated that, there are eight indicators of reading, namely; (a). *Finding general idea*; the general subject of a written passage is called the general idea. The point author, General idea in a piece of writing is making a topic. In here, the reader must provide the general idea with considering all supports the examples, details, facts, etc, and discussion about the topic provided by the writer. The general idea will be a general statement which incorporates the information presented by all of the sentences in the paragraph., (b). *Finding Main Idea*; when reading process, the important thing is finding main idea because it will help readers remember important information. The topic of the paragraph on main idea of a paragraph. The topic tells what all or most of the sentences are about., (c). *Finding Detail Information*; there are some techniques to find detail information. The purpose for reading depend on what technique that will be chosen. Skimming and scanning techniques are better than reading strategies. When reading large volumes of information, skimming and scanning may be more practical than only reading. Such as, you may be searching for specific information, clues, or reviewing important information., (d). *Finding Explicit Information*; during the act of reading found the explicit information that express on the text. We can find the information directly when we read the text., (e). *Finding Implicit Information*; in the process of reading is not only to obtain explicit information but also implicit implicit information. Implicit information is not expressed in a passage. To find the implicit information how the reader should be able to read all the information and be able to analyze the information implied by the information obtained., (f). *Identifying Word References*; textual reference allows the reader to establish relationships distinguish between both of linguistic expressions a sentence or text. Certain expressions do not have meaning out of the immediate context, they refer to some other words or phrases in the text. Writers use reference to avoid repetition., (g). *Identifying Specific Information*; scanning technique (looking for specific information) is very benefit when you directly find where or what is text. You should focused on relevant part and ignore irrelevant when you have specific goal on your mind, (h). *Making Inference*; a conclusion or judgment inference is called inference.

According to Brown (2003) the nature of the assesment of reading in classroom contexts is or should be directly and intimately related to nature of the instruction. These includes: (1). *Reading Aloud*; in this test words and sentences to be read aloud, (2). *Written Response*; the problem in writing

is reproduced by presented the same stimule., (3). *Multiple Choice*; multiple choice responses are determine good choice., (4). *Picture-Cued Items*; test-takers are shown a picture and along with a written text.

Levels of complexity in reading comprehension is considered occur when reading process. Smith (1969) state that levels are (a). *Literal Level*; the understanding of fact., (b). *Inferential Level*; the reader is able to understand beyond the meaning or conclusion., (c). *Critical Level*; the reader have a good sense of what he or she read., (d). *Creative Level*; the reader can create ideas from the information.

The researchers tried to use Bingo games as one strategy that applied in teaching vocabulary and reading. Richardson et al (2009) stated Bingo game can be applied for many students, it could encourage for learn and review the students' vocabulary.

Halls is a media that is used when played Bingo. Rules is determine of playing have many variation. Each country have different brochures detailing particular games and rules. However, basically players get cards in a 5x5, each card has a number and letters in the word B-I-N-G-G-O. A completely 'Bingo' pattern is arranged randomly by one player, a line with five numbers in a horizontal, vertical or diagonal row. However, there is rules of bingo game: the numbers in the B column consists of 1 to 15, in the I column consists of 16 to 30, in the N column consists of 31 to 45. In the G column consists of 46 to 60, and in the O column consists of 61 to 75.

The caller will announced the number after equipment is completed, so the players must pay attention to the caller what number he or she said and they must mark it quickly by accurately on their cards. The caller keeps saying the numbers until one or more players claim "Bingo", and then the game will stops and the numbers are verivied, the prize is a awarded and new bingo game begins with new cards if there is a winner.

Previous research related to the use of game in teaching second language was found. Rahmah and Astutik (2020) investigated the effect of the use Charades games on English vocabulary of elementary school students. The result indicated that this game was effective in improving students' vocabulary achievement. Differently, this study applied BINGO games of secondary level students on their vocabulary and reading comprehension.

## 2. Method

The researchers used multivariate analysis of variance (MANOVA). Harris (2001) a linear combination of dependent variables to maximize group differences and tests weather those differences are statistically significant is called Manova. The researchers used the different treatment for both of groups experimental and control class. Experimental class treated by bingo game and control class treated by board game.

Lodico et al (2006) described that population is the largest of group which the writer will like the results of a study to be generalizable. This study used the tenth grade students of SMAN 8 Mataram as a population, those were 10 classes consisted of 35 students every class. So, the total number of populations were 350 students.

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Sample referred to the part of the universe which is selected for the purpose of investigation (Kothari, 2004: 158). Cluster random sampling was used to determine the sample. Grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample is definition of cluster random sampling (Kothari, 2004). To select these groups, a cluster random sampling is chosen. From 350 populations, the researcher would take 2 classes as sample, those are X MIA 2 as experimental class consisted of 35 students and X MIA 1 as control class consisted of 35 students. So, the total sample was 70 students.

To measure the achievement based on the data, this study used instrument. The instrument was used which is gotten from students. This research used vocabulary and reading test. That tests were distributed for both groups experimental and control class

Data analysis used SPSS-16 to continue process from data processing to observe how to interpret the data, and analyzed descriptive and inferential data. Descriptive analyse was analyse the basic score from pre-test and post-test both of experiment and control class. Inferential analyse used for finding hypothesis.

### 3. Results and discussion

#### 3.1. Results

The result of pretest and posttest showed that students' vocabulary and reading increased after being taught by Bingo game. The pretest score of student's vocabulary was 58,83 and posttest was 77,00 (experiment group), the pretest score of student's vocabulary was 53,53 and posttest was 64,40 (control group). The pretest score of student's reading was 60,93 and posttest was 73,07 (experiment group), the pretest score of student's reading was 54,23 and posttest was 66,20 (control group).

The analyzed of MANOVA can be seen as follows:

**Table 1.** Multivariate test

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.996	4.012E3 <sup>a</sup>	1.000	18.000	.000
	Wilks' Lambda	.004	4.012E3 <sup>a</sup>	1.000	18.000	.000
	Hotelling's Trace	222.900	4.012E3 <sup>a</sup>	1.000	18.000	.000
	Roy's Largest Root	222.900	4.012E3 <sup>a</sup>	1.000	18.000	.000
Treatment	Pillai's Trace	.934	23.195 <sup>a</sup>	11.000	18.000	.000
	Wilks' Lambda	.066	23.195 <sup>a</sup>	11.000	18.000	.000
	Hotelling's Trace	14.175	23.195 <sup>a</sup>	11.000	18.000	.000
	Roy's Largest Root	14.175	23.195 <sup>a</sup>	11.000	18.000	.000

a. Exact statistic

b. Design: Intercept + Treatment

In the table above presents a multivariate significance test. The difference of the four-centroid categories in terms of *Pillai's Trace coefficients*, *Wilk's Lambda*, *Hotelling's Trace*, *Roy's Largest Root*. The hypothesis tested in multivariate test are as follow:

H<sub>0</sub>: Data is normal multivariate distribution

H<sub>1</sub>: data is not normal multivariate distribution

The four-coefficients of the test above if transformed into Fisher or F distribution are all significant at  $p\text{-value} = 0.05$ . Which Pillai's Trace = 0.934 with "Sig." is 0.000, Wilks Lambda = 0.066 with "Sig." is 0.000, Hotelling's Trace = 14.175 with "Sig." 0.000, and Roy's Largest Root = 14.175 with "Sig." 0.000. If all of the statistical tests show a significant is less than 0.05, it can be concluded that dual coding it has an effect for two dependent variables that is vocabulary and reading comprehension.

After finding the hypothesis above, the researchers also found some data when teaching learning process, such as some students looked outstanding, relied on other friends, and difficult analyse or arrange the words. Some students felt enthusiasm, high motivate in learning, and easy in memorizing or analyzing word in text. The teacher also found difficult to control the students.

### **3.2. Discussion**

This research aims to find the effect of Bingo game in vocabulary and reading comprehension. Qomariyah & Nafisah (2020) said that there is no language without vocabulary mastery, people can combine many words become wonderful language. It was also line with Read (2000) vocabulary is knowledge of knowing the meaning of words they are elements that are combined to make accurate choice, so it will effectively convey thought and ideas. Kind of words can be find easily in reading text.

From the research finding, bingo game is one of the strategy used in teaching vocabulary and reading whether is applying one class or groups. According to Finch (2006) Bingo game is a game which involves the whole class or small group. It is concluded that Bingo game is a game can played with small or large groups and the winner say yell "Bingo!" after completed.

Based on teaching learning process, bingo game give some benefits to all students to increase the way to learn. According to Finch (2006) some advantages that gotten when played bingo game. First, students have a chance to learn the new vocabulary and keep remember it during the game. Second, the students are trained to solve the motivation problem. For the teacher, Bingo game as one media can make enthusiastic class especially in teaching vocabulary and reading.

In addition teaching vocabulary and reading by using bingo game gave some positive impact to the students, the first was the student be enthusiasm when they tried to make bingo and say "Bingo", they felt comfortable in learning vocabulary. Second, students be active in the class and had good communication when they tried to make sentence in bingo game, and did some communication with the teacher. The third, student be easier to memorize and understand the new word of vocabulary and find main idea example when they wrote a word for the game they knew category of word, and also they knew how to make a sentence in bingo game.

It was in line with previous of the study, the first study come From Ningtias et al (2020) entitle "The Effect of Bingo Game in Teaching Vocabulary". The result showed there is an improvement of the students' score after being taught vocabulary through Bingo game. Moreover, there is main problem faced by the teacher and students: it was too difficult to control the class, and almost all of the students in the class could not catch the game when it was explained in English. The second study is from Puspita & Losari (2016) with the tittle "The Influence of Using Bingo Game towards Students'

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Vocabulary Mastery at the First Semester of the Seventh Grade of MTs N 2 Bandar Lampung". The result of Mann Whitney test was 0.000. It means the students' vocabulary mastery can be influenced by Bingo game.

Based on this research, the value of pre-test and posttest have significant increased. It means that there is significant effect of bingo game towards students' vocabulary and reading comprehension at the tenth grade students of SMAN 8 Mataram. Students can comprehend both vocabulary and reading.

### 4. Conclusion and Suggestions

The researchers conclude that Bingo game has significant effect in vocabulary mastery and reading comprehension dealing with result of hypothesis. The score of pretest and posttest proved that both of groups improved after applied Bingo game. When the process of teaching learning process using Bingo game, the researchers found positive and negative process both students and teacher. This study can be references for next researcher and the result as alternative media for the teacher in teaching vocabulary and reading.

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