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Improving Students' Vocabulary Mastery Through Bingo Games at the Fifth Grade

Ikrima Gina Mikala^{1✉}, Nirna Nirmala², Imam Sudarmaji³

Universitas Islam Syekh Yusuf, Indonesia^{1,2,3}

E-mail: ikrimamikala@gmail.com

Abstrak

Pada era globalisasi saat ini, kemampuan berbahasa asing, terutama bahasa Inggris, merupakan hal yang sangat penting untuk berkomunikasi secara efektif. Namun, banyak pelajar yang kesulitan memahami teks karena keterbatasan kosakata dan strategi pembelajaran yang tidak efektif. Hal serupa juga ditemukan dalam pengajaran bahasa Inggris di Indonesia, di mana perbedaan struktur dan kosakata menjadi sebuah tantangan. Penelitian ini bertujuan untuk mengevaluasi efektivitas permainan Bingo dalam peningkatan penguasaan kosakata pada siswa kelas V SDN Perumnas 1 Cibodas tahun ajaran 2023/2024. Penelitian ini menggunakan metode kuasi eksperimen dengan membandingkan dua kelompok, yaitu kelompok eksperimen yang menggunakan permainan Bingo dan kelompok kontrol yang menggunakan metode konvensional. Data diperoleh untuk pre-test dan post-test, serta angket untuk menilai persepsi siswa terhadap metode Bingo. Hasil analisis menunjukkan bahwa permainan Bingo meningkatkan perolehan kosakata secara signifikan dibandingkan dengan metode konvensional. Uji statistik mengkonfirmasi perbedaan yang signifikan antara kedua kelompok dan siswa menunjukkan bahwa Bingo adalah metode yang efektif dan menyenangkan. Kesimpulannya, Bingo tidak hanya meningkatkan kosa kata, tetapi juga memotivasi siswa dalam proses belajar. Oleh karena itu, penggunaan Bingo sebagai alat untuk mengajarkan kosakata di sekolah dasar sangat dianjurkan.

Kata Kunci: Penelitian Kuantitatif, Permainan Bingo, Kemampuan Kosakata, Siswa Sekolah Dasar.

Abstract

In the contemporary educational landscape, mastering foreign languages, particularly English, is crucial for effective global communication. However, many learners face challenges in understanding texts due to limited vocabulary and ineffective vocabulary learning strategies. This issue persists across different language acquisition levels, including in Indonesian contexts where English instruction can be complex due to structural and lexical differences. To address this, enhancing vocabulary instruction in engaging ways is essential. This study investigates the use of the Bingo game as a tool for vocabulary acquisition among fifth-grade students at SDN Perumnas 1 Cibodas during the 2023/2024 academic year. Employing a quasi-experimental design, the research involved an experimental group using Bingo and a control group with traditional teaching methods. Data collected from pre- and post-tests, alongside student questionnaires, demonstrated that the Bingo game significantly improved vocabulary acquisition compared to conventional methods. Statistical analyses confirmed a notable difference between the two groups, with students reporting that Bingo was both effective and enjoyable. The findings suggest that Bingo not only enhances vocabulary learning but also boosts student motivation. Consequently, incorporating Bingo into vocabulary instruction is recommended as an effective strategy for elementary education.

Keywords: Quantitative Research, Bingo games, Vocabulary Mastery, Elementary School.

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✉ Corresponding author :

Email : Ikrimamikala@gmail.com

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INTRODUCTION

Proficiency in a foreign language is essential in the modern era, serving as a valuable communication tool. Mastering a language enables individuals to convey messages and interact daily. To gain knowledge, information, and technology, it is crucial for individuals to develop proficiency in English. Language courses emphasize four essential skills: listening, speaking, reading, and writing. Additionally, vocabulary, pronunciation, and grammar are critical components that enhance these skills. Vocabulary is a fundamental element necessary for language learning. A rich vocabulary aids learners in developing their language skills, and fluency in English relies heavily on a strong command of vocabulary. Without a sufficient vocabulary, learners may struggle with various language skills. Therefore, vocabulary is the first aspect that language learners, particularly in English, must master. Many foreign language learners encounter difficulties in understanding texts due to limited vocabulary (Jusman et al., 2021; Nurchurifiani et al., 2021; Sari & Aminatun, 2021). This challenge is present at every stage of language acquisition, making vocabulary learning especially important for elementary school students.

Despite structural, pronunciation, and vocabulary differences between English and Indonesian, challenges remain in educational settings. Effective English teaching that is comprehensible and engaging is not an easy task for students. Consequently, teachers must conduct lessons that enhance learning in enjoyable ways Lelawati (2018), Metroyadi (2020) and Winarti (2023). Effective teaching techniques are essential for delivering material, and teachers play a significant role in helping children expand their vocabulary, which requires knowledge of various teaching elements, including methods, strategies, techniques, and materials. In addition to teaching techniques, vocabulary mastery is vital for students as it serves as a bridge in their learning. Vocabulary mastery refers to the ability to identify, comprehend, and apply words correctly in a language (Kurniawati & Karsana, 2020 and Masiyem, 2021). Achieving proficiency in vocabulary is a gradual process that involves different stages throughout a person's life—childhood, adolescence, and adulthood. For primary school students aged 6-13, understanding both general and specialized vocabulary is essential. Common vocabulary includes verbs, nouns, adjectives, adverbs, conjunctions, and personal pronouns, while specialized vocabulary covers topics like time, colors, and money. Young learners are more susceptible to boredom and distraction compared to older students. Therefore, vocabulary instruction should begin as early as possible, ideally in elementary school. Lessons designed for younger students differ from those intended for older students and adults, underscoring the need for tailored approaches to vocabulary acquisition. Numerous methods can be employed to teach vocabulary effectively. Engaging activities such as songs, pictures, games, and hands-on activities are particularly beneficial for younger learners (Dalimunte, 2018 and Naodin, 2022). Using games in the classroom can make learning enjoyable and keep students engaged. Bingo, for instance, is an excellent game that can be used for vocabulary instruction. The Bingo Game is a multiplayer activity suitable for entire classes or small groups. The teacher can act as the caller, or students can take turns in this role. The caller provides definitions, and participants must identify the corresponding word on their bingo cards. This engaging method not only refreshes previously learned vocabulary but also captures students' interest and encourages active participation. It fosters collaboration and respect among peers while providing a fun way for children to practice and retain new vocabulary.

Bingo games can be an influential and fun learning resource, media, and assessment tool for students, as mentioned by previous Aprilia (2021) Farhan & Yon (2022), Gea (2023), Noviyanti (2019), Qomariyah & Utama (2020) and Rahmasari, (2021) Most students showed improved vocabulary mastery after the Bingo Game was incorporated into the teaching and learning process. They exhibited enthusiasm for learning English during the game and found it easier to memorize and comprehend new words. Using Bingo games for vocabulary instruction not only enhances students' vocabulary but also boosts their motivation, self-confidence, and enthusiasm.. Furthermore, Muhayyang (2023) conducted on improving vocabulary

acquisition through various games. The findings indicate that word card games can effectively support students' vocabulary development alongside English structure instruction. Based on this, the writer concludes that using games is an effective method for enhancing vocabulary mastery.

There are several problems that the writer found by conducting interviews and discussions with English teachers. First, students are lacking in understanding the correct pronunciation of English. They are still not able to distinguish how to read verbs from their writing. Second, they easily forget about the vocabulary when they review the previous lesson material. Third, students tend to become easily bored when taught using traditional methods. Fourth, English teachers do not have a learning module so that while teaching sometimes there is something missed or not in line with the learning plan. Lastly, class activities rely on textbooks and worksheets (LKS / Lembar Kerja Siswa), which limits lesson progress and often leads to boredom and lack of motivation for both students and teachers. Fortunately those problems continue in the classroom, students may struggle to move on to the following grade or level. Because they assumed learning English would be tough, they may also lack motivation to do. Furthermore, they're not interested in learning English.

In this study, the writer utilized bingo games to improve vocabulary mastery with picture bingo, translation bingo, and antonym bingo in the treatment of the experiment class. The writer focuses on four types of vocabulary: nouns, adjectives, verbs, adverbs, and antonyms to improve students' vocabulary. Picture bingo is a bingo game that contains vocabulary in a table and uses pictures to guess the vocabulary in the table. Picture bingo also has various ways to be done as learning, such as picture to picture and word to picture. Translation Bingo employs a teacher-given Indonesian word cue to have students guess the English meaning. Antonym Bingo uses an antonym to define the word audience must answer. The purpose of this study is to assess the impact of using a bingo game on enhancing students' vocabulary mastery.

METHOD

In this paper, the writer uses a quasi-experimental design with two groups: experimental and control, each with a different sample. Both groups underwent a pre-test, treatment, and post-test phase. The pre-test and post-test asked the same questions, but the treatments were different. The experimental group was instructed using traditional ways. Table 1 shows the writer's design in more depth.

Table 1. Research Design

Class	Pre – test	Treatment	Post –test
Experimental (VA)	P1	Bingo Game (X)	P2
Control (VB)	P1	Conventional technique (X)	P2

Description:

PI: Pre-test

P2: Post-test

X: Teaching

In this study, the population included all 5th-grade students from SDN Perumnas 1 Cibodas, a total of 55 individuals (27 in class VA and 28 in class VB). The research lasted two months. To conduct the study, the writer took numerous measures. Initially, the writer made preliminary observations and obtained permission from the principal of SDN Perumnas 1 Kota Tangerang to continue with the investigation. The author also spoke with an English teacher on the difficulties students encountered in vocabulary learning. Prior to conducting the pre- and post-tests, the author evaluated the test items with other students to confirm their validity and reliability. The subject for this validation process was another school. Out of 50 test items, the

author found 30 valid ones. This study was conducted over the duration of one month, including six class meetings. The writer administered the pre-test and post-test to the experimental and control groups, each with 30 minutes to complete the test. Before administering the pre- and post-tests, the author explained how to fill out the test sheets provided. The pre-test was designed to examine students' vocabulary knowledge before they received treatment, namely through the use of the Bingo game. Following the pre-test, the author provided the learning materials to the experimental class using the Bingo game as the learning media, whilst the control class used traditional learning methods. After the treatment, the author administered a post-test to both classes. The post-test, which was similar to the pre-test, aimed to find out the differences in vocabulary acquisition scores and achievements among the students before and after exposure to the Bingo game. In addition, the author also conducted a special survey for the experimental class to evaluate the vocabulary improvement of students who used Bingo game during the learning process.

RESEARCH FINDINGS AND DISCUSSION

This study was conducted at SDN Perumnas 1 Tangerang utilising a quasi-experimental design with two groups: the experimental group and the control group. The sample included 26 fourth-grade kids who were taught the Bingo Games learning approach to boost their vocabulary acquisition. The evaluation focused on grade five at SDN Perumnas 1 Cibodas to determine the effectiveness of the Bingo game approach for learning. Over the course of six meetings, this method greatly increased students' knowledge of the subject. The writer's approach involved administering pre- and post-tests before and after using the Bingo game. The tests contained multiple-choice questions relevant to the study. The Bingo game learning process began following the pre-test, and this method was employed for six sessions to make learning more enjoyable and engaging. Bingo games were included in each session to improve learning and actively engage pupils. During the six meetings, students took part in Bingo games tailored to the topic. Each session concludes with a conversation and reflection to ensure that students grasp the topic. Teacher observations and recordings were made throughout the learning process to assess student growth and the method's effectiveness. Following the Bingo game, the students completed a post-test to assess their understanding. The post-test followed the format of the pre-test, making it easy to compare the results before and after. The learning process presented several challenges. It was difficult to teach the Bingo rules to all students. Some students took longer to learn how to play and apply the rules. Student learning capacity also influenced participation and game outcomes. While some students quickly grasped the new procedures, others struggled. Students achieved learning objectives at different rates.

Despite these limitations, Bingo games proved to be effective. The average post-test score was higher, demonstrating that Bingo games improved student understanding and involvement. Students were more engaged and motivated throughout the sessions, and they reported that they learned better with this interactive method. The utilisation of bingo activities in the classroom improved students' comprehension, according to data gathered at SDN Perumnas 1 Cibodas. Despite the difficulties in implementation, there was a significant increase in comprehension of the topic, which shows that this activity enhances learning in elementary schools. Table 2 provides the specifics of the descriptive statistics:

Table 2. Descriptive Statistics

	Mean	Median	SD	Minimum	Maximum
Pre-test Experiment	58.0	63.0	16.4	30	86
Post-test Experiment	63.4	61.5	11.5	40	83
Pre-test Control	46.4	40	20.9	13	83

Post-test control	49.1	46	19.3	16	90
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Showing the table, the experimental class scored a minimum pre-test score of 30 and a minimum post-test score of 40, with a difference of 10 points. In the control group, the minimum pre-test score was 13, while the minimum post-test score was 16, resulting in a difference of 3 points. In the experimental class, the highest pre-test score was 86, with a difference of three points. The control class had a maximum pre-test score of 83 and a maximum post-test score of 90, with a difference of 7 points.

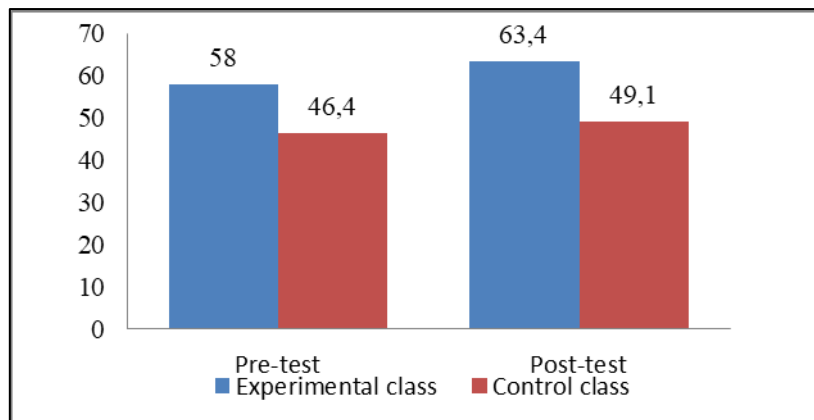


Figure 1. Descriptive

The figure above compares the experimental class pre-test average score of 58 with the control class pre-test average score of 44.9, resulting in a difference of 11.6 points. The mean score of the experimental class post-test was 63.4, while the mean score of the control class post-test was 49.1, resulting in a difference of 13.9 points. This indicates that the average post-test score exceeded the pre-test score.

The normality test was used to examine that the pre-test and post-test findings followed a normal distribution. The normality testing in this study was performed using the Shapiro-Wilk test and Jamovi version 2.3.28. The findings of this investigation can be seen in Table 3:

Table 3 . Test of Normality

Normality Test	N	Missing	Shapiro-Wilk	
			W	P
Pre-test Experimental	28	27	0.960	0.349
Post-test Experimental	28	27	0.966	0.472
Pre-test Control	27	28	0.933	0.080
Post-test control	27	28	0.965	0.471

The table reveals that the Shapiro-Wilk test for The experimental class pre-test showed a significant value of 0.359, and the post-test showed a significance value of 0.472 ($p > 0.05$). The control group's pre-test significance value was 0.080, and the post-test value was 0.471 ($p > 0.05$). This finding shows that both the experimental and control classes had significance values greater than 0.05, implying that the data in both groups were regularly distributed.

After completing the normality test and establishing that the distribution of the data was normal, the further step was to conduct a homogeneity test to see if the data was homogeneous. Table 4 below shows the results of the homogeneity test for the pre-test and post-test data.

Table 4. Test of Homogeneity

		F	Df	df2	P
Score	Levene's	0.333	1	54	0.566
	Variance ratio	1.07	27	27	0.865

According to the statistics, the significance value is 0.566. According to the testing criteria, variances are regarded different if the significance score is less than 0.05 and the same if the significance score is more than 0.05. As a result, the author finds that the experimental and control classes have identical variances. The significance level of 0.566 (higher than 0.05) indicates that the data is homogeneous.

The following step is hypothesis testing, namely calculating the independent sample t-test with the help of Jamovi 2.3.28. This test aims to investigate whether the Bingo Games learning strategy has an influence on the vocabulary mastery of grade V students of SDN Perumnas 1 in the 2023/2024 school year. The results of this test are shown in Table 5:

Table 5. Independent Sample T-Test

		Statistic	Df	P	Mean difference	SE difference	Effect Size
kor Test	Student's t	-3.36 ^a	53.0	0.001	-14.3	4.26	Cohen's d 0.905

The independent sample t-test produced a p-value of 0.001, which is smaller than the significance level of 0.05. This shows that the results are statistically significant. As a result, the study shows that playing Bingo games has a considerable influence on increasing pupils' vocabulary.

After examining the pre-test and post-test scores with JAMOMI Version 2.3.28, the results indicated the following: The control group's pre-test scores were 83, with a mean of 46.4, a median of 40, and a standard deviation of 20.9. The post-test scores were 90, with a mean of 49.1, a median of 46, and an SD of 19.3. The experimental pre-test scores were 86, with a mean of 58, a median of 63, and a standard deviation of 16.4. The post-test scores were 83, with a mean of 63.4, a median of 61.5, and an SD of 11.5. The independent sample t-test yielded a p-value of 0.001, significantly lower than the 0.05 significance level. This statistically significant p-value demonstrated that the observed differences in vocabulary scores before and after the implementation of Bingo games were not due to random chance. Hence, it was concluded that the Bingo game positively affects students' vocabulary acquisition, providing an effective tool to further enhance language learning. The writer acknowledged that this study had several shortcomings and was not perfect.

Given these limitations, the author hoped that future researchers will improve the quality of their investigations, resulting in more comprehensive and effective findings. The study's findings indicated that utilising the Bingo Game as a teaching approach increased pupils' vocabulary mastery. The writer suggested that the Bingo game may be utilised as an excellent teaching tool to assist pupils learn vocabulary.

In comparing the study results with previous studies, it was found that the findings of this study support the findings of the following (Rahmasari, 2021), that found that the results of the study obtained an increase

in the average student vocabulary score in the pretest and post-test (67.22 to 80.57), indicating that the vocabulary mastery factor has a significant impact on the Bingo game. Furthermore, Yowa (2023) discovered that the study outcomes included percentage scores for each test. The first exam received 26.67%, the second by 33.33%, and the final by a large number, ranging from 40% to 100%. This shows a considerable improvement in the study. According to the results of this test, the researcher concluded that employing the bingo strategy for teaching was extremely effective. Aprilia (2021) revealed that the study's results showed a mean pre-test score of 51.25 percent and a post-test score of 81.25 percent. The findings revealed significant differences in scores, with post-test outcomes exceeding pre-test scores. This implies that the Bingo game can improve children's linguistic skills. Thus, we may infer that the findings of this study are similar with prior studies, revealing a considerable influence on boosting students' vocabulary mastery.

CONCLUSION

Based on the data analysis results, the writer finds that H₀ is rejected and H_a is approved, as the pre-test and post-test mean scores differ significantly. This suggests that the Bingo Games learning approach influences the vocabulary knowledge of fifth-grade pupils at SDN Perumnas 1, Kota Tangerang. The Bingo Games strategy benefits students by motivating them to read more, strengthening their knowledge of English subject, and raising their enthusiasm to learn. Furthermore, the Bingo Games concept improves memory retention for English language and helps students extend their vocabulary.

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