The Effect of Bingo Game Toward Students Vocabulary Mastery at The Seventh Grade Students of Madrasah Tsanawiyah (MTs) Daar El-Kutub Bayah Lebak Banten in Academic Year 2021/2022

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ABSTRACT

This research paper aims to know whether there is a significant effect of Bingo game towards Students' Vocabulary Mastery at the Seventh Grade of MTS DAAR EL-KUTUB Bayah, Lebak-Banten in Academic Year 2021/2022. The research paper used the quantitative approach and quasi-experimental design. The technique in choosing the sample is cluster random sampling; the researcher used VII A (20 students) as class experimental and VII B (20 students) as class control. In the Collecting data technique, the researcher gives pre-test and post-test. In analyzing the data, the researcher used SPSS 22 statistical computation and used the result of the post-test both class control and experimental to analyze the hypotheses test. The researcher has found the result of Significant two-tailed = $0.000 < \alpha\ 0.05$. Therefore, the researcher concluded that the usage of bingo game has a significant impact on students' vocabulary mastery in MTs Daar El-Kutub Bayah, Lebak-Banten.

INTRODUCTION

An instrument of communication is language. Due to the fact that it is utilized to tie individuals together in society, it cannot be split up from human life. Language is a component of both culture and human actions. People speak with one another in a variety of languages throughout the world. A worldwide language is English. Sporting events, conferences, and international trade are just a few examples of the many occasions that English is employed as an important language. English is also crucial for the advancement of science, culture, education, and technology. English is the first foreign language taught in Indonesia, beginning in elementary school and continuing through university.

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One of the English components which is taught in school is Vocabulary mastery. English vocabulary is the beginning to learn English, English vocabulary is very much to understand. By using the correct English vocabulary, people can communicate or make a sentence properly and correctly. Therefore, it is better when learning English can use interesting and curious learning methods to understand more English vocabulary. In this study, the writer only used noun vocabulary in English.

It is crucial for teachers to engage their students in the learning process by utilizing a variety of methods when helping them understand language. Yahoui (2012:11) contends in her research that:

Teachers must be able to create an enjoyable learning environment while introducing new lexical items using a range of teaching techniques in order to facilitate efficient vocabulary acquisition. As a result, the teacher needs to make learning enjoyable for it to be effective.

In fact, there are lots of issues that come up when teaching language. The kids typically struggle to remember new language and comprehend what the teacher is saying.

Then, Maduratna (2014: 2) states *"Students sometimes struggle to learn or retain new vocabulary. Additionally, when the teacher teaches the content in English, the students still do not comprehend. The situation gets worse when English vocabulary decreases."*

Understanding the meaning of a text or conversation is made possible by using this list of letters when studying English. The amount of vocabulary they Master is still less than it should be, causing difficulties in understanding the language. Besides, the strategies used in learning are less interesting which causes students become less interested in learning English vocabulary, with these obstacles, the results of vocabulary mastery have not been as targeted, which is at least 60.

The game technique includes a variety of game activities that can be used to aid with learning. Bingo vocabulary games or English vocabulary games are two possible ways to give students' education more. The use of bingo vocabulary games or English vocabulary games might help pupils learn more effectively. The application of bingo games can elaborate students Vocabulary understanding skills which are the basis of knowledge in learning English. The application of bingo games can also be adjusted to the needs and abilities of students. Bingo games are basically a learning method for students who often ask the teacher about the meaning of various vocabularies (vocabulary), the goal is for students to better understand English vocabulary independently.

The teacher needs to come up with an alternative method of instruction or an efficient methodology to teach vocabulary in light of the issues raised above. There are numerous methods for teaching vocabulary that can make learning pleasurable. A game is one of many vocabulary teaching methods that can produce a fun environment.

A game is a thing you use to play, a thing you usually use for enjoyment or entertainment, and occasionally you use it as a teaching tool. Bingo will be employed as the game in this research.

Bingo game is random collection words or numbers and marks the cards they carry. Then, according to Lo and Tseng (2011: 1): "*Bingo is a well-liked and simple synchronous game with no maximum player limit. It can be done for individual students or the entire class*."

Based on the study at MTs Daar El-Kutub on January 1st until 30th 2020, the researcher found that students of MTs Daar El-Kutub of the three classes had not adequate vocabulary. By speaking with the instructor there, it was discovered, Hj. Tati Suharyati as an English teacher in MTs Daar El-Kutub said a statement that the students' vocabulary was still lacking, as a result, they felt ashamed and hesitant to communicate their ideas. There are numerous reasons for this, including students' lack of enthusiasm in learning vocabulary, and do not prepare vocabulary learning therefore that the vocabulary given is not creative and not much. So, to improve Students' Vocabulary mastery, the researcher used Bingo game.

Vocabulary Mastery

As was said in the research's background, vocabulary is crucial to learning English as a foreign language. Here are a few definitions for vocabulary.

Vocabulary, as defined by Hornby (1995: 1331), is a list of words with meanings and is one of the linguistic components deemed essential for language proficiency. It means that every word that has meaning can be categorized as vocabulary. Another definition comes from Richards and Renandya (2002: 225) they state that the foundation for how successfully language learners talk, listen, read, and write is laid out in their vocabulary, which is a crucial part of language mastery. Therefore, it's crucial to acquire vocabulary initially before students are going to learn another component because vocabulary is a core component that links with additional abilities including reading, listening, writing, and speaking.

Further, reading et Al (2014:33) states that the term "vocabulary" describes the set of words that a specific person, group of people, profession, socioeconomic category, etc. Based on Oxford Learners' Pocket Dictionary (2008: 495) vocabulary is lists of words and their definitions, particularly in dictionaries for learning foreign languages. Therefore, it may be concluded that vocabulary is a collection of word which has meaning including single words or compound words that might use by individual speaker of a language; it is a crucial element of learning a language.

Bingo Game

Bingo is one of the most popular of all games (Richardson and Raymond, 2007: 204). In Oxford Learners' Pocket Dictionary (2008: 38) bingo is defined as a gambling game using numbers. According to Hornby (1995:107) bingo is a gambling game in which players' cover numbers on individual cards as the numbers are called out in no special orders. According to Finch and Hyun (2007:23) Bingo is a helpful method for building vocabulary (Kavaliauskiene, 2000). According to the beliefs, bingo is a type of game that can be played by a small or large group of people who utilize cards with numbers on them and match the cards as the caller called. The player or team whose numbers are all called is the game's winner.

METHOD

This study was conducted using Quantitative approach with experimental research design. Experimental research is a useful tool for determining cause-and-effect relationships (Borg and Gall, 1989: 639). The method used in this study Quasi-experimental design. According to Latipun (2015:82) Quasi-experimental design is an experimental design that controls several non-experimental variables and there is a control group as a comparative group to understand the treatment effect.

The population is the focus of the study (Arikunto, 2002:108). In the meantime, Hadi (2002:220) considered the population in this to represent the total population to be researched. The population in this study is the students from MTS Daar El-Kutub Bayah Class VII, which consist of 65 students, so the population in this study is 65 students. For more detailed look at the following table.

Table 1.Population of the Research

No	Class	Total population		Total
		Boy	Girl	
1	VII A	11	9	20
2	VII B	8	12	20
3	VII C	10	15	25

Based on Arikunto (2006:131), "Sample is a part or representative of experimented population. It is named as sample if we want to generalize the result of sample observation.

Arikunto (2006:134) said, "If the population less than 100, it better to take all subject so that the research is represent of population research. But, if the population more than 100, it can be taken between 10-15% or 20-25% or more.

In the section, the researcher used all cluster random sampling technique to collect the data the class both experimental or control are chosen randomly through a lottery system. After the system lottery is done, the researcher acquires class.

The sample in this study consisted of two classes, namely class VIIA 20 students as the experimental class and class VII B 20 students as the control class.

Table 2.The data of sample

No	Class	Total of students	Sample
1.	VII A	20 students	Sample of the research
2.	VII B	20 students	Sample of the research
	Total	40 students	

Before dong treatment, Pre-test and Post-test to collecting the data, the researcher did the validity and reliability.

Validity
The test measure that will be measured is the validity of the instrument. Validity is the extent to which the test genuinely measures what it is supposed to assess, according to Brown (2000:387) when an instrument can accurately measure the object being measured, it is said to be valid.
The following is the Pearson Product Moment formula, which is used in validity testing:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where:
r_{xy} = Coefficient of correlation between X and Y variable
N = Respondent
X = Independent Variable
Y = Dependent Variable

Testing Criteria:
If $r_{Count} > r_{Table}$, so the test is valid
If $r_{Count} \leq r_{Table}$, so the test is invalid

(Arikunto, 2012:213)

In this study, the researchers used Microsoft Excell 2.2 to test its validity. The data from the calculation of the validity of the question instrument on 25 validator students using two-way degrees of freedom of 0.005 with an r table value of 0.33 shows the results of the calculation of r arithmetic for 50 questions, Obtained 46 valid questions and 4 invalid questions, but the researcher only used 45 valid items to be used as researcher instruments in the control class and the experimental class.

Reliability
The number of similarities from a measurement using the same object (Sugiono, 2017) the reliability test in this study used an internal consistency reliability test with the Cornbrash's Alpha technique, namely as follows.

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \sum \frac{s_i}{s_t}\right)$$

Where:
r_{11}: Koefisien reliability

k: Jumlah item
S_i: Jumlah varian skor tiap tiap item
S_t: Varian total

(Arikunto, 2010:100)

According to V.wiratna (2014) Spss for research. Yogyakarta: new library process. Page 193) a research instrument is declared reliable: if Cornbrash's alpha > 0.60.

If Cornbrash's alpha < 0.60 is not reliable
If Cornbrash's alpha > 0.60 is reliable

Different from the calculation of the reliability of the question instrument, Cornbrash's alpha value is 1.02 where Cornbrash's alpha is >0.6 or reliable. For the formula for the total variance and the item variance, it is calculated using the formula in using Excel.

Data collecting Technique
There are some type techniques for collecting data:

Pre-test
A pretest offers a measurement of a trait or set of traits that evaluates participants in an experiment before they receive therapy (Creswell, 2008:301). Pre-testing was done for this study, and it consisted of 50 multiple-choice questions on a topic related to shapes that was covered in junior high school's introductory courses. Before the researcher treated the students, the students took this pre-test.

Treatment
Using the bingo game, the therapy is administered in the experimental class. In the control class, a technique and two stray techniques were utilized.

Post-test
A posttest is a measurement of a quality or trait that is evaluated for experiment participants following a treatment (Creswell, 2008:301). In this study, the post-test consisted of some multiple-choice questions. The transportation issue, which was the second subject in junior high school, was covered in a total of 50 questions. The researcher treated the pupils before administering this pre-test to them.

RESULT
The Processing of the data, the researcher first tried to collect data on the result of vocabulary mastery and bingo games through pre-test and post-test. The students were divided into two group. The first group is class VIIA used (played bingo games) as Experiment class and class VIIB used (puzzle game), as control class. The result of the pre-test and post-test can see in the table below.

Table 3. Score Distribution of pre-test and post-test vocabulary mastery (X) for Experimental group

No	Students	Pre-test (X)	Post-test (X)
1	Respondent 1	40	50
2	Respondent 2	45	55
3	Respondent 3	45	60
4	Respondent 4	56	67
5	Respondent 5	50	56
6	Respondent 6	65	70
7	Respondent 7	60	78
8	Respondent 8	70	98
9	Respondent 9	49	50

10	Respondent 10	50	56
11	Respondent 11	60	65
12	Respondent 12	70	70
13	Respondent 13	53	54
14	Respondent 14	54	58
15	Respondent 15	65	70
16	Respondent 16	66	70
17	Respondent 17	55	55
18	Respondent 18	60	72
19	Respondent 19	56	60
20	Respondent 20	50	55
N	**20**	1119	1269

Table 5. Score Distribution of pre-test and post-test Bingo Game (Y) for control group

No	Students	Pre test (Y)	Post test (Y)
1	Respondent 1	55	56
2	Respondent 2	75	55
3	Respondent 3	75	77
4	Respondent 4	68	69
5	Respondent 5	60	70
6	Respondent 6	58	65
7	Respondent 7	56	60
8	Respondent 8	45	70
9	Respondent 9	47	40
10	Respondent 10	40	45
11	Respondent 11	50	60
12	Respondent 12	51	70
13	Respondent 13	54	70
14	Respondent 14	43	78
15	Respondent 15	45	55
16	Respondent 16	43	50
17	Respondent 17	78	65
18	Respondent 18	78	60
19	Respondent 19	40	40
20	Respondent 20	55	50
N	20	1116	1205

Based on the calculation by using SPSS, the data above can described as follow:

Table 6. Descriptive of the data

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Experiment	20	40	70	1119	55.95	8.494
Posttest Experiment	20	50	98	1269	63.45	11.459
Pretest Control	20	40	78	1116	55.80	12.759
Posttest Control	20	40	78	1205	60.25	11.318
Valid N (listwise)	20					

From table above, the minimum score obtained by the experimental class in the pre-test is 20 and the maximum for the pre-test experimental class 70 and the total score is 1119. While the

experimental class post-test requires a minimum score of 50 and a maximum score of 98 to receive a total score of 1269, the control class pre-test requires a minimum score of 40 and a maximum score of 78 to receive a total score of 1116. While the control class's post-test minimum and maximum scores are 40 and 78 respectively, the overall score is 1205.

Before the researcher analyzed the data using t-test formula, the researcher calculated the normality and homogeneity as the requirement of research analysis.

Normality Test

To analysis normality test, the researcher used SPSS 22 and with the data result in the following table. The description of normality test as follow:

If significance value p>0.05, data is normally distributed, but if the significance value p<0.05, data is not normally distributed.

Table 7. The result of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PretestExperiment	.108	20	.200[*]	.968	20	.707
	PosttestExperiment	.168	20	.140	.866	20	.010
	PretestControl	.144	20	.200[*]	.897	20	.036
	PosttestControl	.130	20	.200[*]	.951	20	.377

*. This is a lower bound of the true significance.

Based on the result of the normality test, it is known that in class experiment the significance values is (0,200, 0,140, 0,200, 0,200) are higher > 0,05, so it can be conclude that the residual value has a normal distribution.

Homogeneity Test

To analysis homogeneity test, the researcher, use SPSS 22 with the data result the following table. The criteria of test:

If Fcount > Ftable the data are homogeneous

If Fcount < Ftable the data are not Homogeneous

Table 8. The result of Homogeneity of pre-test experimental & control

Levene Statistic	df1	df2	Sig.
.018	1	38	.894

Table 9. The result of Homogeneity of post-test experimental & control

Levene Statistic	df1	df2	Sig.
2.849	1	38	.100

From the data above, it can be inferred that whether it is a pre-test experiment and control group or a post-test experiment and control group, this is the case because the values are 0,894 and 0,100, respectively, which are higher than alpha 0,05.

Hypothesis Test

After knowing the two standard deviation value, the researcher can find out the strength of the Effect of bingo game students vocabulary mastery by using by Pearson product moment formula according to Arikunto (2010:110 as follow:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{dsg\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Note:

X_1= Mean of Experimental Class.

X_2= Mean of Control Class.
n_1 = Respondent of Experimental class
n_2 = Respondent of Control Class
dsg = Alliance Standard Deviation
df = $n_1 + n_2 - 2$

In analysis the hypothesis, the research used SPSS 22. The result of data analysis could be seen on the following table:

Table 10. Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	T	df	
Pair 1	PretestExperiment PosttestExperiment	-7.500	6.863	1.535	-10.712	- 4.288	-4.887	19	.000
Pair 2	PretestControl PosttestControl	- 4.450	13.539	3.027	-10.787	- 1.887	-1.470	19	.000

Based on the date above, so it could be concluded that: Is there any significant the Effect of bingo game towards students' vocabulary mastery at the seventh grade students of MTs Daar El-kutub Bayah, Lebak Banten? The statistical hypothesis as follow :

Ha : There is a significant Effect of bingo game towards students' vocabulary mastery at the seventh grade students of MTs Daar El-kutub Bayah,Lebak Banten.

Ho : There is not significant Effect of bingo game towards students' vocabulary mastery at the seventh grade students of MTs Daar El-kutub Bayah,Lebak Banten.

The estimations are:
If p-value > =0.05 (Ho is accepted and Ha is rejected)
If p-value < =0.05 (Ha is accepted and Ho is rejected)
Based on the output SPSS 22 above, the conclusion the significance value (p-value) = 0.00 at pair. Ha is accepted and Ho is a rejected so that there is an influence Bingo Game on vocabulary mastery.

DISCUSSION
Based on the findings of the data analysis a bingo game has a significant impact on pupils' vocabulary mastery that is the research question. The outcome demonstrated a considerable contribution of the bingo game to pupils' vocabulary development. According to calculations, pupils who were taught using a bingo game performed better than those who were taught using a puzzle game.

Some experts explain in Chapter II that vocabulary is a list of words with meanings and is one of the language components thought to be essential for language proficiency. As a result, vocabulary can be defined as any word with meaning. According to Richards and Renandya (2002: 225), vocabulary is a crucial part of language proficiency and lays a lot of the groundwork for how effectively students speak, listen, read, and write. Vocabulary is a key skill that ties to other skills like listening, reading, speaking, and writing, hence it is crucial for pupils to acquire it before learning any other component.

Additionally, there are 40 pupils between the two courses (VII A and VII B). Class VII A and Class VII Beach have 20 students, and all 20 are receiving care. In the teaching process, VII A, the experimental class, received a bingo game while the control class received a puzzle game.

The alternative hypothesis (Ha) "There is significance effect of Bingo game towards pupils vocabulary mastering at the seventh grade students of MTs Daar El-Kutub Bayah,Lebak Banten" was formed based on the data collected.

Proved The null hypothesis (Ho) "There is no substantial Effect of Bingo game on students' vocabulary at seventh grade students' of MTs Daar El-Kutub Bayah,Lebak Banten" is, on the other hand, rejected. This indicates that employing a bingo game to teach vocabulary has a considerable impact on students' vocabulary proficiency.

Additionally, both classes received pre- and post-tests. From testing with a t-test, a significance of 0.00 0.05 was found. Ha was accepted, and Ho was reacted, indicating that the bingo game had an impact on vocabulary acquisition.

According to the previous researcher, bingo games have a significant positive impact on vocabulary understanding, student learning, or even in the age range of children or even teenagers. In any case, the aim of this game is to amuse players of all ages while they learn new terms. Increasing your vocabulary seems to be a crucial component of language learning. If students' vocabulary does not grow, they will be forced to communicate their thoughts in English. This situation has no effect on anyone but the reader.

Related to bingo games according to previous researchers, bingo games can affect students' vocabulary development. It can be said that using bingo games has a considerable impact on vocabulary mastery.

CONCLUSION

Based on the evidence gathered and the hypothesis put forward in the preceding chapter, the researcher would want to draw the following conclusions:

According to test results, the total pre-test experimental class score is 761 and the pre-test control class score is 801 of the students' vocabulary proficiency in MTs Daar El-Kutub Bayah, Lebak-Banten. The experimental class scored 1135 on the post-test, while the control class scored 1109, indicating that the experimental class had better vocabulary mastery than the control class. The researcher treated the classes by using the bingo game in the experimental class and the puzzle game in the control class.

The usage of a bingo game in MTs Daar El-Kutub Bayah and Lebak Banten to influence pupils' vocabulary mastery It has been demonstrated that the mean score from the experimental class received a higher score than the control (1135>1109).

The researcher's results from using the SPSS 22 t-test yielded a significance level of 0.00 0.05, meaning that Ho is rejected and Ha is accepted, indicating that the bingo game had an impact on students' vocabulary acquisition.

The researcher can conclude, based on the foregoing findings, that the usage of bingo games has a significant impact on students' vocabulary mastery in MTs Daar El-Kutub Bayah, Lebak Banten.

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