

Using Bingo to Improve Vocabulary Mastery in Describing People to the Seventh Graders

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Abstrak

Bahasa Inggris mempunyai empat keterampilan, seperti berbicara, mendengar, membaca, dan menulis. Kemampuan tersebut harus diajarkan pada siswa, tetapi mereka harus mempelajari kosakata terlebih dahulu. Kosakata adalah kunci dalam mempelajari bahasa. Siswa harus memperkaya kosakata sehingga mereka mampu sukses dalam mempelajari keterampilan tersebut. Peneliti menggunakan siswa kelas 7 sebagai subjek penelitian. Peneliti memilih SMP Negeri 1 Ngoro untuk melakukan penelitian. Dalam penelitian ini, siswa kelas 7 harus mempelajari teks deskriptif khusus mendeskripsikan orang. Sebelum mempelajari teks deskriptif, siswa harus memperkaya kosakata mereka khususnya kosakata yang digunakan dalam mendeskripsikan orang. Dalam penelitian ini, peneliti fokus pada penggunaan kata sifat dalam mendeskripsikan orang.

Dalam masalah ini, guru harus kreatif dalam menggunakan teknik untuk mengajar kosakata pada siswa. Permainan merupakan sebuah teknik yang dapat digunakan oleh guru untuk mengajar kosakata. Dengan menggunakan permainan, siswa dapat termotivasi dan memahami kosakata tersebut dengan mudah. Salah satu permainan yang dapat digunakan adalah Bingo. Permainan ini dapat membantu siswa untuk mempelajari kosakata. Oleh karena itu, peneliti dapat menggunakan permainan Bingo untuk mengajar kosakata.

Dalam melakukan penelitian, peneliti menggunakan eksperimental kuantitatif dengan mengumpulkan data melalui pemberian pretes sebelum treatment, pemberian treatment tiga kali. Kemudian, pemberian postes untuk mendapatkan nilai siswa. Sebelum melakukan pretes, peneliti memberikan sebuah percobaan kepada kelas lain tidak untuk kelas yang mana dipilih sebagai eksperimen dan kontrol grup. Tujuan percobaan ini adalah untuk mendapatkan soal yang tepat sebelum diberikan sebagai pretes dan postes. Ada dua variabel dalam penelitian ini. Penggunaan Bingo dipilih sebagai variabel independen dan penguasaan kosakata adalah variabel dependen dari penelitian ini. Populasinya adalah siswa kelas tujuh SMP Negeri 1 Ngoro dan sampel penelitian ini adalah dua kelas yang dipilih sebagai kelompok eksperimen dan kontrol. Untuk instrumen adalah uji coba, pretes, dan postes.

Peneliti menganalisis secara kuantitatif dengan menggunakan t-test untuk mengetahui perbedaan yang signifikan dalam penguasaan kosakata antara siswa yang diajarkan menggunakan Bingo dan mereka yang tidak. Peneliti menemukan bahwa skor kelompok eksperimen (89.6000) dan kelompok kontrol (40.2500). Ini berarti bahwa ada perbedaan yang signifikan dalam penguasaan kosakata antara siswa yang diajarkan menggunakan Bingo dan siswa yang tidak. Siswa mendapatkan kemajuan yang tinggi karena mereka mendapatkan treatment menggunakan Bingo. Penguasaan kosakata mereka meningkat dan juga membuat mereka mendapatkan nilai yang lebih tinggi dari sebelumnya. Berdasarkan hasil penelitian, permainan Bingo cocok digunakan untuk mengajarkan penguasaan kosakata dalam mendeskripsikan orang untuk siswa kelas tujuh dalam meningkatkan penguasaan kosakata mereka.

Kata Kunci: Kosakata Bahasa Inggris, Permainan Bingo, Kosakata Teks Deskriptif, Kelas 7.

Abstract

English has four skills, those are speaking, listening, reading, and writing. Those skills have to be taught to the students, but they have to learn vocabulary first before learning those four skills. Vocabulary is a key in learning any language. The students should enrich their vocabulary in order to make them successful in learning those skills. The researcher uses seventh graders of junior high school as a subject. The researcher chooses SMP Negeri 1 Ngoro to conduct her research. In this study, the seventh grade students have to learn descriptive text especially describing people. Before learning descriptive text, the students should enrich their vocabulary especially vocabulary that is used in describing people because in this study, the researcher focuses on the use of adjective in describing people.

In this case, the teacher must be creative to use technique to teach vocabulary to the students. Game is a technique that can be used by the teacher to teach vocabulary. By using game, it can make the students are motivated in teaching learning process and comprehend the vocabulary easily. One of game that can be used is Bingo. This game is one of the game that can help the students to learn vocabulary. Due to the need, the researcher can use Bingo as a game to teach vocabulary.

In conducting the research, the researcher used an experimental quantitative by collecting the data through giving pre-test before treatments were done and then giving treatments three times. Then, giving post-test in order to get the students' vocabulary score. Before conducting pre-test, the researcher administered try out test to other class which

did not belong to experimental and control group. The aim of try out test is to get the appropriate test item before it was given as pre-test and post-test. There were two variables in this study. The use of Bingo was chosen as independent variable and the students' vocabulary mastery was dependent variable. The population of this study was the seventh graders of SMP Negeri 1 Ngoro and the samples of this study were two classes which were chosen as an experimental group and a control group. The instruments were try out, pre-test, and post-test.

The researcher analyzed quantitatively by using t-test to find out the significant difference in vocabulary mastery between the students who are taught by using Bingo and those who are not. The researcher found that the mean score of experimental group (89.6000) and control group (40.2500). It means that there was a significant difference in vocabulary mastery between the students who are taught by using Bingo and those who are not. The students' got high progress since they got treatment using Bingo game. Their vocabulary mastery was increased and also make them get higher score than before.

Based on the result of the research, Bingo game is appropriate to be used to teach vocabulary mastery in describing people to the seventh graders of junior high school to improve their vocabulary mastery.

Keywords: English Vocabulary, Bingo Game, Vocabulary of Descriptive Text, Seventh Graders.

INTRODUCTION

Vocabulary is one of the important components which should be mastered by students. Without learning vocabulary, students do not know the meaning of the words and how to use the words. It means that students have to master vocabulary to improve their language skills. So, mastering English isn't able to withdrawn from vocabulary because vocabulary can develop a language.

However, in teaching English as a foreign language, there are a lot of problems appear, so it is very common for teacher to face some problems. Sometimes the problem that appears in the reality is the students have lack of vocabulary. It is caused by the students are not motivated and interested in learning English, mainly learning vocabulary. The students should remember the new words and it makes them less awareness of remembering the new words. The other cause is the teachers teach English only uses textbook so that the students fell bored and are not motivated. Teaching English uses text book seems unvaried and uninteresting.

Vocabulary plays an important role in teaching learning process. The success of students is affected by how many words that they can master and how well they use them. There is a research that indicates which the learners need to have access to a minimum of 3,000 words in order to begin to comprehend an authentic text (Laufer (1992) in Scmitt, 2005: 6).

Considering that vocabulary has the main role in a teaching learning process, teacher should have an ability to choose a good method for teaching vocabulary because it is not easy to be learnt. It means that, it needs effort to learn it. The fact shows that teachers are still unable to attract their students to learn English, mainly vocabulary. Furthermore, most of teachers consider that teaching English should be serious and full of concentration. On the other hand, teaching English should be fun and enjoyed.

So, it can make the learners are able to comprehend the language easily.

From the statement above, it can be resolved that one of the ways to make learners comprehend the language easily is using games in order to make learners are motivated during teaching learning process. Games are an activity with rules, goals, and have element of fun (Hadfield, 1990:5). In the reality, games are effective and efficient for the students to prevent boredom when they learn vocabulary. Furthermore, games can be a solution for teaching vocabulary creatively and interestingly since the students of junior high school prefer being active to being passive in teaching learning process. Moreover, students are interested to interact with other by work in group during learning activities. That's why, one of the games that can be used to teach vocabulary for students of junior high school is 'Bingo'.

As a game, Bingo can be used in teaching vocabulary for students of junior high school. However, most of teachers have wrong point of view about using games in teaching learning process. They think that games are additional activities to be used in the end of the lesson. Besides that, the teachers also think that when they use games in teaching learning process, they consider that the learners prefer playing to studying. Considering the explanation above, the researcher wants to study the use of Bingo to improve vocabulary for students of junior high school. Expectantly, if the students adore their games, they will improve vocabulary easily. It means that their acquisition of vocabulary will increase since they will find the same new words more than once. So, in this case, the researcher wants to do a research about the use of using Bingo to improve vocabulary mastery in describing people to the seventh graders of junior high school.

Based on the background of the study above, the researcher formulated a research question as follow:

- a. Do students who are taught by using Bingo for improving vocabulary mastery in describing

people achieve higher score than those who are not?

1.1 The Nature of Vocabulary

Hornby (1995:959) stated that vocabulary is a group of words or phrases and a list of words in a language textbook usually alphabetically arranged and explained. In other words, vocabulary is organized by so many words or phrases. From the definition above, it can be concluded that vocabulary covers many words or phrases toward utter certain thought, idea, and opinion. People won't be able to communicate without language, and language can never exist without vocabulary. Therefore, vocabulary has an important thing in communication.

Vocabulary is one of the components that should be mastered by people. People should master vocabulary in order to be able to communicate with others. Without mastering vocabulary, people aren't able to know the meaning of the words or phrases and know how to use them in daily life. Thus, mastering vocabulary can facilitate people to enhance their skill and communicate successfully.

According to Nunan (2005:121) explained that vocabulary is the collection of words that an individual knows. Coady and Huckin (1975:5) stated that "vocabulary is central to language and critical importance to the typical language learner". From the definition above, we can conclude that people had better to master vocabulary because vocabulary is the basic components in English. Furthermore, Allen (1997:149) explained that vocabulary is one of the most important factors in language teaching.

From all definition above, it can be concluded that vocabulary is a group or a list of words or phrases that have meaning and it is used to communicate with others. Besides that, learning vocabulary can enrich people's skill and communicate successfully. In addition, vocabulary has an important thing in language teaching.

1.2 The Steps of Teaching Vocabulary

According to Marzano (2004) there are six instructional steps that can be organized for teaching vocabulary. The first three steps are used to introduce a new term to the students. The last three steps address different types of multiple exposures that students should experience over time to help them shape and sharpen their understanding of the terms. The six steps are as follows:

1. **Explain** ---- provide a student friendly description, explanation, or example of the new term.

2. **Restate** ---- ask the students to restate the description, explanation, or example in their own words.
3. **Show** ---- ask the students to construct a picture, symbol, or graphic representation of the term.
4. **Discuss** ---- engage the students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.
5. **Refine and reflect** ---- periodically ask the students to return to their notebooks to discuss and refine entries.
6. **Apply in learning games** ---- involve students periodically in games that allow them to play with terms.

1.3 Descriptive Text

Descriptive text is a text that gives the readers general information about appearance and characteristic of something and the aim of descriptive text is to describe a particular person or something (Doddy, 2008:128). According Anderson and Anderson (2003) stated that a descriptive text is different from report text because descriptive text describes a specific subject rather than general group. For example, a specific person, animal, place, or thing.

1.3.1 Language Features of Descriptive Text

Djuhari (2007:2004) gives the explanation that the language features of descriptive text are:

- a. Specific noun such as teacher, house, my cat, my father, etc.
- b. Simple present tense such as it is cute cat, she is a clever students, he gets up early.
- c. Detailed noun phrase such as she is a sweet young lady, an intelligent tall student.
- d. Descriptive adjectives such as two strong legs, two white fangs, three tall buildings, etc.
- e. Relating verbs such as my mum is really cool, my father is really handsome, my car has four doors, etc.
- f. Figurative language such as my throat is as dry as a desert, her skin is as white, and smooth as water, etc.

From those features, this study concerns with descriptive adjective because this study uses a people to be described. In describing people, the researcher uses a lot of adjective and sometimes it is divided into two; physical appearance and characteristic. The example of physical appearance such as the hair is black, the skin is white, she has pointed nose, etc. While those kinds of

adjectives that are used in describing people, the researcher wants to know how the students can know the synonym of the adjective that they found in the text.

1.4 The Steps/ Procedures of Teaching Vocabulary by Using Bingo

According to (Peter : 2001) the following steps in teaching vocabulary concern with synonym (adjectives) in Bingo:

- 1) Before starting, the teacher chooses randomly pairs and asks them for one of the words on their cards, for example *rude*. Ask anyone if they know what the synonym of *rude* is. (impolite) Continue like this with other adjectives. Otherwise, the teacher can write on the board all the words in brackets. Then go through them one by one, asking the students to say if they have a word on their card that means the same as the word on the board.
- 2) The teacher gives out the bingo card. allow the students a few minutes to look through them before beginning.
- 3) The teacher puts the sixteen squares that she/he cuts up into some kind of container (hat, cup, etc) and draw them out one at a time. Read out the adjective in brackets on the square and place it on teacher's master board. Do not read out the adjective in bold type as this is what the students have on their boards. If the students have a word that means the same as the word the teacher called out, they cross it out.
- 4) Continue until a student has crossed out every word, in which case she/he shouts out BINGO!
- 5) Now, the teacher stop the game and ask the student to read out the six adjectives o his/her card that she/he crossed out. Check on the teacher's board. They will be the words in BOLD TYPE-synonyms of the words that the teacher called out.
- 6) If a mistake has been made, continue with the game until someone wins.
- 7) The teacher can then play again with the different cards. The teacher might even ask one of the students to be caller.

RESEARCH METHOD

Based on the research questions stated in Chapter one, this research used Experimental Research design since the research examined of the using Bingo for

enhancing vocabulary mastery in describing people. It is stated by Ary et al (2010:265) that experimental research is a scientific investigation which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable (s).

In this research, the researcher wanted to know how the effectiveness Bingo to improve vocabulary mastery in describing people in the students learning process. It is examined by comparing the improvement of students score in understanding vocabulary in describing people between the students who are taught by using Bingo and those who are not taught by using Bingo. The design of conducting this research is organized below:

Table 3.1 The Design of experimental Research

Group	Pre – Test	Treatment	Post – Test
H	Y1	X	Y2
I	Y1	-	Y2

Note:

H : The experimental group that is given a treatment.

I : The control group that is not given a treatment.

Y1 : The pre-test administer before the experimental treatment.

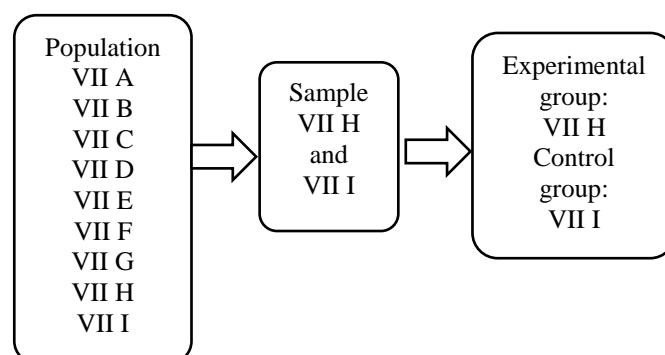
X : The treatment of Bingo.

Y2 : The post-test administer after experimental treatment.

The population of this study was the seventh graders of SMP Negeri 1 Ngoro. There were nine classes in seventh graders; those are VIIA, VIIB, VIIC, VIID, VIIE, VIIF, VIIG, VIIH, and VII I. So, the researcher used those classes as a population for this study.

In this study, the researcher determined two sample classes from the population that has similar ability in learning English. After getting the sample, the researcher decided the experimental group and the control group randomly with the consideration from the teacher. The researcher got the information from the teacher that is proved by the score from both classes. The illustration of sampling technique of this study is presented as follow:

Figure 3.1 The Illustration of Sampling Technique



The previous illustration of sampling technique explained that the two classes were chosen from 5 classes of population by certain purpose. According to the teacher who taught those classes, the learning ability of both VII H and VII I were not too different. Furthermore, the students' ability of those classes was various. So, the researcher decided to choose them as a sample of this study.

The source of the data that was going to be analyzed was both from the students' pre-test and post-test score after the researcher used this game as a method in teaching vocabulary. The researcher used pre-test and post-test in order to get the students' score and to know whether the students' vocabulary mastery can improve after being taught by using Bingo in SMPN 1 Ngoro. In addition, the data of the study will be derived from the result of the student's score in pre-test and post-test. The, in order to answer the research question, the researcher attempted to use pre-test and post-test score to get the students' score. Moreover, the researcher also used the students' score to compare the result in pre-test and post-test.

The data of this study was collected through the tests; try out, pre-test, and post-test in order to examine the students' learning outcome in improving vocabulary mastery in describing people. The first step, the researcher administered try out to other class which does not belong to experimental and control group. The researcher conducted try out test to measure the validity and reliability of the test. It was important to know the quality of the test whether it was appropriate or not to be used as pre-test and post-test. After administering try out test, the researcher conducted pre-test to measure students' vocabulary mastery in describing people before using Bingo. Then, after giving pre-test, the researcher conducted the treatment three times to the experimental group. The last, step, the researcher conducted post-test for both experimental and control group. The aim of this post-test was in order to know whether there is a significant difference between experimental and control group.

After the researcher got the data that were pre-test and post-test score, the researcher evaluated them quantitatively by using procedure of analyzing t-test to answer whether the hypothesis could be confirmed or rejected. In this study, the researcher used two types of t-test that were used in analyzing the data; those were independent sample t-test and paired sample t-test. The first analysis was experimental and control group score. The researcher used independent sample t-test to find out the significant difference between these groups' score in pre-test and post-test. Second, the researcher compared the result of two groups in pre-test and post-test to find out the

significant difference in their score on pre-test and post-test. This analysis used to know the students' improvement after teaching learning process. The last step was determining the effect size. Effect size statistic provide an indication of the magnitude of the difference between the groups, there are a number of different effect size statistic, the most commonly used being eta squared and Cohen's d. Eta squared is used to calculate the effect size based on the information provided in the output.

RESULT AND DISCUSSION

To analyze the data, the researcher scored the students in a test. Then, the researcher input the students' score into SPSS 20. Next, to know the differences between experimental and control group in pre-test and post-test the researcher analyzed the data by using t-test formula in SPSS. Therefore, the result of the analysis is presented in the following explanation.

The first analysis is the result of pre-test score in control and experimental group. After conducted pre-test to the both experimental and control group in two different sections, the researcher obtained the result score. However, the result of this study shows that there is no significant difference means that this result assumed the null hypothesis (H_0) and refused the alternative hypothesis. The result can be seen in the table below:

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.090	.765	-.339	60	.736	-.97083	2.86596	-6.70362	4.76195
Pretest Equal variances not assumed			-.338	58.403	.737	-.97083	2.87539	-6.72570	4.78403

Based on the table above that there is no significant difference between these groups with ($M = -0.97083$ and $SD = 2.86596$) for experimental group; $t = -0.339$, $p = 0.736$ two tailed (see appendix 6). While for control group the result are ($M = -0.97083$ and $SD = 2.87539$); $t = -0.338$, $p = 0.737$ two tailed. The t value of these groups is different because the amounts of the subject in these groups are different.

So, this is influence to the means (means = -0.97083 , 95% CI = -6.70362 to -6.72570) was small (eta squared = 0.0019). Based on the p value = $.736$ it is higher than $.05$ means that there is no significant difference. According to Pallant (2010:241) stated that the p value higher than $.05$ means that the equal variance assumed. In

other words, both experimental and control group was equal.

The second analysis is the analysis of pre-test and post-test between experimental and control group. In this part, the aim was to find out the improvement of the group after giving treatment. The data were collected from pre-test and post-test score between experimental and control group. To help figure out the Paired Sample score, the researcher shows the table below:

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
<u>Pret</u>	37.4677	62	11.19531	1.42181
Pair 1 <u>Pos</u>	64.1290	62	32.61976	4.14271

The researcher also showed the paired sample test on SPSS 20 result in the table below:

Paired Samples Test

	Paired Differences				T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
<u>pret</u>	-						
Pair 1 - <u>post</u>	-26.66129	34.51488	4.38339	-35.42643	-17.89615	-6.082	.000

From the table above, the researcher compared the result score between both groups by using Paired Sample T-test. It is used to compare the students' pre-test and post-test score. The researcher uses the result of this comparison to measure the improvement of students' vocabulary mastery after teaching learning process by using Bingo games. Moreover, the result shows that there is a significant difference on the students' score between pre-test and post-test with p value= .000 two tailed, it is less than .05. In the paired sample statistics also showed that mean value (pre-test= 37.4677 and post-test= 64.1290) those indicate that there is improvement on students' score with (eta squared= 0.37).

The third analysis is the result of post-test score in control and experimental group. After comparing students' score between pre-test and post-test to measure the improvement of students' vocabulary mastery., the researcher compares the students; post-test score. This comparison is used to know the difference between students who are taught by using Bingo and those who are not. Same as the first comparison the researcher used independent sample t-test because it's compared of students' of two different groups to find out the relation an the different among them. The result can be seen in the table below:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post	Equal variances assumed	.027	.870	9.121	60	.000	49.35000	5.41062	38.52716	60.17284
	Equal variances not assumed			9.016	51.245	.000	49.35000	5.47342	38.36292	60.33708

By taking a look at the table above, it can be seen that the result of the students' post-test score between experimental and control group shows that there is a significant difference between them. The result shows that the difference with 95% of CI= 38.52716 to 60.17284 with (p value= 0.000) lower than .05 (t= 9.121) and the effect size of this comparison (eta squared= 0.58) show that the intervention is high.

3.1 Hypothesis Testing

In the previous chapter, it was explained that the purpose of this study to find out whether there is a significant difference between students' who are taught by using Bingo and who are not. In this study, there are two hypothesis; null hypothesis (Ho) and alternative hypothesis (Ha). Hypothesis has strong relation between independent and dependent variables. In this study, independent variable is Bingo and dependent variable is students' vocabulary mastery.

To know the result of the analysis of the hypothesis, the researcher tested the hypothesis using SPSS and statistical calculation. The result shows the difference between the experimental and control group is there is a significant difference on students' vocabulary mastery in describing people using Bingo between those who are not is accepted, the null hypothesis which says that there is no significant difference between the students' vocabulary mastery in describing people and those who are not is rejected.

3.2 Discussion

This research was divided into three activities, those were pre-test, treatment, and post-test. This research had two samples, they were experimental and control group. The aim of this research is to find out whether there is a significant difference between the students who are taught by using Bingo and who are not. So, in this section, the researcher would like to explain the analysis of the study which was conducted to the seventh graders of junior high school,

The first analysis is about the results of pre-test score between experimental and control group. The pre-

test was given to both groups to know their ability about vocabulary in describing people and also whether those two groups had equal ability or not. In this result analysis is using Independent Sample T-test on SPSS. It shows that there is no significant difference between them. It means that two groups have equal ability.

The second analysis is about after the treatment that was post-test score for experimental and control group. The result shows that the mean of post-test score for experimental group was higher than the control group. Furthermore, the calculation of the t-test showed that there was a significant difference between experimental and control group. It seems that the treatments given to experimental group was successful. It also describes clearly that Bingo is affective for enhancing vocabulary mastery in describing people. It is supported by the result showed that the score between experimental and control group were significantly different. It is caused by the treatment given to experimental group affected to the students' vocabulary mastery.

The researcher gave the treatment three times. During the treatments, the researcher applied Bingo games. Before applying the game, the researcher explained the material about descriptive text especially describing people. The researcher gave the students a text that was about describing people. Then, the researcher asked the students to identify the text. In this meeting, the researcher explained the vocabulary that is used in describing people based on the text that was given. After that, the teacher asked the student to identify the adjectives that are used to describe look and personality based on the text. Then, the teacher asked the student to explain the meaning of each adjectives and find the synonym. At the first treatment, the researcher explained the rules about Bingo in teaching vocabulary. In the second and third treatment, the researcher asked the students to play and enjoy the game.

The results above proved and supported the theory that the effectiveness of Bingo to enhance vocabulary mastery in describing people. The students in experimental group showed a progress and score significantly different with the control group. This is so based on the fact that in Bingo games, the students can involve broadly in the class. It cannot be rejected that games contributes a lot of benefits to facilitate the students learn more effectively and interestedly. By applying games in the classroom, the students will develop their ability, like cooperating, competing without being aggressive, and being a good loser. Moreover, applying games in the classroom, it will also build learning more entertaining and enlarging different abilities in students. Games can be used to make the students easier to understand and recall the new vocabularies in some topics.

Furthermore, using games the students do not feel that they are learning something through activity and through games the students become active learners in the classroom. In teaching vocabulary, the teachers should use create some various and fun activities in the classroom in order to minimize the students' boredom. In addition, the aim of using games is to make the students comprehend the lesson and recall the new vocabularies easier.

In conclusion, the calculation of post-test from experimental and control group using t-test showed that there was significant difference between them. Moreover, the score of experimental group increased rapidly. It is statically proved that Bingo game is effective way for seventh graders of junior high school to enhance vocabulary mastery in describing people. However, Bingo is just a strategy for teaching vocabulary and the aim is to reinforce the student learn vocabulary. In addition, the teacher should emphasize the procedures of teaching vocabulary.

CONCLUSION AND SUGGESTION

CONCLUSION

According to the result of this study which stated in the previous chapter, it can be concluded that there is a significant difference on the students' vocabulary mastery in describing people between the students who are taught by using Bingo (experimental group) and those who are not (control group). The inferences can be drawn that there is a significant difference because based on the finding of the study showed that the mean score of experimental group (89.6000) and control group (40.2500). Based on the independent sample T-test analysis on SPSS the mean value of the experimental group is 89.6000 with SD= 24.90063, and the p value of this analysis .000. the p value was less than 0.05 it means that there is a significant difference between these two groups. It can be concluded, the finding of this study by using Bingo to enhance vocabulary mastery in describing people to the seventh graders of SMP Negeri 1 Ngoro.

Based on the alterative hypothesis (H_a) which stated that there is a significant difference on the students' vocabulary mastery in describing people between the students who are taught bay using Bingo and those who are not is accepted. The null hypothesis (H_o) which stated that there is no significant difference on students' vocabulary mastery in describing people between the students who are taught by using Bingo and those who are not is rejected. It means that students' vocabulary mastery can enhance by using Bingo.

In addition, the use of Bingo can improve students' vocabulary mastery. This game also can be a simple alternative way to minimize the students' boredom

and motivate the students to learn vocabulary easily and fun.

SUGGESTION

Based on this research, the researcher would like to give some suggestion:

1. For the English Teacher

The teacher should be more creative in creating attractive and interesting class for teaching vocabulary in describing people. Besides, the teacher also has to pay attention to the students' ability. Bingo is one game that can enhance students' vocabulary mastery and help the students to learn vocabulary easily and more fun. So, the students can comprehend vocabulary that is used in describing people easily. In addition, the teacher should also emphasize the procedures of teaching vocabulary.

2. For the Next Researcher

It might conduct the same research to the different skills, grade, different kinds of text, and the measurement instrument. There are so many other games that can be implemented in teaching vocabulary, so the creativity also really important to create new techniques or games in doing research. In addition, the next researcher also can modify Bingo game in teaching English.

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