

THE EFFECTIVENESS OF USING BINGO GAMES TO IMPROVE STUDENT'S SPELLING ABILITY AT SMP KRISTEN SA'DAN

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ABSTRACT

This study discussed The Effectiveness Of Using Bingo Games To Improve Student's Spelling Ability At Smp Kristen Sa'dan. The researcher applied instrument applied pretest and post-test for the use students improving spelling by bingo games at Smp Kristen Sa'dan. Population of this researcher was the eight grade students of smp Kristen sa'dan 68 students sample VIIIA consist of 20 students. Technique of collecting data, library researcher, field research. The pretest given to know basic ability of the students' Spelling post-test given to know the students' improvement in students' spelling by bingo games after given the treatment, and the research used spelling bingo games. The test contained 10 items from oral test in form spelling. Then the test was calculated and analyzed using SPSS. The researcher can conclude that using spelling bingo game is effective in improving students' spelling of eighth grade at SMP Kristen Sa'dan.. It was proven by a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 70.2430 and the students' score in posttest is 86.900. The students' answer in the text that bingo game improve student's spelling make student easy to memorize spelling and learning make students get fun and enjoy, in the other hand almost all students bingo games can spelling improve after treatment.

keywords: *Bingo games ,Student's Spelling ability*

INTRODUCTION

Any language existing in the world although that language has not been use any more by the people in the world such as, Sanskrit and Latin of course will consists of four language skills namely, listening, speaking, reading, and writing. These four language skills are supposed to be a unity which is one another cannot be separated. However, one of the language skills which are very out standing among the other three language skills is speaking or oral language. Both oral language and written language of course will consist of word or group of words which have a meaning. It is used to express someone's ideas, feelings, and thoughts. To get the word and group of words which have a meaning of course there will be the rules of the language namely grammar. Besides, language also has at least three components; they are grammar, pronunciation, and vocabulary.

In learning English there is more important thing than grammar namely

vocabulary. Vocabulary is one of the important things in learning English (Sampelolo & Atmowardoyo, 2016). So, we have to know the words as much as possible in order to be able to communicate with others well, especially in English. It is impossible to express our ideas, emotions, feelings, and desires without vocabulary. The mastery of vocabulary becomes very essential for the students to learn a language as a foreign language. So, they have to learn vocabulary as much as possible.

Based on the pre-observation which was conducted by the researcher, it was found that, generally, the eighth grade students of SMP KRISTEN SA'DAN are not good at vocabulary competence. In other words, the students' vocabulary competence is lack. In addition, they only look for the meaning of the words from the dictionary or wait the meaning of the words from the English teacher. So, they become dependent on dictionary and their English teacher. The condition requires suitable media in learning English vocabulary in this school in order to help the students to solve their problem in vocabulary.

In establishing a strong vocabulary base in order to achieve comprehension and use of a language, the teachers should use an appropriate instructional media in teaching learning process. It is because teaching media are really important to help students acquire new concepts of the skills and language components. Besides that the use of instructional media is very important so that students do not get bored in learning, because most of the teachers in teaching only use conventional method. To solve the problem, the teacher should use good media to grab the students' attention or to make the students interested in English learning. Azar (2012) stated to increase the vocabulary we need media to be used, one of them is game. By Bingo Games, all students involve in teaching learning process, they can work as a team to learn the materials and compete in the games. Teachers can create the games to help reach the goal of teaching English. They can also develop the games for various activities, related to the subject, such as those intended to develop the students vocabulary and to properly pronounce them as well. Vocabulary and spelling instruction are two areas that writer tinkered with for research.

Learning to spell, like learning to read, is not a natural language process, in other words the students need instruction (Graham, Haris & Chorzempa, 2002:106). The fact practice became unpopular has almost certainly that in recent years the formal teaching of spelling and the use of spelling increased the number of students who are poor at spelling (Westwood, 1994:106). Graham (2000:106) and Richards (1999:106) indicate that poor spellers are not very adept at acquiring spelling skills merely through reading and other incidental means. They believe that student's need to be taught effective word analysis and other strategies to help them become independent spellers. There is evidence that a brief but intensive intervention program with a focus on strategies for spelling and word analysis can have positive effects on the spelling performance and motivation of student's the primary school years. They must pay attention to the new sound or word. So, indirectly the teaching of spelling is going on. The difficulties in foreign language learning lie on the fact that the students tend to transfer their native language system to the target language system including the association between sounds and symbols.

Based on the previous explanation, the researcher is interested in conducting a research entitled “The Effectiveness of Using Binggo Games to Improve Student’s Spelling Ability at SMP Kristen Sa’dan”

METHOD

The writer conducted this research at SMP KRISTEN SA’DAN’, regency of North Toraja, academic year 2019/2020. It is located on jalan sa’dan malimbong. Population of this research is the eight grade students of SMP KRISTEN SA’DAN. It consists of 68 students and divided into 3 classes. The writer chose one class as the sample of this research by using cluster sampling technique cluster sampling is a sampling plan use when mutually homogeneous yet internally heterogeneous groupings are evident in a statistical population. The number of respondents is 20 students. Class VIII.B. The instrument used by the test that consist of pre-test and post-test. The instrument consist of oral test in form spelling test. The test from 10 item from which contain to spelling letter given for experimental and control class. Concurrently, the instrumen made base on syllabus and vocabulary testing for eight grade. In collecting data, the writer used library research and field research. The library research conducted in order to complete the literature data.

FINDING AND DISCUSSION

Findings

The finding of the research deal with the rate presentation of the students’ score obtained test, mean score, standard deviation, test of significance and hypothesis testing. The result of the data was classified from very good until poor classification.

The raw, The Frequency Distribution and The Percentage of students’ Score In The Pre-test and Post-test. The classifications of the students score before they were given the treatment are presented in table 4.2 below

Table 1. The Frequency Distribution and The Percentage Of Students Score In The Pre-Test

No	Achievement Categories	Score range	Pre-test	
			Frequency	Percentage
1	Very good	85 - 100	0	0
2	Good	71 - 84	9	55
3	Fair	66 - 70	5	20
4	Poor	0 – 65	6	25
	Total		20	100%

The table 1 showed that from 20 students, none of the given can be categorized as very good, there were 9 (5%) students in good, 5 (20%) students were in fair classification, and 6 (25%) students were in poor classification.

Table 2.
The rate percentage of the students' score in the post test

No	Achievement Categories	Score range	Post-test	
			Frequency	Percentage
1	Very good	85 – 100	20	100
2	Good	71 – 84	0	0
3	Fair	66 – 70	0	0
4	Poor	0 – 65	0	0
Total				100

The table 2. shows that from 30 students, there were 20 (100%) students in very good classification, 0 (0%) students were in good classification, 0 (0 %) students were in fair classification, 0 (0%) students were in poor classification. Based on the data showed above, It means that the students have significant improvement in their ability after the treatment.

Mean Score and Standard Deviation

After classifying the reading ability, the next are the men score and the standard deviation in the pre-test and post-test which can be showed in the following table:

Table 3.
Mean Score Standard Deviation of the Students in Pre-test and Post-test
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
PRETEST	70.2430	20	11.56747	2.58657
POSTEST	86.9000	20	2.59351	.57993

Table 3 shows that the statistical summary of the students' mean score and the standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 70.2430 and the mean score of the students' post-test was 86.9000. The students' standard deviation of the pre-test was 11.56747 and the students' standard deviation in post-test was 2.59351. It means that the mean score of the post-test was higher than the mean score of pre- test , Thus, it can be concluded that the use of bingo game can improve students' spelling ability.

Test of Significance Testing

In other to know whether or not the mean score was different from two test (pre-test and post- test), the writer used the t-table. The following table shows the result of the

t-test calculation:

Table 4. 6.
The t-test of students' achievement

Paired Samples Test								
Paired Differences						t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST –POSTEST	16.65	10.6829	2.3887	21.6567	11.6572	6.973	19	.000

For the level of significance (p) 0, 05 and df 19, the value of the t-test (6.973) was higher than t-table 1.729. It means that H₀ is rejected and H₁ is accepted. So the researcher concludes there was a significant difference between the result of the students' pre-test and post-test achievement after treatment by using bingo game.

Discussion

The statistical analysis from the result of data analysis of this research shows that the students' spelling mastery has significant improvement. It was approved by the result of the pre-test before the treatment that. from 20 students, none of the given can be categorized as very good, there were 11 (55%) students in good, 4 (20%) students were in fair classification, and 5 (25%) students were in poor classification. In this pre test the most of the students have good ability in spelling and after students teaching by bingo game, there were significant improvement, it shows by the data were from 30 students, there were 20 (100%) students in very good classification, 0 (0%) students were in good classification, 0 (0%) students were in fair classification, 0 (0%) students were in poor classification., It means that the students have significant improvement in their ability after the treatment.

This data is supported by the t test or test of significant were The mean score of the result of the students' pre-test was 70.2430 and the mean score of the students' post-test was 86.9000. The students' standard deviation of the pre-test was 11.56747 and the students' standard deviation in post-test was 2.59351. It means that the mean score of the post-test was higher than the mean score of pre-test, and For the level of significance (p) 0, 05 and df 19, the value of the t-test (6.973) was higher than t-table 1.729. It means that H₀ is rejected and H₁ is accepted. So the researcher concludes there was a significant difference between the result of the students' pre-test and post-test achievement after treatment by using bingo game. The writer assumes that the students have highly improvement because game are interesting way in learning vocabulary as well spelling, this claim support by Sahar Ameer Bakhsh (2016 :1) who stated that that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings.

CONCLUSION

Result of the data analysis showed that use of bingo game is effective to improve students' spelling ability in based on the following evidences: For the level of significance (p) 0, 05 and df 19, the value of the t-test (6.973) was higher than t-table 1.729. It means that H0 is rejected and H1 is accepted. So the researcher concludes there was a significant difference between the result of the students' pre-test and post-test achievement after treatment by using bingo game.

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