

SKRIPSI

**ENHANCING STUDENTS' VOCABULARY MASTERY BY
USING BINGO GAME AT THE FIRST GRADE OF
SMPN 2 KULO KABUPATEN SIDRAP**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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By

**NITA AMANDA APRILIA
Reg. Num. 15.1300.034**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)

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Sarjana Pendidikan (S.Pd)**

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**IAIN
PAREPARE**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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ENDORSEMENT OF CONSULTANT COMMISSIONS

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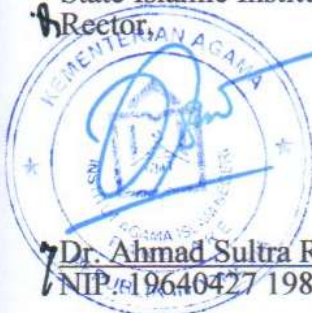
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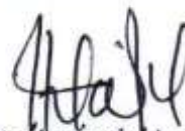
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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore she hopes criticism, a suggestion for its perfection and he hopes this final project will be useful for the readers.

Parepare, February 14th 2020

The Researcher,



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DECLARATION OF THE RESEARCH AUTHENTICITY

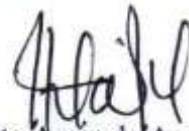
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Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Nita Amanda Aprilia. *Enhancing Students' Vocabulary Mastery by Using Bingo Game at the First Grade of SMPN 2 Kulo Kabupaten Sidrap* (Supervised by Mujahidah and Ahdar)

Vocabulary is an important factor in all language English teaching. Many methods, strategies and technique had been used by the teacher, lecturers, and instructors in teaching vocabulary. Using Bingo game is suitable for the teacher in teaching vocabulary and it gives solutions for the teacher in teaching learning activities.

This reaserch was aimed to see the enhancement of the students' vocabulary mastery before and after the using of Bingo game on leaerning process. The result of the reaserch are useful for the teacher and students. The teacher should aware that it is important to supplied before teaching make the students more active in learning process.

This reaserch was conducted at SMPN 2 Kulo Kabupaten Sidrap the population of this reaserch were the students of class VII Consisted 40 students and the sample of this reaserch were class VII.2 consisted 20 students. The sample was taken by using purposive sampling. The reasercher used pre-test and Post-test to collected the data.

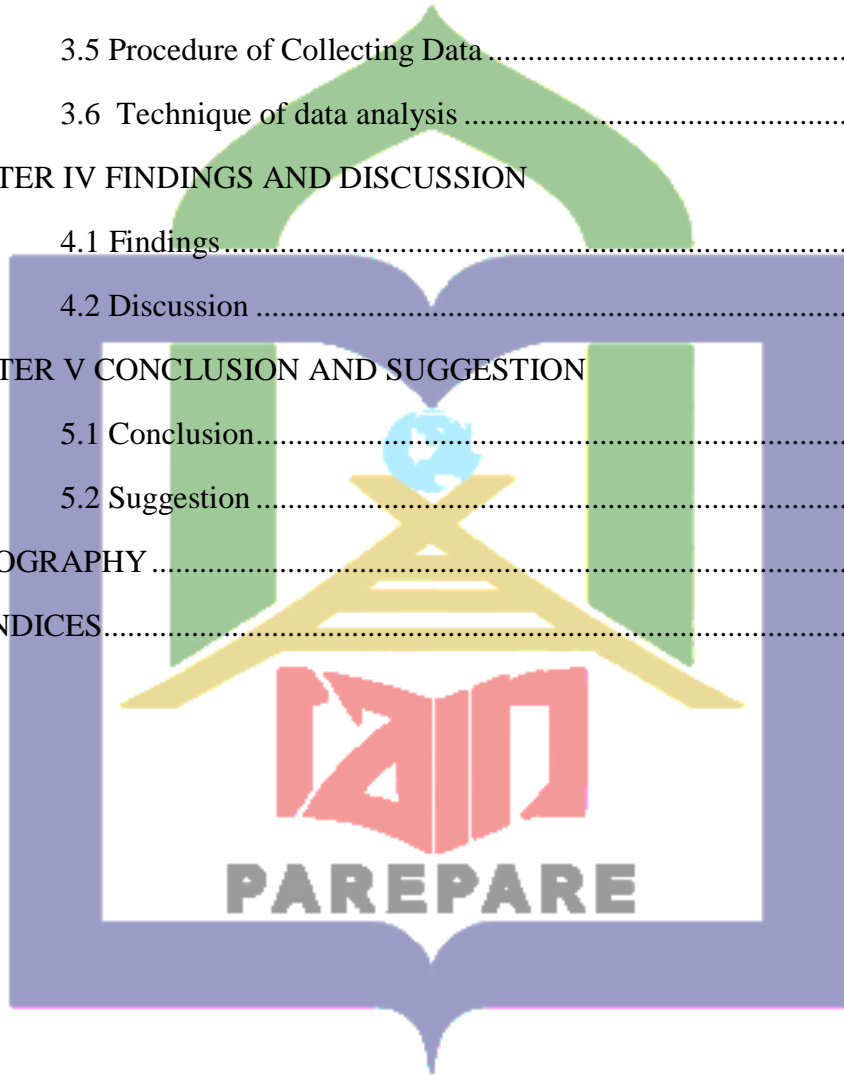
Based on data analysis, the researcher found that there is enhancement of the students' vocabulary mastery at the first grade students of SMPN 2 Kulo Kabupaten Sidrap by using Bingo game, it was indicated by the students mean score of post-test (81.25) was greater than pre-test (51.25). Even, for the level of significant (p) 5% and $df=N-1$, $df= 20-1=19$, and the value of t-table 1.729, while the value of t-test is 4.26. it means that the t-test value is greater than t-table value ($4.26 \geq 1.729$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting treatment. So, the null hypothesis (H_0) is rejected.

Keywords: Enhancing, Vocabulary mastery, Bingo game.

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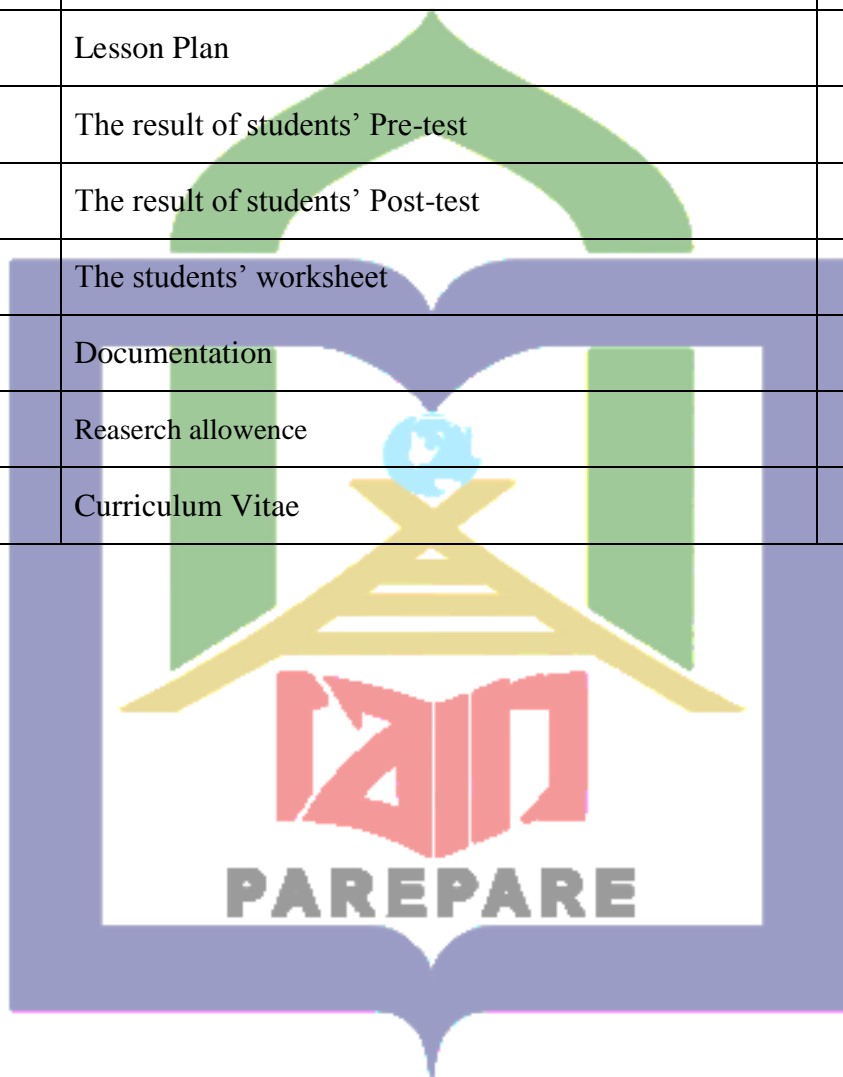


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CHAPTER I INTRODUCTION

1.1 Background

Vocabulary is one of English communication that must be taught to the students because vocabulary has an important role for all language skills. Without vocabulary we cannot communicate effectively, so the first step to learn English is learning Vocabulary. Alderson said that vocabulary is a set of lexemes including single words, compound words and idioms. Extensive. Extensive vocabulary will be unable to use the structures and function we may have learned for comprehensive communication in contrast with the development of other aspect of second language, particularly pronunciation, vocabulary acquisition doesn't seem to be solved by age¹. In other words, the first thing that has to be mastered by language learners is vocabulary.

Jeremy harmer supported that one of the important aspects to be learned in language learning is vocabulary.² Those statements imply the importance of teaching vocabulary as a foreign language. Vocabulary is one of the most important aspect of a foreign language must be had by people of learners.³ It's mean that vocabulary is a language center and it is important for language learning, without vocabulary enough students can't be expressed their idea both verbally and in writing.

As we know that vocabulary is very important as one component language that support four language skills thought in the school they are, speaking, reading,

¹Alderson, J. Charles and F. Bachman Lyle, *Assesing Vocabulary* (New York: Cambridge University Press, 2000), p. 45.

²Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002), p. 17.

³David Nunan, *Language Second Teaching and Learning*, (Boston: Nowbury House Teacher Development, 1999), p. 101.

and writing. Unfortunately, learning and mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language. So that, to improve the students English language skills like listening, speaking, reading, and writing, they have to mastery English vocabulary first. Vocabulary mastery is a must for a person who wants to master English.

The difficulties in mastering vocabulary SMPN 2 Kulo Kabupaten Sidrap, the researcher was having a discussion with the headmaster doing observation in the English classes and interviewing some students of the first grade and english teacher. The result of interviewing The students is they were difficult to learn English especially to learn vocabulary. There are several reasons, firstly, their teacher is very bored so it makes students sleepy and didn't spirit to study. Secondly, the lack of the teacher proficiency to improve or create their method and media learners. Thirdly, the students low motivation to study so they lack of mastering vocabulary. Based on interviewing the English teacher the students Vocabulary is very low because the students difficult to memorizing vocabulary.

Base on those problems and codition above , One of the way to solve the prolem was the use of game. One of the appropriate game for teaching and learning in vocabulary process was Bingo game. The researcher intends to help the English teacher by introducing Bingo game as a strategy in teaching vocabulary. Bingo game can motivate the students and the classroom will be more interesting. This strategy is best used in studying vocabulary in English. Students can master the vocabulary easier and fun.

According to Mel Siberman Bingo game can use to review, this strategy helps to reinforce terms that students have learned in a curse of study, it uses the format

bingo game.⁴ Bingo game as a strategy in teaching vocabulary it's taken from bingo game which have been modified in order to make learning process become fun and challenging. This game is a students-centered medium which places students as the center of the learning process and the teacher as a facilitator.

There are some reasons why the researcher choose Bingo game as the strategy to enhance students' vocabulary mastery. First, this Bingo game can be used as one of interesting activities to reviewing students' vocabulary during the lessons. It can attract the students' attention and their involvement in the teaching and learning process. Second, the students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo create an enjoyable environment. Bingo game will help the students in understanding, they will not think that vocabulary is difficult lesson, it is also make students motivated in learning vocabulary. This game will help the researcher to enhance the students' vocabulary mastery in learning process.

Therefore, researcher aims to attract the attention of the students to learn and enhance their vocabulary mastery by using Bingo game.

1.2 Problem Statement

Based on the research background, the researcher formulated the problem statements as follows:

- 1.2.1 How are the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap before they are taught by using Bingo game?
- 1.2.2 How are the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap after they are taught by using Bingo game?

⁴Mel Silberman, *Active Learning 101 Strategies to Teach Any Subject* (Boston: Allyn and Bacon, 1996), p. 107.

- 1.2.3 Is there any significance differences in the students' score before and after treatment by using Bingo game?

1.3 Objectives of the Research

It is related to the questions on the problem of the research. This research found out the answer of those questions and they are:

- 1.3.1 To find out the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap before they taught by using Bingo game.
- 1.3.2 To find out the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap after they taught by using Bingo game.
- 1.3.3 To find out the significance differences the students' vocabulary mastery before and after treatment by using Bingo game.

1.4 Significances of the Research

By concluding this research, the researcher hopes that the result of the research will be useful for the readers, especially:

1.4.1 Their situation

The researcher hopes this research may give positive input for the institution to improve the quality of students' and their vocabulary mastery achievement in the institution can be increased.

1.4.2 The English teachers

This research will help the teacher in considering that what technique that good for the students in improving vocabulary mastery. The researcher hopes that the result of this research can be useful for the teacher as one of the sources in teaching vocabulary which is can applied in the future.

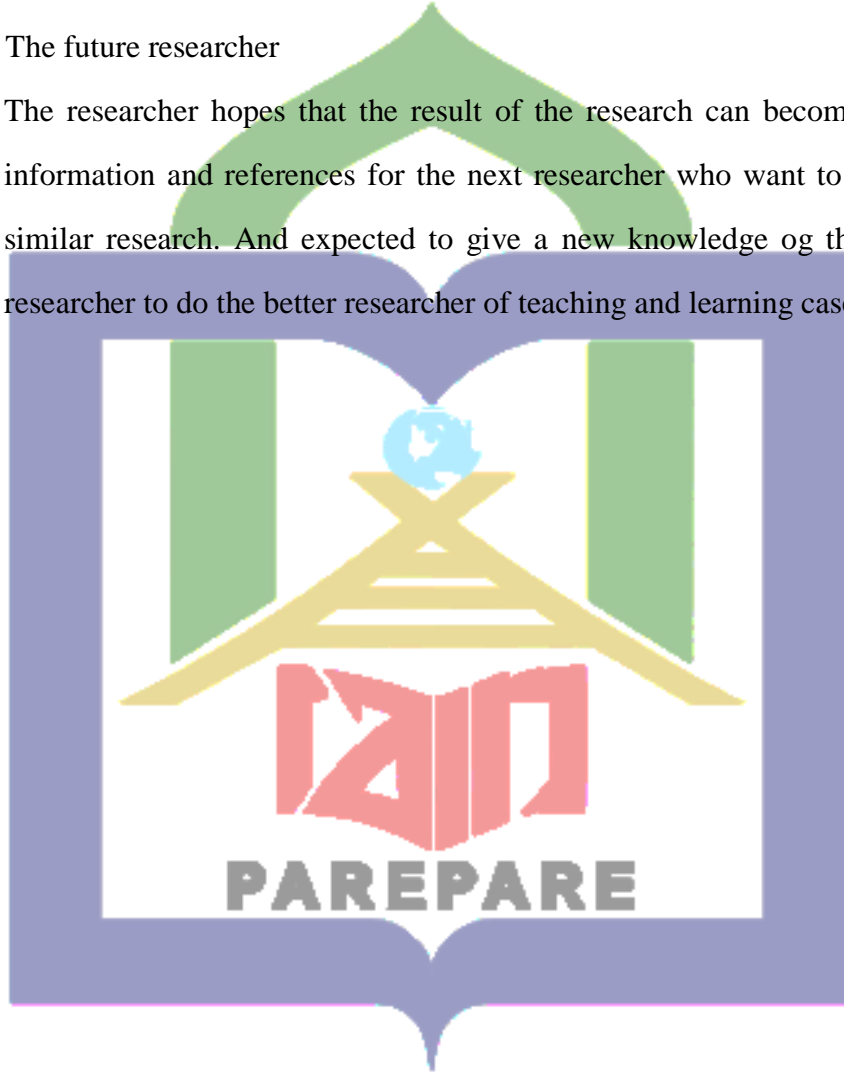
1.4.3 The students

For the students in using Bingo game will help the students easier to

memorize the vocabulary, enjoy with the game which is help them in vocabulary. It is able to make the students more active in learning process. The researcher hopes that this research may useful for English students to improve the students' achievement in vocabulary mastery.

1.4.4 The future researcher

The researcher hopes that the result of the research can become the useful information and references for the next researcher who want to conduct the similar research. And expected to give a new knowledge og the further of researcher to do the better researcher of teaching and learning cases.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners, because vocabulary is the main key to understand foreign language. Vocabulary is very important because without vocabulary, someone can't understand the meaning of foreign language. First step when someone learned a foreign language, he or she must know the vocabulary.⁵

Jackson say that Vocabulary is the stock of words in a language or that is known or used by an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language.⁶It means that vocabulary is the number of words that we have as by other people that will be used in communication with other, so if someone has more vocabularies they will easily communicate with other people. Next, Harmer explain that the first to realize about vocabulary items is that they fruquently have more than one meaning.⁷It means that vocabulary is needed for expressing meaning used in the receptive language skill (listening and reading) and the productive Language skills (speaking and writing). Vocabulary contains of words which make up the language. It is clear that

⁵Nur Aprianti, "Enhancing Students' Vocabulary through Hangaroo Word Game at the Seventh Grade Students' of MTs PP DDI AS-SALMAN Allakuang Sidrap" (Unpublished Skripsi of IAIN Parepare. 2019), p. 6.

⁶Jackson, *Words, Meaning and Vocabulary* (New York: Reference Service View, 2002), p. 2002.

⁷Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), p. 156.

vocabulary is very important in foreign language acquisition. Hornby states that vocabulary is the total number of words that make up the the language, or words known to a person, or used in a particular book or subject, or list of words with their meaning, especially one which accomponies a textbook in a foreign language.⁸ Vocabulary is the most important material in foreign language teaching for learners. Therefore the teaching of english vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, has become a big problems or most Indonesian students. If one does not have sufficent number of vocabulary, they will not able to communicate with their surroundings.

The following are the classification of basic vocabulary as classified: The Family term : grandfather, grandmother, father, mother, child, etc. Parts of body : Head, eye, ear, nose, hand, foot, etc. Number : cardinal numbers (one, two, three, and etc); ordinal numbers (first, seconf, third, and etc.). verb : go, sleep, eat, read, write, run, and etc. Noun : car, bag, bed, cu board, pen, book, and etc. Universal things : land, sky, moon, sun, water, etc.

Based on several definitions above that have been given, it can be concluded vocabulary is all of words in language that using people to express to opinion, feeling statement consist of some letters and has meaning. A vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastering vocabulary is of much importance because you will be judged based on the words you use. The more words you knows, the more you will be able to understand what

⁸A. S. Hornby, *Oxford Advanced Learners of Current English* (New York: Oxford University Press, 2000), p. 1506.

you hear and read and the better you will be able to say what you want to when speaking or writing.

2.1.1.2 Kinds of Vocabulary

There are some kinds of vocabulary, according to Nation there are two kinds of vocabulary. They are perceptive and productive vocabulary. Perceptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is either listening or reading. Productive vocabulary is utilized actively in speaking and or writing.⁹

2.1.1.3 Types of Vocabulary

Based on the people capability in implementing the vocabulary, Paul Nation mentions two types of vocabulary, those are:

Vocabulary is all the words in a language, all the words used by a group or individual, and alphabetical list of the words used in a book often includes their translation or definition.

There are four types of vocabulary, they are:

1. Reading Vocabulary: the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.
2. Listening Vocabulary: The words we hear and understand. Starting in the womb, fetuses, can detect sounds as early as 16 weeks. Furthermore, babies are during their waking hours and we continue to learn words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50.000 words. Children who are completely deaf do not

⁹ I. S. P Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 24.

get exposed to listening vocabulary. Instead, if they have singing models at home or school, they will be exposed to a visual listening vocabulary. The amount of words mediated is much less than hearing child's incidental listening vocabulary.

3. Speaking vocabulary: The word we use when we speak, our speaking vocabulary is relatively limited. Adults use a mere 5,000 to 10,000 for all their conversation and instructions. This number is much less than our listening vocabulary most likely due to ease of use.
4. Writing vocabulary: the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.¹⁰

2.1.1.4 The Importance of Vocabulary

The mastery is very important. We use vocabulary in the form of language to express our feelings, idea, etc. talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

1. In speaking, vocabulary is used to express our ideas or feelings to the other orally. The words we have influence how effective the communication runs.
2. In listening, vocabulary is used to understand someone's speech or what someone says. It's very hard for us to catch what someone says if we just

¹⁰Judy, K Montgomery, *The Bridge of Vocabulary Evidence Based Activities for Academic Success* (New York: NCS Pearson Inc, 2009), p. 2.

know the construction of sentence without knowing the words.

3. In Reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the mean of words used in the passage.
4. In Writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her ideas. Without knowing much vocabulary. We cannot develop our writing because we are limited on vocabulary mastering.¹¹

2.1.1.5 Word Classes

All words belong to categories called word classes or (parts of speech) according to the part they play in a sentence. We can see from our example sentence that words play different roles in a text. They fall into one of eight different word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.¹²

2.1.1.6 Content Word (Lexical Words)

Lexical words which are also known as “full words” such as nouns (*man, cat*), adjectives (*large, beautiful*), verbs (*find, wish*) and adverbs (*brightly, luckily*). They

1. Nouns

Nouns are words that name a person, place, thing or idea. We can classify or

¹¹Asmilah Dani, “Using a Match Game to Increase Students’ Vocabulary at the Second Grade SMPN 2 Tellu Limpoe Sidenreng, Rappang”. (Unpublished Skripsi Parepare: STAIN Parepare. 2015), p. 09.

¹²Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 3.

group nouns into the categories:¹³

- a) Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan.
- b) Common nouns label general groups, places, people, or things. Example: School.
- c) Concrete nouns label things experienced through the sense of sight, hearing, taste, smell, and touch. Example: Hamburger.
- d) Abstract nouns label things not knowable through the senses. Example: Love.
- e) Collective noun label groups as a unit. Example: Family.
- f) Compound nouns label a single concept composed of two or more words. Example: body lotion.
- g) Count noun are nouns that can be counted. Example: cars, people, trucks.
- h) Non count nouns are usually mass nouns (*butter, oil, water*-categories or items that we usually measure) or abstract nouns (*honesty, love*-concept that are difficult to quantify). Non count nouns are always singular.

2. Adjectives

Adjectives describe nouns and pronouns, adding color and clarity to sentences.¹⁴ Adjectives are often called “describing words” because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause. Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), evaluation (*commendable*) and soon.

¹³Gabriele Stobbe, *Just Enough: English Grammar Illustrated* (United States of America: The McGraw-Hill Companies, 2008), p. 2.

¹⁴Phyllis Dutwin, *English Grammar Demystified: A Self-Teaching Guide* (United State: McGraw-Hill, 2010), p. 36.

3. Pronoun

A pronoun is a word used instead of a noun. A pronoun 'stands for' a noun/phrase. Sometimes it can stand for a clause or sentence.¹⁵ There are several types of pronouns:

- a) Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns.
- b) Reflexive pronouns are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves*.
- c) Demonstrative pronouns can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns.
- d) Interrogative pronouns, like their name suggest, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns.
- e) Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*.

4. Verb

A Verb is a word that shows action (*run, hit, slide*) or state of being (*is, are, was, were, am* and so on).

5. Adjective

Adjective is the word that used to explain noun by describing, identifying, or quantifying. Jeremy Harmer suggests that adjective is a word that gives more

¹⁵ Tony Penston, *A Concise Grammar for English Language Teachers* (Ireland: TP Publication, 2005), p. 42.

information about a noun or pronoun. Adjective describes the properties of an entity that a noun represents. Adjectives describe nouns and pronoun. They give you more information about people, places, and things.

6. Adverb

Adverbs are the words that used to clarify verbs, adjective and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent and action is performed. Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

7. Preposition

The prepositions are a part of the part of speech which connect words, clauses, and sentences together and show the relations between them.¹⁶ Here is a list of some commonly used prepositions: about, behind, for, since, above, below, from, through, across, beside, in, to, etc.¹⁷

8. Conjunction

Conjunction as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are two kinds: co-ordinating conjunctions, such as and, or, but, which join two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, since, which subordinate one items to another in some way. The subordination may be one of time.

¹⁶Fitriani Rahmah, *English Grammar* (Bandung: Cipta pustaka Media Perintis, 2010), p. 96.

¹⁷Edward Swick, *Practice Makes Perfect: English Grammar for ESL Learners* (United States of America: The McGraw-Hill Companies, 2005), p. 92.

9. Determiner

Determiner often identify, and describe distribution and quantity. They come before nouns. Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns.

2.1.1.7 Technique in Teaching Vocabulary

There are many techniques in teaching vocabulary that can be used to explain the meaning of a word and the way in which teaching vocabulary will depend on individual characteristics.

However, several ways have been recommended as follows:

1. Say the word clearly and write it on the board
2. Get the class to repeat the word in chorus
3. Translate the word into the student's own language
4. Ask the students to translate the word
5. Draw a picture to show what the words mean
6. Give an English example to show how the word is used
7. Ask a question using the new word¹⁸

According to Jeremy Harmer, there are seven techniques in presenting vocabulary:

1. Realia

One way of presenting a word is to bring the things they represent into the classroom by bringing "Realia" into the room.

2. Pictures

A picture can be a board drawing, wall picture and charts, flashcard, magazine, picture, and any other non-technical visual.

¹⁸Adrian Doff, *Teaching English a Training course for Teacher on Teacher's work book* (New York: Cambridge University Press, 1988), p. 1.

3. Mime, Action, and gesture

It is impossible to explain the meaning words and grammar either through the use of realia or picture

4. Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning.

5. Enumeration

We can use this to present meaning.

6. Explanation

7. Translation

Translation is a quick and easy way to present the meaning of word but it is not without problem.¹⁹

2.1.2 The concept of game

There are some interesting media that can be used in teaching and learning English. Games can be successful media to bring an interesting atmosphere to the language.²⁰ Hornby defined that game is an activity that you do to have some fun²¹.

2.1.2.1 Definition of Bingo Game

Susser states Bingo game is a popular game which is has been used for language teaching in many forms. Bingo game has been modified in order to make vocabulary learning become fun and challenging and memorize the material easily.²²

¹⁹Jeremy Harmer. *The Practice of English Language Teaching* (London: Longman, 1991), p. 161.

²⁰Yusuf akhyar Jauhari, "The Use of Bingo Game Technique to Improve Students Vocabulary Mastery" (Unpublished skripsi Semarang State University. 2015), p. 12.

²¹A. S Hornby, *Oxford Learner's of Current English* (New York: Oxford University Press), p. 486.

²²Bernard Susser, *The noisy way: teaching English with Games*, Jalt Journal, Volume 1. (February-1979), p. 63.

Bingo can take various forms, the board can consist of words or pictures. As words are called out, pupils put down picture or word cover cards this can involve pupils in matching the spoken form of the word with its pictorial or written form.²³

According to Musmanno, Bingo game is a familiar game and bring excitement into the classroom.²⁴ Its mean that using bingo game can be useful for the teaching learning process in order providing a good atmosphere and fun activity in the classroom. Through this game, students' problems will decrease, and this makes them begin to have interest in learning vocabulary. For the winner of the games the researcher will give them a present, so they will be happy and do not feel force to study harder than before. From the theories above it concludes that Bingo Game is a game played by small or large groups in which the first group to mark a complete row of words is the winner and calls out "Bingo!". Game like Bingo provides an interesting and motivating way to review and reinforce vocabulary words.

2.1.2.2 Advantage of Bingo Game

Bingo game have the advantage :

1. Bingo games are suitable for all ages.
2. It can give more motivation while learning how to play.
3. The game is able to help the students remember some vocabularies which are difficult to be memorize.
4. It can improve the ability to cooperate with each other (if using groups).
5. It can invite students to think quickly

²³Jean Brewster, et al, eds, *The Primary English Teacher's Guide* (New York: Penguin Group, 1992), p. 93.

²⁴Virgina Musmanno, *Language Arts Bingo* (New York: Scholastic, 2003), p. 4.

6. It can influence students to be more creative and active²⁵

2.1.2.3 The Procedure of teaching Bingo Games.

Teacher make Bingo card by dividing a piece of paper into five rows and five columns with one free space box where the students determine the position of their free space box. Teachers make a paper strips then write vocabulary that will playing on the game. Teacher write the vocabulary in on whiteboard seems like on paper strips then ask the students to memorize before the student write their vocabulary on their Bingo card. Caller pull the strips, then read the definitons or the meaning of the word. Students mark the word that have mention by the caller.²⁶

The first group to get BINGO wins the game. A bingo card looks like an un-filled crossword puzzle with filled and blank squares. Each sub- game is completed when a participant who has filled the box and get Horizontal or vertical mark their will shout BINGO!.

2.2 Previous related research finding

Vocabulary as tools of communication, learning thinking have made many researchers explores and exposes the implementation of various techniques in teaching language. There are some researches who have conducted research by using few techniques in teaching vocabulary:

Fitri Paluseri “The effect of Bingo game in learning achievement of the students’ vocabulary to the second years students of SMPN 2 Pinrang” she reported that using Bingo Game was a good strategy in English learning process at the second year of SMPN 2 Pinrang. The result of the data analyzes shows that the students’

²⁵Finch, K. 2006. *Meaningful Vocabulary Learning: Interactive Bingo*, Retrived 7th October 2019 from (www.finchpark.com/ppp/bingo/Bingo-summary.pdf.)

²⁶Andrew Wright, Betteridge David and Michael Buckby, *Games for Language Learning* (New York: Cambridge University Press, 2006), p. 114.

achievement on the pre-test was 6,5 and post-test was 8,02. By the using the t-test formula, the result of the t-test value 6,44 is bigger than t table value 2,093. This indicated that the hypothesis of the research is accepted.²⁷ The difference between the research and this previous study is the researcher take the first grade as a sample.

Yusuf akhyar jauhari with the tittle The Use of Bingo Game Technique to improve Students Vocabulary Mastery of SMPN 1 Batelit, Jepara in the academic Year 2014/2015. He used Quashi-experimental reaserch by using control and experimental group. The finding of this previous reaserch is the value of experimental group (6.18) and control class only (2.46) at 0.05 alpha significant value. So, Bingo game technique significantly improves students' vocabulary mastery.²⁸ The difference of the research and this previous study is the researcher used pre-experimental research.

Syukri Agung Hasibuan with the title is The Effectiveness of Bingo Game on Students' Speking ability reported that using Bingo gameis effective to enhance the students' speaking. He used Quashi-experimental research by using control and experimental group. The finding of this previous reaserch is the mean score on post-test of experimental group (76.97) and control class only (73.21).²⁹The difference of the research and this previous study is the researcher used pre-experimental research and on this previous study is to know the effectiveness of Bingo game on students' speaking ability.

²⁷Fitri Paluseri, *"The Effrect of Bingo Game in Learning Achievement of the Students' Vocabulary to the Second Years Students of SMPN 2 Pinrang"*(Unpublished Skripsi, Parepare: STAIN Parepare. 2015), p. 50.

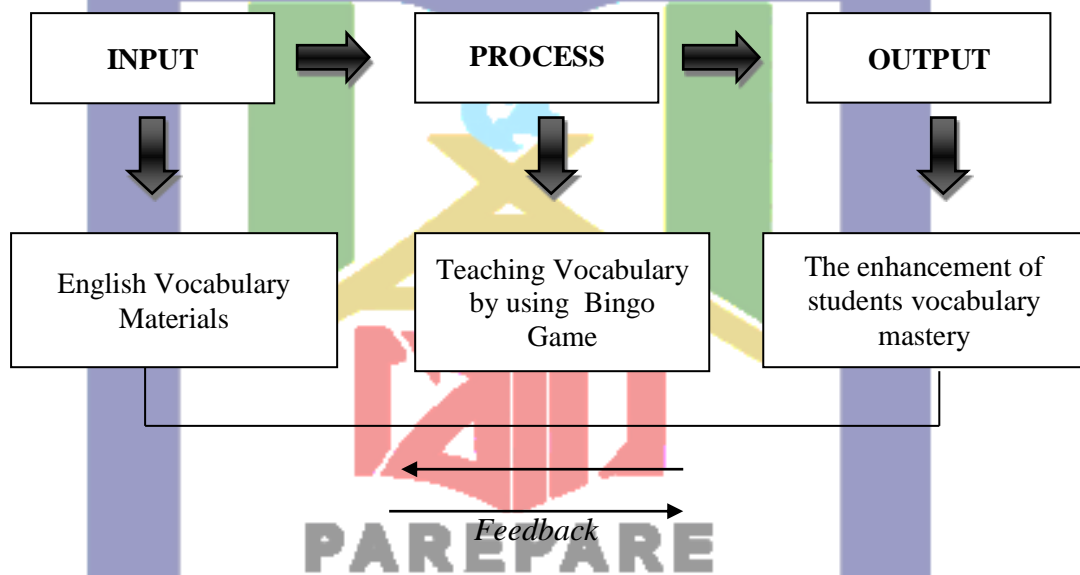
²⁸Yusuf Akhyar Jauhari, *"The Use of Bingo Game Technique to Improve Students Vocabulary Mastery"* (Unpublished skripsi Semarang State University. 2015), p. 55.

²⁹Syukri Agung Hasibuan, *"The effectiveness of Bingo Game On Students' Speaking Ability"* (Unpublished Skripsi Syarif Hidayatullah State Islamic University Of Jakarta. 2017), p. 42.

Based on explanation above, it can concluded that using bingo game as the strategy that have been used to teaching students. Thats why the researcher using Bingo game to improve students' vocabulary mastery the researcher assumed that itable to improve students vocabulary mastery and can make students enjoyable and involving in learning.

2.3 Conceptual Framework

The main focus of this research is the use of Bingo game in enhancing students' vocabulary mastery. The conceptual framework underlying of this research was given in the following diagram :



(Figure 2.3 The conceptual framework)

Input : It refers to the materials of vocabulary

Process : It refers to the teaching vocabulary by using Bingo game

Output : It refers to the enhancement of students vocabulary mastery after the treatment

2.4 Hypothesis

Based on the previous explanation and the conceptual framework, the researcher formulates hypothesis as follows:

- 2.4.1 H_0 (Null hypothesis): Bingo game is not significant enhanced the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap
- 2.4.2 H_a (Alternative hypothesis): Bingo game is significant enhanced the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap

2.5 Variable and Operational definitions of variable

2.5.1 Variable

There are two variable in this reaserch, dependent variable and Independent variable, which are the independent variable is the Bingo game and Dependent variable is the students' vocabulary mastery.

2.5.2 Operational definition of variable

- 2.5.2.1 Bingo game is one of strategy that can be used by the teacher to teaching English. Bingo Game is for the whole class that encourages students to study and review their vocabulary words.
- 2.5.2.2 The students' vocabulary mastery is the result and succesfullness as well as the progress of students' vocabulary in english at the first grade of SMPN 2 Kulo Kabupaten Sidrap to analyze and find the new word about fruits and vegetables, things around us, proffesion, animals, and place.

CHAPTER III RESEARCH METHOD

3.1 Research Design

In this research, the method is applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

$$E= O1 X O2$$

Where: E = Experimental
 O1 = Pre-test
 X = Treatment
 O2 = Post-test³⁰

In this experimental design, the effect of selected teaching materials implementation was found out by comparing the result of the the students' achievement on pre-test and post-test.

3.2 Population and sample

A Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.³¹

3.2.1 Population

The population of this research was the first students of SMPN 2 Kulo Kabupaten Sidrap.

³⁰Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)* (Bandung: Alfabeta, 2010), p. 110.

³¹Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Jakarta: Kencana Prenamedia Group, 2013), p. 30.

Table 3.1 Total number of population

No	Class	Number of students
1	VII.1	20 Students
2	VII.2	20 Students
The total Students		40 Students

3.2.2 Sample

The sample was taken by purposive sampling. Students as the sample of this research was the class VII.2 which is consisted of 20 students as the sample in this research.

Table 3.2 Total number of sample

No	Class	Sex		Total
		Male	Female	
1	VII.2	9	11	20

3.3 Location and duration of the research

Location of the research took place in SMPN 2 Kulo. Location of this school on Jalan Taman Makam Pahlawan No 1 Mario, District of Sidrap Sub Province of South Sulawesi.

The duration of the research is about \pm 1 months the writer need to observe the environment, and the students that as the object of the research.

3.4 The instrument of the research

The Reasercher will using a test as an instrument of the researcher. The test consist of 20 Items which examined the student vocabulary in pre test and post-test.

3.5 Procedure of collecting data

In collecting the Data, the researcher come to the classroom and giving greeting and motivation to the students. The researcher will giving explanation to the student about the reaserch. The reasercher will giving the student explanation about Bingo Game and though about vocabulary. Then the reasercher explain to the student what they have to do about the activity or game.

In collecting the Data, the reasercher divided into three stages as follow:

3.5.1 Pre-Test

Pre test will giving to find out how the students' vocabulary mastery before taught by using Bingo game. The test contain of 20 items.

3.5.2 Treatment

In this steps, the reasercher was give treatment to the students to enhance students' vocabulary mastery for sixth times. The reasercher using bingo game in teaching vocabulary. The treatment is based on procedures for each activity in each meeting as follows:

First meeting

1. The researcher was greets the students.
2. The researcher was explain about Vocabulary.
3. The researcher was askthe student about some vocabulary.
4. The researcher wasintroduce Bingo games.
5. The reasercher was give material.
6. The reasercher was give some examples.
7. The students was memorize the list of vocabulary.
8. The student was do bingo game.
9. The researcherwas give some explanations about the rule of bingo game.

10. The researcher was announce the winner of the bingo game.
11. The researcher was concludes the material has given
12. The researcherr was give the students motivation to practice their English.
13. The researcher was closes the class

Second meeting

1. The researcher was greets the students.
2. The researcher was repeats the last material.
3. The researcher was give material
4. The researcher was give some examples.
5. The students was memorize the list of vocabulary.
6. The students was do bingo game.
7. The researcher was give some explanations about the rule of bingo game.
8. The researcher was announce the winner of the bingo game.
9. The researcher was concludes the material has given
10. The researcherr was give the students motivation to practice their English.
11. The researcher was closes the class.

Third meeting

1. The researcher was greets the students.
2. The researcher was repeats the last material.
3. The researcher was give material
4. The researcher was give some examples.
5. The students was memorize the list of vocabulary.
6. The students was do bingo game.
7. The researcher was give some explanations about the rule of bingo game.
8. The researche rwas announce the winner of the bingo game.

9. The researcher was concludes the material has given
10. The researcherr was give the students motivation to practice their English.
11. The researcher was closes the class.

Fourth meeting

1. The researcher was greets the students.
2. The researcher was repeats the last material.
3. The researcher was give material
4. The researcher was give some examples.
5. The students was memorize the list of vocabulary.
6. The students was do bingo game.
7. The researcher was give some explanations about the rule of bingo game.
8. The researcher was announce the winner of the bingo game.
9. The researcher was concludes the material has given
10. The researcherr was give the students motivation to practice their English.
11. The researcher was closes the class.

Fifth Meeting

1. The researcher was greets the students.
2. The researcher was repeats the last material.
3. The researcher was gives material
4. The researcher was gives some examples.
5. The students was memorize the list of vocabulary.
6. The students was do bingo game.
7. The researcher was gives some explanations about the rule of bingo game.
8. The researcher was announce the winner of the bingo game.
9. The researcher was concludes the material has given

10. The researcher was gives the students motivation to practice their English.
11. The researcher was closes the class.

Sixth meeting

1. The researcher was greets the students.
2. The researcher was repeats the last material.
3. The researcher was give material
4. The researcher was give some examples.
5. The students was memorize the list of vocabulary.
6. The students was do bingo game.
7. The researcher was give some explanations about the rule of bingo game.
8. The researcher was announce the winner of the bingo game.
9. The researcher was concludes the material has given
10. The researcherr was give the students motivation to practice their English.
11. The researcher was closes the class.

3.5.3 Post- test

After the treatment, the post-test conducted to find out the student's achievement in learning vocabulary. It was conducted to check the result of treatments.

3.6 Technique of data analysis

The data was collected through the test that has been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow :

3.6.1 Scoring the Students' Answer³²

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

Classifying the Score Five levels classification is as follow :

Table 3.3 Classification Students' score³³

No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

3.6.3 Calculating the Frequency and Percentage of the students :³⁴

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Total Number of Sample

³²Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta: Universitas Terbuka, 2008), p. 325.

³³Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

³⁴L.R Gay, *Educational Research Competencies for Analisis and Applications* (New York: Pearson Education, 1981), p. 225.

- 3.6.4 Finding out the mean score of the students' pre-test and post-test using the formula :

$$\bar{X} = \frac{\sum X}{n}$$

Where :

\bar{X} = Mean score

$\sum x$ = The sum of the all score

n = Total number of sample³⁵

- 3.6.5 Finding out the Standard Deviation by using the following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where :

SD = Standard Deviation

$\sum X^2$ = The sum all square

N = The total number of students

$(\sum X)^2$ = The sum square of the sum of square

- 3.6.6 Finding the Significant difference between the mean score pre-test and post-test by calculating the value of the t-test using the following formula :

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

³⁵Sugiono, *Statistika Untuk Penelitian* (Bandung: CV Alfabeta, 2002), p. 49.

T	= Test of significance
D	= The mean score of difference (X1-X2)
$\sum D$	= The sum of all the score
$\sum D^2$	= The square of the sum score of difference
N	= The total number of sample ³⁶



³⁶L.R. Gay. *Educational Resercher: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Meril Publishing, 1981), p. 355.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely the research findings and the discussion of the research. The finding of the research covers the description of the result of data collected through a test can be discussed in the section below.

4.1 Finding

The finding of the research dealt with the result of pre-test, the result of post-test, mean, standard deviation and t-test.

4.1.1 The Result of Pre-test

The data collected from the students' at VII.2 class before and after teaching the students using Bingo game in VII.2 classroom SMPN 2 Kulo Kabupaten Sidrap. The result of the pre-test and post-test can be described as the following:

Table 4.1. The Student's Pre-Test Score

No.	Students	Pre- Test score		(X_1^2)
		Correct Answer	Score (X1)	
1.	AFR	16	80	6400
2.	ANG	8	40	1600
3.	ALK	9	45	2025
4.	ARF	8	40	1600
5.	DWNVT	8	40	1600
6.	FTRSN	11	55	3025
7.	FTR	9	45	2025

8.	IRWN	8	40	1600
9.	IRHM	10	50	2500
10.	MWAL	8	40	1600
11.	MNVL	12	60	3600
12.	NRINI	8	40	1600
13.	NZZHR	11	55	3025
14.	NRFDHL	13	65	4225
15.	NLNFR	11	55	3025
16.	RSMYN T	12	60	3600
17.	RKHAJ	9	45	2025
18.	RND	9	45	2025
19.	SNTBL	14	70	4900
20.	SRDI	11	55	3025
	ΣX	205	1025	55025

Table 4.2. The students' Classifications Score in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	80-100	1	5%
2.	Good	66-79	1	5%
3.	Fair	56-65	3	15%
4.	Poor	40-55	15	75%

5.	Very Poor	≤ 39	0	0%
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The data in the table above showed that in pre-test one student got very good score, one student got good score, three students got fair score, fifteen students got poor score and no one students got very poor score.

4.1.1.1 Determining Mean Score of The Pre-Test

The following are the process of calculation to find put the mean score based on the calculation of students' score in pre-test table 4.2.

$$X = \frac{\sum X}{N} = \frac{1025}{20} = 51.25$$

So, the mean score (X_1) of the pre-test is 51.25.

Based on the result of the pre-test, it showed that the result is 51.25 and from that analyzing, it could be seen that almost of the students vocabulary was still low or lack because of the low score.

4.1.1.2 Determining Standard Deviation of the Pre-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{55025 - \frac{(1025)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{55025 - \frac{1050625}{20}}{19}}$$

$$SD = \sqrt{\frac{55025 - 52531.25}{19}}$$

$$SD = \sqrt{\frac{2493.75}{19}}$$

$$SD = \sqrt{131.25}$$

$$SD = 11.45$$

Thus, the standard deviation of pre-test is 11.45

After determining the mean score (X_1) of pre test was 51.25 and standard deviation of the pre-test was 11.45 It had shown that the students' vocabulary were in lack category.

4.1.2 The Result of Post-test

Table 4.3. The Student's Post-Test Score

No.	Students	Post- Test score		(X_2^2)
		Correct Answer	Score (X2)	
1.	AFR	19	95	9025
2.	ANG	14	70	4900
3.	ALK	15	75	5625
4.	ARF	16	80	6400
5.	DWNVT	16	80	6400
6.	FTRSN	17	85	7225

7.	FTR	14	70	4900
8.	IRWN	15	75	5625
9.	IRHM	16	80	6400
10.	MWAL	15	75	5625
11.	MNVL	18	90	8100
12.	NRINI	16	80	6400
13.	NZZHR	17	85	7225
14.	NRFDHL	18	90	8100
15.	NLNFR	18	90	8100
16.	RSMYN T	18	90	8100
17.	RKHAJ	13	65	4225
18.	RND	16	80	6400
19.	SNTBL	18	90	8100
20.	SRDI	16	80	6400
	ΣX	325	1625	133277

Table 4.4. The students' Classifications Score in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	80-100	14	70%
2.	Good	66-79	5	25%
3.	Fair	56-65	1	5%

4.	Poor	40-55	15	75%
5.	Very Poor	≤ 39	0	0%

The table above showed the students' classification score and the rate percentage of frequency in post-test. Based on the data, it is shown that using bingo game is able to enhance vocabulary students because most of them got very good and good score.

4.1.2.1 Determining Mean Score of Post-Test

The following are the process of calculation to find out the mean score based on the calculation of students' score in post-test table 4.4.

$$\bar{X} = \frac{\sum X}{N} = \frac{1625}{20} = 81.25$$

So, the mean score (\bar{X}_2) of the post-test is 81.25

Based on the result of the post-test, it showed that the result is 81.25 and from that analyzing, it could be seen that almost the students got very good score. It showed that bingo game is able to enhance students vocabulary.

4.1.2.2 Determining Standard Deviation of Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{133277 - \frac{(1625)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{133277 - \frac{2640625}{20}}{19}}$$

$$SD = \sqrt{\frac{133277 - 132031.25}{19}}$$

$$SD = \sqrt{\frac{1245.75}{19}}$$

$$SD = \sqrt{65.56}$$

$$SD = 8,09$$

Thus, the standard deviation of post-test is **8,09**.

4.1.3 The Result of Pre-Test and Post test

Table 4.5 The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	51.25	11.45
Post-test	81.25	8.09

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 51.25 (X_1) while the mean score of the post-test increased 81.25 (X_2). The standard deviation of pre-test was 11.45 while the standard deviation of post-test was 8,09.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that vocabulary mastery students have enhancement after doing the learning process that used Bingo game.

4.1.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

The following table showed the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very good	80-100	1	14	5%	70%
2.	Good	66-79	1	5	5%	25%
3.	Fair	56-65	3	1	15%	5%
4.	Poor	40-55	15	0	75%	0%
5.	Very Poor	≤ 39	0	0	0%	0%
Total			20	20	100%	100%

The data of the table above indicated that the rate percentage of the pre-test. One student got very good and good score (5%), three students got fair score (15%), fifty students got poor score (75%), and noone got very poor score .The percentage in post-test that students got very good score was higher than the percentage in pre-test. It showed that students were able to enhancing vocabulary after treatment by using Bingo game.

4.1.5 Determining the Significance by Calculating the T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of Calculation Score of Pre-test and Post-test

NO.	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
1	80	95	6400	9025	15	225
2	40	70	1600	4900	30	900
3	45	75	2025	5625	30	900
4	40	80	1600	6400	40	1600
5	40	80	1600	6400	40	1600
6	55	85	3025	7225	30	900
7	45	70	2025	4900	25	625
8	40	75	1600	5625	35	1225
9	50	80	2500	6400	30	900
10	40	75	1600	5625	35	1225
11	60	90	3600	8100	30	900
12	40	80	1600	6400	40	1600
13	55	85	3025	7225	30	900
14	65	90	4225	8100	25	625
15	55	90	3025	8100	35	1225
16	60	90	3600	8100	30	900
17	45	65	2025	4225	20	400

18	45	80	2025	6400	35	1225
19	70	90	4900	8100	20	400
20	55	80	3025	6400	25	625
Total	$\Sigma X=1025$	$\Sigma X=1625$	$\Sigma X_1^2=55025$	$\Sigma X_2^2=133277$	$\Sigma D=600$	$\Sigma D^2=18900$

To find out D used the formula as follow :

$$D = \frac{\Sigma D}{N} = \frac{600}{20} = 30$$

The calculation the T-Test Value:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30}{\sqrt{\frac{18900 - \frac{600^2}{20}}{20(20-1)}}$$

$$t = \frac{30}{\sqrt{\frac{18900 - \frac{360.000}{20}}{20(19)}}$$

$$t = \frac{30}{\sqrt{\frac{18900 - 18.00}{380}}}$$

$$t = \frac{30}{\sqrt{\frac{18882}{380}}}$$

$$t = \frac{30}{\sqrt{49.68}}$$

$$t = \frac{30}{7.04}$$

$$t = 4.26$$

Thus, the t-test value is 4.26.

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 20 - 1$$

$$Df = 19$$

Table 4.8 The Test of Significant

Variable	T-test	T-table value
Pre-test and post-test	4.26	1.729

After obtaining the degree of freedom, the t-table at the degree of freedom 19 in significant degrees of 0.05 (5%), the table is 1.729. The following table showed that the t-test value was higher than t-table value ($4.26 \geq 1.729$). So, it indicated that there was significant difference between the students' pre-test and post-test result.

4.1.6 Hypothesis Testing

For the level significant (p) 5% and value of the table is 1.729, while the value of the t-test is 4,26. It means that t-test value is greater than t-table ($4.26 \geq 1.729$). Thus, it can be concluded that the students' vocabulary is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative

hypothesis (H_a) is accepted. It has been found that Using Bingo game is able to Enhancing students' vocabulary mastery at the first grade of SMP Negeri 2 Kulo Kabupaten Sidrap

4.2 Discussion

This part explain the discussion about the result findings that shows in the previous chapter. This section of this research will provide insight about the students' vocabulary before taught by using Bingo game, the way of using bingo game to enhancing students' vocabulary mastery, and the enhancement of students' vocabulary mastery.

In the first chapter, there were three the statement of the problem. They are: How are the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap before they are taught by using Bingo game?

How are the students' vocabulary mastery at the first grade of SMPN 2 Kulo Kabupaten Sidrap after they are taught by using Bingo game?

Is there any significance differences in the students' score before and after treatment by using Bingo game?

These problem statement had been answered by the previous part of his chapter. The first problem statement was answered by the data that research got in the pre-test and for the second problem statement was answered by the data which research got in the post-test. The third problem statement was answered by comparing the data fro pre-test and post-test.

4.2.1 Students' vocabulary mastery before taught by using Bingo game

By looking at the test finding, from the data provided in classification table pre-test can be seen that one (5%) student got excellent score, one (5%) student got good score, three (15%) students got fair score, fifteen (75%) students got poor

score. from the overall students' vocabulary on pre-test which meant the quality of the students' vocabulary are very low.

There were some problem that students faced in learning vocabulary :

The students were lazy to memorize because they think english is was very difficult. The strategies are monotouns, so the students feel bored in the learning process. The students were lack of motivation and awareness In learning English. So, the research tried to solve these problems by using bingo game, they will find a lot of vocabulary and learning process with fun and challenging. Each meeting had a different topics.

4.2.2 The way of using Bingo game to enhancing students' vocabulary mastery

Getting the treatment. The steps of this learning was the reasercher started to find out how the using of bingo game to enhance students' vocabulary, the reasercher got some pieces of information from the students' activities in learning process. There were eight meetings for doing the treatment of this research.

On the first meeting before gave the treatment the researcher gave pre-test to the students. The pre test was 20 multiple choice, the rasearcher gave one point for each right answer and zero point for wrong answer. After that, the researcher was greet by the students when first time the researcher coming to the class. The researcher were welcome by the students. After the researcher opened the meeting, she invited the students for praying before the lesson begin. Next, the researcher continued to inform them the that the researcher gave motivation to the students about the important of english as an international language before teaching process then the researcher also gave information about her aim to do research at SMPN 2 Kulo.

On the second meeting, was located at class VII.2 in SMPN 2 Kulo, this meeting was a first treatment after giving the pre-test. In the morning, the researcher started the class by greeting and checked the attendant list. Then, the researcher explain how to do Bingo game and guide the students to understand the process of the strategy. After that In the learning process, on the treatment researcher divided the students into four groups then gave a list of vocabulary to each group then ask students to read and memorize it. The researcher gave the Bingo card to each group. the researcher write 25 vocabularies on whiteboard according to the paper strip that had prepared before. After the students read and memorize some vocabulary the researcher asks students to wrote vocabulary on their bingo card randomly and gave one free space on the box according to what they want. The next is the researcher pull the paper strip that consists of the word definition or translation. Students mark the word that has been mention by the researcher. The researcher mentions the word until any group marks the bingo card horizontal and vertical in five rows then shout “BINGO”. And they are the winner of the game. Researcher checks the students’ bingo card and asks them to read their answers in front of the class.

On the third meeting was located at class VII.2 in SMPN 2 Kulo. In the morning, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process, on the treatment researcher divided the students into four groups then gave a list of vocabulary to each group then ask students to read and memorize it. The researcher gave the Bingo card to each group. the researcher write 25 vocabularies on whiteboard according to the paper strip that had prepared before. After the students read and memorize some vocabulary the researcher asks students to wrote vocabulary on their bingo card

randomly and gave one free space on the box according to what they want. The next is the researcher pull the paper strip that consists of the word definition or translation. Students mark the word that has been mention by the researcher. The researcher mentions the word until any group marks the bingo card horizontal and vertical in five rows then shout “BINGO”. And they are the winner of the game. Researcher checks the students’ bingo card and asks them to read their answers in front of the class.

On the fourth meeting was located at class VII.2 in SMPN 2 Kulo. In the morning, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process,on the treatment researcher divided the students into four groups then gave a list of vocabulary to each group then ask students to read and memorize it. The researcher gave the Bingo card to each group. the researcher write 25 vocabularies on whiteboard according to the paper strip that had prepared before. After the students read and memorize some vocabulary the researcher asks students to wrote vocabulary on their bingo card randomly and gave one free space on the box according to what they want. The next is the researcher pull the paper strip that consists of the word definition or translation. Students mark the word that has been mention by the researcher. The researcher mentions the word until any group marks the bingo card horizontal and vertical in five rows then shout “BINGO”. And they are the winner of the game. Researcher checks the students’ bingo card and asks them to read their answers in front of the class.

On the fifth meeting was located at class VII.2 in SMPN 2 Kulo. In the morning, the researcher started the class by greeting and checked the attendant list.

Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process, on the treatment researcher divided the students into four groups then gave a list of vocabulary to each group then ask students to read and memorize it. The researcher gave the Bingo card to each group. the researcher write 25 vocabularies on whiteboard according to the paper strip that had prepared before. After the students read and memorize some vocabulary the researcher asks students to wrote vocabulary on their bingo card randomly and gave one free space on the box according to what they want. The next is the researcher pull the paper strip that consists of the word definition or translation. Students mark the word that has been mention by the researcher. The researcher mentions the word until any group marks the bingo card horizontal and vertical in five rows then shout "BINGO". And they are the winner of the game. Researcher checks the students' bingo card and asks them to read their answers in front of the class.

On the sixth meeting was located at class VII.2 in SMPN 2 Kulo. In the morning, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process, on the treatment researcher divided the students into four groups then gave a list of vocabulary to each group then ask students to read and memorize it. The researcher gave the Bingo card to each group. the researcher write 25 vocabularies on whiteboard according to the paper strip that had prepared before. After the students read and memorize some vocabulary the researcher asks students to wrote vocabulary on their bingo card randomly and gave one free space on the box according to what they want. The next is the researcher pull the paper strip that consists of the word definition or translation.

Students mark the word that has been mention by the researcher. The researcher mentions the word until any group marks the bingo card horizontal and vertical in five rows then shout “BINGO”. And they are the winner of the game. Researcher checks the students’ bingo card and asks them to read their answers in front of the class.

On the seventh meeting was located at class VII.2 in SMPN 2 Kulo. In the morning, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process,on the treatment researcher divided the students into four groups then gave a list of vocabulary to each group then ask students to read and memorize it. The researcher gave the Bingo card to each group. the researcher write 25 vocabularies on whiteboard according to the paper strip that had prepared before. After the students read and memorize some vocabulary the researcher asks students to wrote vocabulary on their bingo card randomly and gave one free space on the box according to what they want. The next is the researcher pull the paper strip that consists of the word definition or translation. Students mark the word that has been mention by the researcher. The researcher mentions the word until any group marks the bingo card horizontal and vertical in five rows then shout “BINGO”. And they are the winner of the game. Researcher checks the students’ bingo card and asks them to read their answers in front of the class.

The last meeting after the reasercher gave Six times treatment to the students she gave post test to measure their vocabulary after treatment. The post-test was 20 Multiple choice, reasercher gave one point for each right answer and zero point for each wrong answer the students doing the post test are very focused. After that when

the test was completed the researcher collected the students answer and closed the class.

4.2.3 The enhancement of students vocabulary mastery

From the pre-test researcher concluded that the students' vocabulary was still low. It was proved from the result of pre-test got a very low score, the mean score of pre-test was 51.25. After that researcher gave the treatment by using bingo game. Researcher looks the increasing students in understanding the material in the third meeting they can enhance their vocabulary. The data shows that in post-test was 14 students (70%) got very good score, 5 (25%) students got good score and 1 (5%) students got fair score. Its mean that the students' vocabulary has enhanced that using bingo game.

After doing pre test and post test, in the post test showed that there are significance differences score before giving treatment and after giving treatment. The mean score of post test was 81.25. the data analysis result is the t-test value 4.26 was grater than t-table value 1.729. by the result, it is concluded that there is an enhancement between the students vocabulary mastery before and after treatment by using Bingo game. It shows that the alternative hypothesis (H_a) is accepted and the null Hypothesis (H_0) is rejected. The result of this research was proved and supported by Smith states he said that Bingo game is an effective way to help the students in reviewing vocabulary as well as learn a new word and improve their vocabulary on the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the researcher finding and the discussion. The suggestion was based on the conclusion.

5.1. Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that.

Based on the result of data analysis and discussion of the result in previous chapter, the researcher concluded that there is a significant difference of students' vocabulary before and after treatment using Bingo Game at the first grade of SMPN 2 Kulo Kabupaten Sidrap. It can be seen in the mean score of pre-test (51.25) and the standard deviation (11.45), while in the post-test the mean score (81.25) and the standard deviation (8.09). While, t-test value 4.26, it was greater t-table was 1.729 at the level significance 5%.

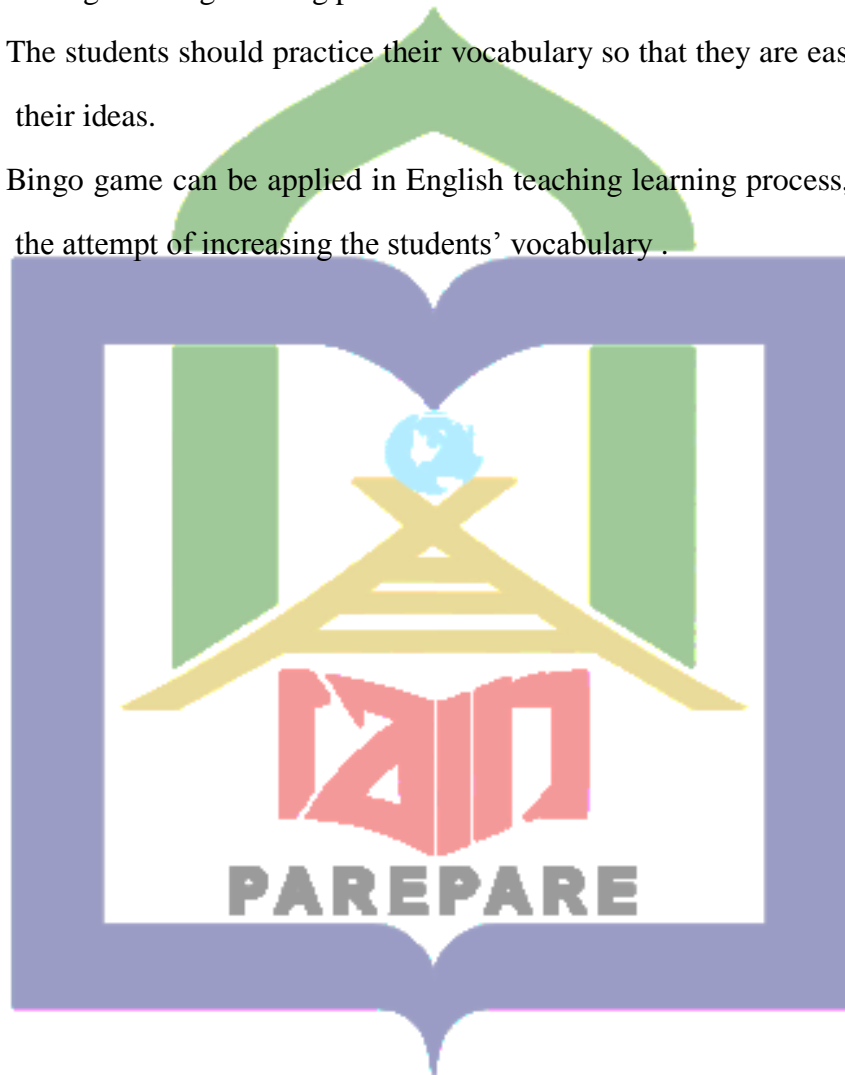
Based on the data description above, it can be proved by looking the mean score in post-test was greater than pre-test, then t-test was greater than t-table. So, the researcher concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

5.2 Suggestions

Based on the researcher, the researcher give some suggestions as follows:

1. In teaching Vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

2. The teacher should be active in giving the feedback to involve the students in teaching learning process.
3. The students should be more active and no need to afraid of making mistakes during teaching learning process.
4. The students should practice their vocabulary so that they are easy to develop their ideas.
5. Bingo game can be applied in English teaching learning process, particularly the attempt of increasing the students' vocabulary .



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Appendix 1 : Reaserch Instrument



Pre-Test and Post-Test

1. PRE-TEST

1. What is the animal...

- | | |
|--------|-----------|
| a. Cow | c. Rabbit |
| b. Cat | d. Monkey |




2. What is the english of "Jeruk"?

- | | |
|-----------|-----------|
| a. Apple | c. Manggo |
| b. Orange | d. Grape |

3. People who work in the ricefield...

- | | |
|-----------|-----------|
| a. Pilot | c. Taylor |
| b. Techer | d. Farmer |

4. My mother work in restaurant, so my mother is...
- a. Chef c. Teacher
b. Nurse d. Farmer
5. The english of “Pantai”
- a. School c. Airport
b. Beach d. Market
6. What the meaning of Refrigertator...
- a. Pisau c. Kulkas
b. Kompor d. Piring
7. What is the english of “ Nenek
- a. Grandmother c. Father
b. Grandfather d. Mother
8. What is the english of “cabe”
- a. Garlic c. Chili
b. Onion d. Tomato
9. What is this picture...
- 
- a. Dustbin c. Cupboard
b. Flag d. Chair
10. What is the english of “Burung”
- a. Cat c. Bird
b. Monkey d. Ant
11.Who work on the plane.
- a. Pilot c. Police
b. Farmer d. Dentist
12. The place that are many Plane and Pilot.
- a. Police office c. Airport
b. Hospital d. market

13. Khatam need...to drink
- | | |
|----------|----------|
| a. Fork | c. Spoon |
| b. Plate | d. Glass |
14. The english of “Penjahit”.....
- | | |
|------------|--------------|
| a. Pelayan | c. Penjahit |
| b. Koki | d. Pengacara |
15. The Monkey eat.....
- | | |
|-----------|------------|
| a. Banana | c. Potato |
| b. Manggo | d. Spinach |
16. The english of Masjid...
- | | |
|-----------|----------------|
| a. Mosque | c. post office |
| b. School | d. Bank |
17. The meaning of this picture...
-
- | | |
|---------------|----------|
| a. Chair | c. Plate |
| b. Television | d. Table |
18. The meaning of Sibling...
- | | |
|--------------------|---------------|
| a. Saudara kandung | c. Ibu Mertua |
| b. Kakek | d. Ayah |
19. What is the english of sirsak...
- | | |
|-----------|------------|
| a. Grape | c. Manggo |
| b. Cherry | d. Soursop |
20. The English of “kompor”...
- | | |
|-----------|----------|
| a. Frypan | c. Knife |
| b. Stove | d. Fork |

2. POST-TEST

1. What is this animal...



- a. Cow c. Cat
b. Rabbit d. Butterfly

2. What is the english of “Mangga”

- a. Orange c. Starfruit
b. Pineapple d. Manggo

3. This picture is....



- a. Doctor c. Teacher
b. Police d. Nurse

4. The english of “meja”...

- a. Bed c. Door
b. Chair d. Table


5. The picture is a...



- a. Cupboard c. Mirror
b. Lamp d. Bed

6. What is the english of “kupu-kupu”...

- a. Bird c. Mouse
b. Cat d. Butterfly

7. The English of "kakek"
- a. Grandmother b. Wife
c. Broher d. Grandfather
8. What is the meaning of "chicken"...
- a. Ular c. Sapi
b. Ayam d. Kucing
9. The English of Pasar..
- a. Market c. Hospital
b. Bank d. Home
10. What is the English of "Tas"...
- a. Bag c. Book
b. Pencil d. Cupboard
11. What is this picture...
- 
- a. Grape c. Manggo
b. Apple d. Watermelon
12. The meaning of brother...
- a. Istri c. Saudara Perempuan
b. Saudara laki-laki d. Paman
13. The English Of "Ibu"
- a. Mother c. Sister
b. Step mother d. Grandfather
14. There are Many doctor and Nurse in...
- a. Hospital c. Police office
b. Bank d. Beach

15. What is the english of “bantal”...
- a. Motorcycle c. Cupboard
b. Pillow d. Broom
16. The place that many animal there...
- a. School c. Bank
b. Zoo d. Hospital
17. What is this picture...



- a. Table c. lamp
b. Chair d. Fan

18. The people who teach the students in the school...
- a. Driver c. Doctor
b. Police d. Teacher
19. What is the English of Pisang?
- a. Coconut c. Banana
b. Honeydew d. Pineapple
20. What is this picture...
- a. Cupboard c. Stove
b. Pencil d. Fan



Appendix 2 : Lesson plan

LESSON PLAN ONE

School : SMPN 2 KULO

Subject : English

Class : VII.2

Topic : Fruits and vegetables

Time : 2 x 45 minutes

Meeting : 1

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the name of fruits and vegetables.

III. INDICATORS

1. Knowing the names of the fruits and vegetables.
2. Understanding the names of the fruits and vegetables.
3. Mention the fruits and vegetables that give related to the topic
4. Asking question about fruits and vegetables.

IV. LEARNING OBJECTIVES

At the end of the learning process, student are able to :

1. The students are able to know the names of the fruits and vegetables.
2. The students are able to know the names of the fruits and vegetables
3. The students are able to mention the names of fruits and vegetables.
4. The student are able to ask questions about fruits and vegetables.

V. LEARNING MATERIAL

1. List of fruits and vegetables

2. Structure : “What is the name of...”

“Could you mention the name of fruits”

“Could you mention the name of vegetables”

“This is a”

VI. METHOD :

Bingo game

VII. LEARNING ACTIVITY

1. Opening

– Greetings

– Warming up activities:

- The reasercher show and mention the name of fruits and vegetables.

- The reasercher prepare to doing Bingo game

2. Main Activity

– The reasercher giving material about the topic

– The reasercher and student doing Bingo game

– The reasercher announce the winner of the game

3. Closing

– The reasercher reviews the material that gives to the student

– The reasercher concludes the material

– The reasercher gives feedback to the students

– The reasercher advice the students to remember the lessons

VIII. RESOURCES

1. English book
2. Dictionary

IX. EVALUATION

Vocabulary test, multiple choices which is consisted of 20 questions, evaluation rules.

$$\text{Score} = \frac{\text{Studentcorrectanswer}}{\text{Thetotalnumberofitem}} \times 100$$

No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

LESSON PLAN TWO

School : SMPN 2 KULO

Subject : English

Class : VII.2

Topic : Things around us

Time : 2 x 45 minutes

Meeting : 2

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the name of things around us

III. INDICATORS

1. Knowing the names of things around us.
2. Understanding the names of things around us
3. Mention things around us
4. Asking question about things around us

IV. LEARNING OBJECTIVES

At the end of the learning process, student are able to :

1. The students are able to know the names of things around us
2. The students are able to know the names of things around us
3. The students are able to mention the names of things around us
4. The student are able to ask questions about of things around us

V. LEARNING MATERIAL

1. List of things around us

2. Structure : “What is the name of...”
 “Could you mention the name of things”
 “This is a”

VI. METHOD :

Bingo game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:

- The reasercher show and mention the name of things around us
- The reasercher prepare to doing Bingo game

2. Main Activity

- The reasercher giving material about the topic
- The reasercher and student doing Bingo game
- The reasercher announce the winner of the game

3. Closing

- The reasercher reviews the material that gives to the student
- The reasercher concludes the material
- The reasercher gives feedback to the students
- The reasercher advice the students to remember the lessons

VIII. RESOURCES

1. English book
2. Dictionary

IX. EVALUATION

Vocabulary test, multiple choices which is consisted of 20 questions, evaluation rules.

$$\text{Score} = \frac{\text{Studentcorrectanswer}}{\text{Thetotalnumberofitem}} \times 100$$

No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

LESSON PLAN THREE

School : SMPN 2 KULO
 Subject : English
 Class : VII.2
 Topic : Proffesion
 Time : 2 x 45 minutes
 Meeting : 3

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the Proffesion

III. INDICATORS

1. Knowing the names of Proffesion
2. Unerstanding the names of Proffesion
3. Mention of Proffesion
4. Asking question aboutof Proffesion

IV. LEARNING OBJECTIVES

At the end of the learning process, student are able to :

1. The students are able to know the names of Proffesion
2. The students are able to know the names of Proffesion
3. The students are able to mention the names of Proffesion
4. The student are able to ask questions about of Proffesion

V. LEARNING MATERIAL

1. List of Proffesion
2. Structure : “ What is the name of...”

“Could you mention the name of Profession ”

“This is a”

VI. METHOD :

Bingo game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:

- The reasercher show and mention the name of proffesion
- The reasercher prepare to doing Bingo game

2. Main Activity

- The reasercher giving material about the topic
- The reasercher and student doing Bingo game
- The reasercher announce the winner of the game

3. Closing

- The reasercher reviews the material that gives to the student
- The reasercher concludes the material
- The reasercher gives feedback to the students
- The reasercher advice the students to remember the lessons

VIII. RESOURCES

1. English book
2. Dictionary

IX. EVALUATION

Vocabulary test, multiple choices which is consisted of 20 questions, evaluation rules.

$$Score = \frac{Studentcorrectanswer}{Thetotalnumberofitem} \times 100$$

No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

LESSON PLAN FOUR

School : SMPN 2 KULO
Subject : English
Class : VII.2
Topic : Animals
Time : 2 x 45 minutes
Meeting : 4

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the name of animals

III. INDICATORS

1. Knowing the names of animals
2. Understanding the names of animals
3. Mention the names of animals
4. Asking question about names of animals

IV. LEARNING OBJECTIVES

At the end of the learning process, student are able to :

1. The students are able to know the names of animals
2. The students are able to know the names of animals
3. The students are able to mention the names of animals
4. The student are able to ask questions about animals

V. LEARNING MATERIAL

1. List of Animals

2. Structure : “ What is the name of...”
 “Could you mention the name of Animals ”
 “This is a”

VI. METHOD :

Bingo game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:

- The reasercher show and mention the name of animals
- The reasercher prepare to doing Bingo game

2. Main Activity

- The reasercher giving material about the topic
- The reasercher and student doing Bingo game
- The reasercher announce the winner of the game

3. Closing

- The reasercher reviews the material that gives to the student
- The reasercher concludes the material
- The reasercher gives feedback to the students
- The reasercher advice the students to remember the lessons

VIII. RESOURCES

1. English book
2. Dictionary

IX. EVALUATION

Vocabulary test, multiple choices which is consisted of 20 questions, evaluation rules.

$$\text{Score} = \frac{\text{Studentcorrectanswer}}{\text{Thetotalnumberofitem}} \times 100$$

No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

LESSON PLAN FIVE

School : SMPN 2 KULO
 Subject : English
 Class : VII.2
 Topic : Place
 Time : 2 x 45 minutes
 Meeting : 5

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the Place

III. INDICATORS

1. Knowing the names of Place
2. Understanding the names of Place
3. Mention of Place
4. Asking question about of Place

5. LEARNING OBJECTIVES

IV. At the end of the learning process, student are able to :

1. The students are able to know the names of Place
2. The students are able to know the names of Place
3. The students are able to mention the names of Place
4. The student are able to ask questions about of Place

V. LEARNING MATERIAL

1. Picture and list of Place
2. Structure : “ What is the name of...”

“Could you mention the name of Place”

“This is a”

VI. METHOD :

Bingo game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:

- The reasercher show and mention the Place
- The reasercher prepare to doing Bingo game

2. Main Activity

- The reasercher giving material about the topic
- The reasercher and student doing Bingo game
- The reasercher announce the winner of the game

3. Closing

- The reasercher reviews the material that gives to the student
- The reasercher concludes the material
- The reasercher gives feedback to the students
- The reasercher advice the students to remember the lessons

VIII. RESOURCES

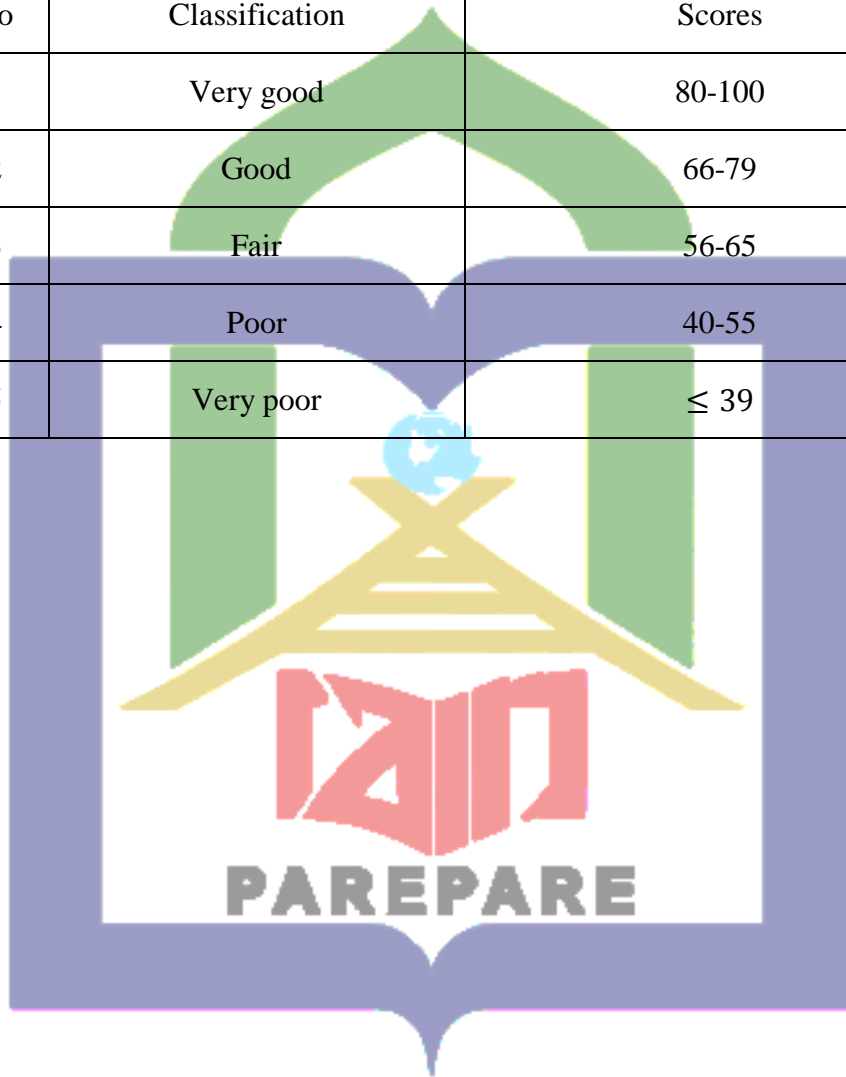
1. English book
2. Dictionary

IX. EVALUATION

Vocabulary test, multiple choices which is consisted of 20 questions, evaluation rules.

$$\text{Score} = \frac{\text{Studentcorrectanswer}}{\text{Thetotalnumberofitem}} \times 100$$

No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39



LESSON PLAN SIX

School : SMPN 2 KULO
 Subject : English
 Class : VII.2
 Topic : Family
 Time : 2 x 45 minutes
 Meeting : 6

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information.

II. BASIC COMPETENCE

Knowing the meaning of the words and mention the name of Family

III. INDICATORS

1. Knowing the names of Family
2. Understanding the names of Family
3. Mention the Part of Family
4. Asking question about Family

IV. LEARNING OBJECTIVES

At the end of the learning process, student are able to :

1. The students are able to know the names of Family
2. The students are able to know the names of Family
3. The students are able to mention the names of Family
4. The student are able to ask questions about Family

V. LEARNING MATERIAL

1. list of Family

2. Structure : “What is the name of...”
 “Could you mention the name of family”
 “Could you mention the name of family”
 “This is my ”

VI. METHOD :

Bingo game

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities:
 - The reasercher show and mention the name of family
 - The reasercher prepare to doing Bingo game

2. Main Activity

- The reasercher giving material about the topic
- The reasercher and student doing Bingo game
- The reasercher announce the winner of the game

3. Closing

- The reasercher reviews the material that gives to the student
- The reasercher concludes the material
- The reasercher gives feedback to the students
- The reasercher advice the students to remember the lessons

VIII. RESOURCES

1. English book
2. Dictionary

IX. EVALUATION

Vocabulary test, multiple choices which is consisted of 20 questions, evaluation rules.

$$\text{Score} = \frac{\text{Studentcorrectanswer}}{\text{Thetotalnumberofitem}} \times 100$$


No	Classification	Scores
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39

Appendix 3 : The result of students' Pre-test

IRHAM
KELAS VII 2

Pre-Test

1. What is the animal...



a. Cow Rabbit ✓
b. Cat d. Monkey

2. What is the english of "Jeruk"?

a. Apple c. Manggo ✓
 b. Orange d. Grape

3. People who work in the ricefield...

a. Pilot Taylor ✗
b. Techer d. Farmer

4. My mother work in restaurant, so my mother is...

a. Chef c. Teacher
 b. Nurse d. Farmer ✗

5. The english of "Pantai"

a. School c. Airport ✓
 b. Beach d. Market

6. What the meaning of Refrigertator...

a. Pisau c. Kulkas ✗
b. Kompur d. Piring

7. What is the english of "Nenek"

a. Grandmother c. Father ✓
b. Grandfather d. Mother

8. What is the english of "cabe"

a. Garlic b. Chili ✓
b. Onion d. Tomato

$\frac{10}{20} \times 100 = 50$

9. What is this picture...



a. Dustbin

b. Flag

c. Cupboard

d. Chair

10. What is the english of "Burung"

a. Cat

b. Bird

b. Monkey

d. Ant

11. Who work on the plane.

a. Pilot

c. Police

b. Farmer

d. Dentist

12. The place that are many Plane and Pilot.

a. Police office

c. Airport

b. Hospital

d. market

13. Khatam need...to drink

a. Fork

c. Spoon

b. Plate

d. Glass

14. The english of "Penjahit".....

a. Teacher

c. Taylor

b. Chef

d. Lawyer

15. The Monkey eat.....

a. Banana

c. Potato

b. Manggo

d. Spinach

16. The english of Masjid...

a. Mosque

c. post office

b. School

d. Bank

17. The meaning of this picture...



- a. Chair c. Plate
b. Television d. Table

+

18. The meaning of Sibling...

- a. Saudara kandung b. Ibu Mertua
c. Kakek d. Ayah

+

19. What is the english of sirsak...

- a. Grape c. Manggo
b. Cherry d. Soursop

✓

20. The English of "kempor"...

- a. Frypan c. Knife
 b. Stove d. Fork

✓

Murpadhalah abidin
Kelas: 7.2

Pre-Test

1. What is the animal...



- a. Cow ~~x~~ Rabbit
b. Cat d. Monkey ✓

2. What is the english of "Jeruk"?

- a. Apple c. Manggo
~~x~~ Orange d. Grape ✓

3. People who work in the ricefield...

- a. Pilot ~~x~~ Taylor
b. Techer d. Farmer X

4. My mother work in restaurant, so my mother is...

- a. Chef c. Teacher
b. Nurse ~~x~~ Farmer X

5. The english of "Pantai"

- a. School c. Airport
~~x~~ Beach d. Market ✓

6. What the meaning of Refrigerator...

- a. Pisau ~~x~~ Kulkas
b. Kompor d. Piring ✓

7. What is the english of "Nenek"

- ~~x~~ Grandmother c. Father
b. Grandfather d. Mother ✓

8. What is the english of "cabe"

- a. Garlic ~~x~~ Chili
b. Onion d. Tomato ✓

$$\frac{13}{20} \times 100 = 65$$

9. What is this picture...



- a. Dustbin
b. Flag

- ~~a. Cupboard~~
d. Chair



10. What is the english of "Burung"

- a. Cat ~~a. Bird~~ ✓
b. Monkey d. Ant

11. Who work on the plane.

- a. Pilot c. Police ✓
b. Farmer ~~a. Dentist~~

12. The place that are many Plane and Pilot.

- a. Police office ~~a. Airport~~ ✓
b. Hospital d. market

13. Khatam need...to drink

- a. Fork c. Spoon
b. Plate ~~a. Glass~~ ✓

14. The english of "Penjahit".....

- a. Teacher c. Taylor ✓
b. Chef ~~a. Lawyer~~

15. The Monkey eat.....

- ~~a. Banana~~ c. Potato ✓
b. Manggo d. Spinach

16. The english of Masjid...

- ~~a. Mosque~~ c. post office ✓
b. School d. Bank

17. The meaning of this picture...



- a. Chair ~~x~~ Plate
 b. Television d. Table

✓

18. The meaning of Sibling...

- a. Saudara kandung ~~x~~ Ibu Mertua
 b. Kakek d. Ayah

✗

19. What is the english of sirsak...

- a. Grape c. Manggo
 b. Cherry ~~x~~ Soursop

✓

20. The English of "kompor"...

- a. Frypan c. Knife
 b. Stove ~~x~~ Fork

✗

Rani
v112

Pre-Test

1. What is the animal...

a. Cow	<input checked="" type="checkbox"/> Rabbit	✓
b. Cat	d. Monkey	
2. What is the english of "Jeruk"?

a. Apple	c. Manggo	✓
<input checked="" type="checkbox"/> Orange	d. Grape	
3. People who work in the ricefield...

a. Pilot	c. Taylor	✗
<input checked="" type="checkbox"/> Teacher	d. Farmer	
4. My mother work in restaurant, so my mother is...

a. Chef	c. Teacher	✗
<input checked="" type="checkbox"/> Nurse	d. Farmer	
5. The english of "Pantai"

a. School	<input checked="" type="checkbox"/> Airport	✗
b. Beach	d. Market	
6. What the meaning of Refrigerator...

a. Pisau	c. Kulkas	✗
b. Kompor	<input checked="" type="checkbox"/> Piring	
7. What is the english of "Nenek"

<input checked="" type="checkbox"/> Grandmother	c. Father	✓
b. Grandfather	d. Mother	
8. What is the english of "cabe"

a. Garlic	<input checked="" type="checkbox"/> Chili	✓
b. Onion	d. Tomato	



$$\frac{9}{20} \times 100 = 45$$

9. What is this picture...



- a. Dustbin
b. Flag

c. Cupboard

~~x~~ Chair ~~x~~

10. What is the english of "Burung"

- a. Cat ~~x~~ Bird ✓
b. Monkey d. Ant

11. Who work on the plane.

- a. Pilot ~~x~~ Police ✓
b. Farmer d. Dentist

12. The place that are many Plane and Pilot.

- a. Police office c. Airport
b. Hospital ~~x~~ market ✓

13. Khatam need...to drink

- a. Fork ~~x~~ Spoon ✓
b. Plate d. Glass

14. The english of "Penjahit".....

- a. Teacher c. Taylor
b. Chef ~~x~~ Lawyer ✓

15. The Monkey eat....

- ~~x~~ Banana c. Potato ✓
b. Manggo d. Spinach

16. The english of Masjid...

- ~~x~~ Mosque c. post office ✓
b. School d. Bank

17. The meaning of this picture...



- a. Chair Plate ✓
b. Television d. Table

18. The meaning of Sibling...

- a. Saudara kandung c. Ibu Mertua
b. Kakek Ayah ✗

19. What is the english of sirsak...

- Grape c. Manggo ✗
b. Cherry d. Soursop

20. The English of "kempor"...

- a. Frypan c. Knife
 Stove d. Fork ✓

Appendix 4 : The result of students' Post-test

IRHAM

VII-2

POST-TEST

1. What is this animal...



- a. Cow Cat ✓
 b. Rabbit d. Butterfly

2. What is the english of "Mangga"

- a. Orange c. Starfruit ✓
 b. Pineapple Manggo

3. This picture is....



- a. Doctor c. Teacher ✓
 Police d. Nurse

4. The english of "meja"

- a. Bed c. Door ✓
 b. Chair Table

5. The picture is a...



- a. Cupboard c. Mirror ✓
 b. Lamp Bed

$$\frac{16}{20} \times 100 = 80$$

6. What is the english of "kupu-kupu"...

- a. Bird c. Mouse ✓
 b. Cat ~~a~~ Butterfly ✓

7. The English of "kakek"

- ~~a~~ Grandmother b. Wife
 c. Broher d. Grandfather X

8. What is the meaning of "chicken"...

- a. Ular c. Sapi
~~a~~ Ayam d. Kucing ✓

9. The English of Pasar..

- ~~a~~ Market c. Hospital ✓
 b. Bank d. Home ✓

10. What is the English of "Tas"...

- ~~a~~ Bag c. Book
 b. Pencil d. Cupboard ✓

11. What is this picture...



- a. Grape c. Manggo
~~a~~ Apple d. Watermelon ✓

12. The meaning of brother...

- a. Istri c. Saudara Perempuan
~~a~~ Saudara laki-laki d. Paman ✓

13. The English Of "Ibu"

- a. Mother c. Sister
 b. Step mother d. Grandfather ✓

14. There are Many doctor and Nurse in ..

- a. Hospital c. Police office ✓
 b. Bank d. Beach

15. What is the english of "bantal"...

- a. Motorcycle c. Cupboard ✗
 b. Pillow d. Broom

16. The place that many animal there...

- a. School c. Bank
 d. Zoo d. Hospital ✓

17. What is this picture...



- a. Table c. lamp ✓
 b. Chair d. Fan

18. The people who teach the students in the school...

- a. Driver c. Doctor
 b. Police d. Teacher ✗

19. What is the English of Pisang?

- a. Coconut c. Banana ✓
 b. Honeydew d. Pineapple

20. What is this picture...



- a. Cupboard c. Stove
 b. Pencil d. Fan

✗

Nie patibalah abidin
leket > 2

POST-TEST

1. What is this animal



- a. Cow ✗ Cat
b. Rabbit d. Butterfly ✓

2. What is the english of "Mangga"

- a. Orange c. Starfruit
b. Pineapple ✗ Manggo ✓

3. This picture is...



- a. Doctor c. Teacher
✗ Police d. Nurse ✓

4. The english of "meja"...

- a. Bed c. Door
b. Chair ✗ Table ✓

5. The picture is a...



- a. Cupboard c. Mirror
b. Lamp ✗ Bed ✓

$$\frac{18}{20} \times 100 = 90$$

6. What is the english of "kupu-kupu"...

- a. Bird c. Mouse
b. Cat Butterfly ✓

7. The English of "kakek"

- Grandmother b. Wife
c. Broher d. Grandfather X

8. What is the meaning of " chicken"...

- a. Ular c. Sapi
 Ayam d. Kucing ✓

9. The English of Pasar..

- Market c. Hospital
b. Bank d. Home ✓

10. What is the English of " Tas"...

- Bag c. Book
b. Pencil d. Cupboard ✓

11. What is this picture...



- a. Grape c. Manggo
 Apple d. Watermelon ✓

12. The meaning of brother...

- a. Istri c. Saudara Perempuan
 Saudara laki-laki d. Paman ✓

13. The English Of "Ibu"

- Mother c. Sister ✓
 b. Step mother d. Grandfather

14. There are Many doctor and Nurse in...

- Hospital c. Police office ✓
 b. Bank d. Beach

15. What is the english of "bantal"...

- a. Motorecycle c. Cupboard
 b. Pillow Broom ✗

16. The place that many animal there...

- a. School c. Bank
 Zoo d. Hospital ✓

17. What is this picture...

-  a. Table lamp ✓
 b. Chair d. Fan

18. The people who teach the students in the school...

- a. Driver c. Doctor
 b. Police Teacher ✓

19. What is the English of Pisang?

- a. Coconut Banana ✓
 b. Honeydew d. Pineapple

20. What is this picture...



- Cupboard c. Stove
 b. Pencil d. Fan ✓

P
handi
70

POST-TEST

1. What is this animal...



- a. Cow Cat ✓
b. Rabbit Butterfly

2. What is the english of "Mangga"

- a. Orange Starfruit ✓
b. Pineapple Manggo

3. This picture is....



- a. Doctor Teacher ✓
b. Police Nurse

4. The english of "meja"...

- a. Bed Door ✓
b. Chair Table

5. The picture is a...



- a. Cupboard Mirror ✓
b. Lamp Bed

$$\frac{16}{20} \times 100 = 80$$

6. What is the english of "kupu-kupu"...

- a. Bird c. Mouse
b. Cat d. Butterfly ✓

7. The English of "kakek"

- a. Grandmother b. Wife
c. Broher d. Grandfather ✗

8. What is the meaning of "chicken"...

- a. Ular c. Sapi ✓
 b. Ayam d. Kucing

9. The English of Pasar..

- a. Market c. Hospital ✓
b. Bank d. Home

10. What is the English of "Tas"...

- a. Bag c. Book ✓
b. Pencil d. Cupboard

11. What is this picture...



- a. Grape c. Manggo
 b. Apple d. Watermelon

12. The meaning of brother...

- a. Istri c. Saudara Perempuan
b. Saudara laki-laki d. Paman ✗

13. The English Of "Ibu"

- a. Mother c. Sister
 b. Step mother d. Grandfather ✓

14. There are Many doctor and Nurse in...

- a. Hospital c. Police office
 b. Bank d. Beach ✓

15. What is the english of "bantal"...

- a. Motorcycle c. Cupboard
 b. Pillow d. Broom ✗

16. The place that many animal there...

- a. School c. Bank
 b. Zoo d. Hospital ✓

17. What is this picture...



- a. Table c. lamp ✓
 b. Chair d. Fan

18. The people who teach the students in the school...

- a. Driver c. Doctor ✗
 b. Police d. Teacher

19. What is the English of Pisang?

- a. Coconut c. Banana ✓
 b. Honeydew d. Pineapple

20. What is this picture...



- a. Cupboard c. Stove
 b. Pencil d. Fan ✓

Appendix 5 : Students' worksheet

ELAIN BAR-BAR KAMI Joga Santi

B	I	N	G	O
Spider	goat	Fish	bear	Pig
Rabbit	Goose	Butterfly	Lion	monkey
chicken	snake	cat	mouse	dolphin
duck	frog	Ant	cow	Tiger
crab	eland -	Buffalo	horse	crocodile

- Kelompok :
- RAKA
 - NOVAI
 - Irvansyah
 - ANUGROH

1

B	I	N	G	O
Pig	Spider	Duck	Fish	Lion
Ant	Dolphin	crab	chicken	monkey
Rabbit	cat	Free	cow	mouse
Snake	Horse	Goat	Bear	Frog
Butter fly	Fly	elephant	Goose	Tiger

- Nama kelompok II :
1. NUR ALMI
 2. Fitriani Sani
 3. Alinka
 4. Rismayanti
 5. Fitrih

2

B	I	N	G	O
spider	Ant	pig	Monkey	Butterfly
cow	Lion	cat	Duck	horse
crab	goat	Dolphin	chicken	George
Butterfly	rabbit	Free	Frog	FLY
Bear	Snake	elephant	crocodile	tiger

kelompok
 *Randi
 *Arfati
 kawal
 *Suardi
 *Irfham

2

B	I	N	G	O
Monkey	Lion	Butterfly	Tiger	chicken
Ant	horse	frog	spider	Bear
fly	Duck	cat	Fish	Rabbit
horse	Dolphin	mouse	crab	cow
Elephant	Goat	Pig	snake	free

Nama Kelompok:
 Nur Fadhila Abdi
 Nur Zaharah
 Dwy Novita Zari
 Arriani
 NELIN FRISKAMA

4

B	I	N	G	O
Apple	Dragon Fruit	Pineapple	Water melon	Peanut
Mango	Coconut	Potato	Corn	Chili
Carrot	Garlic	Free	Tomato	Honeydew
Date	Grape	orange	Onion	cucumber
Guava	olive	eggplant	pumpkins	Spinach

Nama Kelompok II
 1. Nurul Sabika
 2. Alinka
 3. Fitriani Sani
 4. Rismayanti
 5. Fitrih

1

B	I	N	G	O
orange	chili	Corn	Dragonfruit	eggplant
coconut	Grape	mango	Cucumber	olive
Tomato	Guava	Potato	Carrot	spinach
watermelon	Apple	Date	Jackfruit	Onion
FREE	Peanut	Pineapple Pineapple	Honeydew	Garlic

Nama kelompok:
 Nur padhilah abidi
 Nur zahara
 Afrtani
 Nita
 Nelin

2

	B	I	N	G	O
	Apple	grape	chili	Coconut	potato
	Dragon fruit	orange	tomato	cucumber	mangga
	olive	Date	watermelon	Honeydew	Pineapple
	Pumpkins	corn	onion	gula-gula	spinach
	carrot	garlic	Free	eggplant	jackfruit

kelompok :
* muh. awal
* ~~insyaallah~~ Fandi
* ~~muhammad~~
* ADPth
* ~~muhammad~~

3

SANTUY AJA BRO

SANTUY

	B	I	N	G	O
	apple	Grape	Coconut	Tomato	potato
	ORANGE	Dragon Fruit	Free	mangga	olive
	CORN	watermelon	Peanut	chili	cucumber
	carrot	pumpkins	spinach	Date	garlic
	onion	Honeydew	eggplant	corn	jackfruit

kelompok :
- Raka
- Anugrah
- Iwan Syah
- Noval

4

B	I	N	G	O
Spun	table	Book	Van	Plate
Stove	Pen	Bed	chair	Lamp
television	stove	Free	Flak	Water
Pillaw	Groom	Money	Shoes	Refrigator
chub board	walk bord	clock	knaiK	Bag

NAMA KELOMPOK II

1. ALINKA
2. RISMAYANTI
3. FITRIH
4. NUR-ANN

1

B	I	N	G	O
Chair	water	Bag	Table	Book
Cupboard	Tkry	Man	Pork	Pen
Televisten	Shoes	Clock	Flag	Van Chatar
lamp	Pillaw	Brom	Spoon	Bed
Free	Wattber	knife	Refrigator	Plate

Nama Kelompok

1. Nur-fadhilla Abidin
2. Sintha Bella
3. Nor Zaharah
4. Melin-friska Amanda
5. Nita
6. Apriani

2

B	I	N	G	O
Flag	pen	knife	grave	faibet
Pillow	chair	plate	gate	clock
money	spoon	Lamp	FREE	shoes
Book	bat	Fork	television	water
Broom	key board	fan	wai board	Refrator

(A)

MOBILE LEGEND community

B	I	N	G	O
lamp	spoon	cupboard	refrigerator	white board
shoes	bag	television	money	Fork
chair	bed	clock	plate	table
Fing	water	store	fan	Pillow
pen	broom	book	knife	Free 




Appendix 6 : Documentation

Students Fill the Bingo card



Students fill bingo card and discuss about the vocabulary



Reasercher check the students answer



Reasercher Read paper strip that consist the definition or the meaning of vocabulary



Researcher gave test



Students listening the vocabulary mention by the reasercher



The list of vocabulary that will be playing on the game



The winner of the game read their bingo card



Appendices 7 : Reaserch allowence



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Sorang, Kota Parepare 91132 Telpun (0421) 21307, Fax (0421) 24404
PO Box 909 Parepare 91100, website: www.iaiparepare.ac.id, email: iaip@iaiparepare.ac.id

Nomor : B.2185/In.39.5.1/PP.00.9/11/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI SIDENRENG RAPPANG
C.q. Kepala Badan Kesatuan Bangsa dan Politik
di
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nita Amanda Aprilia
Tempat/Tgl. Lahir : Mario Sidrap, 10 April 1997
NIM : 15.1300.034
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Desa Mario, Kec. Kulo Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah KAB. SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :

"Enhancing Students' Vocabulary By Using Bingo Game At The First Grade Of SMPN 2 Kulo"

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 26 November 2019

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN
 Telepon (0421) 3590005 Email : ptsp_sidraps@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 737/IP/DPMTSP/11/2019

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **NITA AMANDA APRILIA** Tanggal **29-11-2019**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dan Tim Teknis
BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG
 Nomor **800/831/KesbangPol/2019** Tanggal **29-11-2019**

MENGIZINKAN

KEPADA

NAMA : NITA AMANDA APRILIA

ALAMAT : JL. POROS ENREKANG, DESA MARIO, KEC. KULO

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI PAREPARE

JUDUL PENELITIAN : ENHANCING STUDENTS' VOCABULARY BY USING BINGO GAME AT THE FIRST GRADE OF SMPN 2 KULO

LOKASI PENELITIAN : SMPN 2 KULO

JENIS PENELITIAN : KUANTITATIF

LAMA PENELITIAN : 06 Januari 2020 s.d 31 Januari 2020

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 20-12-2019



Biaya : Rp. 0,00

Tembusan :

1. KA. SMPN 2 KULO
2. REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
3. PERTINGGAL



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
UPT SMP NEGERI 2 KULO

Jl. Taman makam pahlawan No.1 Mario Kec. Kulo Kode Pos 91653

SURAT KETERANGAN PENELITIAN

No. ~~806~~ / 03 / SMPN2KL/II/2020

Yang bertanda tangan dibawah ini Kepala UPT SMPN 2 Kulo Kabupaten Sidrap

Dengan ini menerangkan bahwa :

Nama : Nita amanda aprilia
NIM : 15.1300.034
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Alamat : Jl. Poros Enrekang Desa Mario Kec. Kulo,
Kab. Sidenreng Rappang

Bahwa mahasiswa tersebut di atas benar-benar telah mengadakan penelitian pada UPT SMPN2 Kulo yang dimulai pada tanggal : 06 Januari 2020 s.d 31 Januari 2020

Dengan judul sebagai berikut :

ENHANCING STUDENTS' VOCABULARY MASTERY BY USING BINGO GAME AT THE FIRST GRADE OF SMPN 2 KULO KABUPATEN SIDRAP

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Mario, 05 Februari 2020

Kepala Sekolah

SULAYMAN, S.Pd, M.Si
NIP. 19660115 200502 1 002

Appendix 8 : Curriculum Vitae

CURRICULUM VITAE

Nita Amanda Aprilia, the researcher was born in Mario Sidrap south Sulawesi, April 10th 1997. She is the first child in her family, she has two brother and one sister from the couple. Nasrun and Haslindah. Her education background, she began her study at SDN 3 Mario and graduate in 2009 in the same year, she registered of junior high school at SMPN 2 Kulo Kabupaten Sidrap and graduate in 2012. In the same year she continued her studying at MA YMPI RAPPANG and graduate in 2015. Then she registered at State Islamic Institute of Parapare (IAIN) choose strata satu. Undergraduate program in English program of Tarbiyah Faculty. On 2020 She completed her skripsi under the title “Enhancing Students’ Vocabulary Mastery by Using Bingo Game at The First Grade of SMPN 2 Kulo Kabupaten Sidrap”.

The logo of IAIN Parepare is a large, stylized emblem in the background. It features a green arch at the top, a yellow star in the center, and a red book icon below it. The word 'IAIN' is written in red above 'PAREPARE' in grey. The entire logo is set within a purple frame that resembles an open book.

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