

# The Bingo Effect on English Speaking Ability

Ismalianing Eviyuliwati<sup>1</sup>, Syukri Agung Hasibuan<sup>1</sup>, Desi Nahartini<sup>1</sup>

<sup>1</sup>UIN Syarif Hidayatullah Jakarta, Indonesia

Keywords: BINGO game, speaking ability

Abstract: The objective of this study was to get the empirical evidence of the effect of using BINGO game on students' speaking ability. The research method used was quantitative method through quasi-experimental design. The samples were 76 students of SMP Negeri 178 Jakarta, who were taken by using purposive random sampling technique. They were divided into two groups: 38 students of class 7.1 as the experimental class, and 38 students of class 7.2 as the control class. The data collection was done by giving pre-tests and post-tests, while the data analysis was conducted by utilizing SPSS 22. The result of the study showed that the post-test mean score of the experimental class was 76.97, while that of the control class was 73.21. It showed that there was a significant difference between the two classes' post-test mean scores. In addition, the hypotheses testing found that in sig. 2-tailed (p) was 0.005 while alpha ( $\alpha$ ) was 0.05 or  $p < \alpha$ , i.e. (0.005 < 0.05). It meant that  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. Therefore, it can be concluded that BINGO game gave significant effect on the speaking ability of the seventh grade students of SMP Negeri 178 Jakarta.

## 1 INTRODUCTION

The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Richards (2008, p. 19) said that "Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency". In addition, Richards and Renandya (2002, p. 210) emphasized that one of the central of the elements of communication is speaking. In EFL (English as a Foreign Language) teaching, thus, speaking needs special attention and instruction.

However, the fact that English is only taught once or twice a week in Indonesian Junior High Schools, with the target of mastering all the language skills, makes English teachers need to equip themselves with a technique of teaching speaking which is effective. Learned from the previous study done by Dewi et.al. (2017), the use of communicative games in English classes proved to be effective and was able to improve the students' speaking skill. In particular, a game called BINGO, was reported to be successful in improving students' vocabulary (Jia-Jiunn Lo & Fang-Li Tseng (2011); Rosidi & Faliyanti (2014); Herlina (2015); and Puspita & Losari (2016)), in

enhancing students' grammar knowledge (Saadilah & Adawiyah), in improving students' pronunciation (Pui Kuet Poh (2015)), and in increasing comprehension (Weisskirch (2009)). Since vocabulary, grammar, pronunciation and comprehension are English components needed to build the speaking skill (Harmer, 2007, p. 343), the writers believe that Bingo game is also worth to use in teaching speaking. Therefore, this study attempted to find the effect of Bingo game on the students' speaking ability.

### 1.1 Limitation of the Study

The study was limited to the effect of using Bingo game on speaking ability of the students of SMP Negeri 178 Jakarta in the Academic Year of 2016/2017, especially on describing people.

## 2 LITERATURE REVIEW

### 2.1 Speaking

There are some important aspects or elements that learners need to concern when speaking. As Harmer (2007, p. 343) mentions the five elements needed in

speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Harmer (2003, p. 269) explaining the ability in English, likens the elements produced in oral production, such as:

1. Language features
  - a. Connected speech: in modified (assimilated) connected, omitted (elision), added (connected r), or attenuated (through contraction and stress pattern) speech. This activity aims to improve speaking skills so a student must be included.
  - b. Expressive devices: native speakers of English change the tone and stress of certain parts of speech, change the volume and speed, and display it in other physical and non-verbal ways (paralinguistic) to find out how they feel in terms of face-to-face interactions. This expressive device is used as a contribution in conveying meaning.
  - c. Lexis and grammar: provide various phrases that have different functions for example agree or disagree, (I think so, of course, I doubt (/ know /), I'm afraid ...), express surprise (I was surprised ... , I don't believe it ...), shock (you're kidding ... .. you're kidding ...), or approval (I allow you ...)
  - d. Negotiating Language: The language of the negotiator is used to find out the structure according to what is said and find clarification. When listening to other people talk, we need clarification to understand. This is needed by students, such as asking questions about some names or words that are not understood when spoken by others.
2. Mental / Social Processing The success of speaker productivity depends on the speed of processing that speaks of needs
  - a. Language processing: language processing discusses the taking and assembling of words in the right order syntactically and propositionally.
  - b. Interacting with other people: to be able to speak effectively must listen a lot, understand the feelings of others, and other people to do it.
  - c. (In place) information processing: regardless of our response to feelings, we must also be able to tell them once we get it.

Moreover, Nunan (2003, p. 32) also adds some indications of successful speaking:

1. The ability to articulate phonological features of the language comprehensibly;
2. Mastery of stress, rhythm, intonation patterns;

3. An acceptable degree of fluency;
4. Transactional and interpersonal skills;
5. Skills in taking short and long speaking turns;
6. Skills in the management of interaction;
7. Skills in negotiating meaning;
8. Conversational listening skills (successful conversation need good listeners as well as good speakers);
9. Skill in knowing about and negotiating purposes for conversations;
10. Using appropriate conversational formula and filler.

## 2.2 BINGO Game

The Bingo Game is an holistic, experiential strategy which provokes personal reflection (Coco.et.al, 2001:3). Furthermore, Richardson (2007:334) in Puspita & Losari (2016, p. 384) mentioned that Bingo is one of the most popular of all games, playing vocabulary Bingo also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Most of the students enjoy the competition and participate enthusiastically. Bingo can be played in any content area. It has modified to educate the learners by using Bingo game as the alternative way to teach vocabulary.

According to Police (2014:16) in Puspita & Losari (2016, p. 385), Bingo game means a specific game of chance played with individual cards having numbered squares ranging from one to seventy five, in which prizes are awarded on the basis of designated numbers on such cards conforming to a predetermined pattern of numbers. As other game, this game also has a chance and it has repealed numbers at random and players mark the numbers on the card that has been provided.

Furthermore, Remko (2014:1) in Puspita & Losari (2016, p. 385) states that Bingo is an incredibly fun game to play in group. It is very easy to play and it can help to rehearse anything from language vocabulary to math and historical facts. Besides this game is a fun game to play it also reinforces the language vocabulary and it is suitable for learners who learn the language process.

## 2.3 BINGO Design

Coco et. al. (2001, p. 4) explains that to adjust Bingo for our purposes we need to devise questions to which students would be able to answer 'yes' or 'no'. If 'yes' they would mark off a square on their record sheet, if 'no' they would not do anything.

However, to make the game elicit more productive skill, especially speaking, we can ask the students to explore the question from every square of the Bingo board with further related questions. The teacher may adapt the instruction/s based on the objective of learning being achieved or the topic being completed over the game. In the following is an example of a BINGO board/Card/Worksheet created by the writers of this study.

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Allergic to cheese	Born in another country	Can dance the salsa	Can run 2 miles	Can touch their toes
Chews fingernails	Doesn't drink coffee	Doesn't eat tomatoes	Doesn't like chocolate	Doesn't like meat
Doesn't like pizza	Flosses twice a day	<b>Free Space</b>	Has a Celine Dion CD	Has a dog
Has a tattoo	<b>Has twins</b>	Is a lefty	Is afraid of spiders	Is allergic to cats
Is an only child	Is wearing earrings	Is younger than you	Likes chick flicks	Loves flowers

Figure 1. Bingo Board/Card/Worksheet

## 2.4 Teaching English using BINGO Game

Wright, et.al. (2006, p.1) stated that “game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others”. That is why a game is suitable to apply in English classes, especially in developing speaking ability.

In most studies, Bingo game has been used to promote vocabulary learning. According to Richardson (2007, p. 332) in Puspita & Losari (2016, p. 387) the steps in playing vocabulary Bingo are as follows:

1. Students make a Bingo card from a list of vocabulary items. (The game works best with at least 20 words.) Students should be encouraged to select words at random to fill each square.
2. The teacher reads definitions of the words aloud, and the students cover the word that they believe matches the definition. (It's handy to have the definitions on 3-by-5-inch cards and to shuffle the cards between games.) The winner is the first person to cover a vertical, horizontal, or diagonal row.
3. Check the winner by rereading the definitions used. This step not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.

Moreover, there is a procedure of Bingo game according to Silberman (1996, p. 26). The steps for Bingo game are as follows:

1. Each student is given a Bingo card (also known as "Bingo board" or "Bingo worksheet") containing a grid of squares. Each square in the grid is printed with a different word.
2. The teacher, playing the part of Bingo caller, reads out the definition for a word. The students then attempt to find the matching square on their Bingo card, and if they find it, cover that square with a counter.
3. The process of teacher reading out definitions, and the students trying to find matches continues until one student achieves a winning pattern (for example a line of five countered covered squares - although the definition of a winning pattern can be varied) and calls out "Bingo !"

Puspita & Losari (2016, p. 386) modified the procedure of Bingo game for teaching vocabulary as follows:

1. The teacher prepares the material.
2. The teacher gives the material to the students.
3. The teacher gives some pictures while learning process. And then the students have to understand the vocabulary and memorize it.
4. The teacher divides the students into some groups and prepare list of words.
5. The teacher gives a Bingo card to the group. (The game works best with at least 20 words).The students should write the English vocabulary at random to fill each square with the blank space in the middle of the card.
6. The teacher or one of student reads definitions of the words aloud about every two seconds or so, and ask the students to cross the word that they believe matches with the definition. Do not repeat it and once the students do not listen to the teacher vocabulary he/she will lose it. The winner is the first group to cover a vertical, horizontal, or diagonal row and shout Bingo.
7. Check the winner by rereading the definitions used and ask the students to correct it by themselves. This step not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.

For the sake of this study, the writers modify the Bingo procedures for teaching speaking as follows.

1. Procedures for the teacher:

- a) Distribute one Bingo card for every student,
  - b) Be close to the students to make sure each student make at least one move of questioning and one move of answering,
  - c) Be close to the students to make sure the students add further question/s after having the YES or NO answers from their friend/s,
  - d) Give a reward for the winner/s.
2. Procedures for the students:
- a) Use English only during Bingo game playing,
  - b) Pick up a question randomly from the Bingo card and move around the class to find a friend to answer the question,
  - c) If s/he answer "YES", continue asking her/him using WH-question related to the previous question from the Bingo card, e.g: the Bingo card question is : "Is an only child" and your friend answers YES. You should ask further question like "What do you feel being an only child?"
  - d) If s/he answer "NO", still you have to continue asking her/him using WH-question related to the previous question from the Bingo card, e.g.: the Bingo card question is : "Is an only child" and your friend answers NO. You should ask further question like "How many brother and sister do you have?"
  - e) Write down your friend's name who answers YES in the question box of your Bingo card. Do not write anything on your Bingo card if your friend answers NO.
  - f) Move around the class to ask more questions until you get 5 YES answers which can form a row in your Bingo card either in vertical, horizontal, or diagonal ways.
  - g) Shout BINGO!! When you have got 5 YES answers forming a row on your Bingo card. You are the winner!!

After doing the Bingo game, the students can use the data they obtained during the game, which consisted of the classmates' names and their characteristic/s according to the YES answers the students written on the Bingo cards. For example, *"Fanny is a girl who loves flowers. However, she is allergic to cheese. And so on."* Those data can be useful to train the students to build a descriptive paragraph, particularly in describing people. Later, the students should present it orally since the purpose is teaching speaking.

## 2.4.1 Previous Studies

Dewi, et. al. (2017) reported that the use of communicative games in English classes can improve the students' speaking skill. Trough a two-cycle Classroom Action Research, they succeeded in improving the students' mean score in speaking from 60.42 to 69.02 in Cycle 1 and improved again up to 78.77 in Cycle 2. The observation and questionnaire results also showed that communicative games had given a positive improvement and good influence on students' participation, confidence, and fluency in class.

In addition, there were so many studies on the use of Bingo games in teaching English. Most of them were in teaching vocabulary. One was in teaching grammar, another was in teaching pronunciation, and the other one was in increasing comprehension.

One of the studies of the use of Bingo game in teaching vocabulary was done by Puspita & Losari (2016). The objective of this research was to know whether there is an influence of using Bingo game towards students' vocabulary mastery at MTs N 2 Bandar Lampung. Through quasi experimental design, the study resulted in the conclusion that there is a significant influence of Bingo game towards the students' vocabulary mastery. **The second** study was done by Jia-Jiunn Lo & Fang-Li Tseng (2011). They applied digital game-based learning for English vocabulary learning of students in Taiwan. In particular, they used the concept of Bingo game to develop an online multiple-user digital game-based learning system for English vocabulary. This study integrated learning activities and game play to design an online multiple-player Bingo game for English vocabulary. As a result, learners compete synchronously on the internet. Taking the advantage of games' characteristics, learners' motivation could be effectively enhanced to improve their recognition of English vocabulary. **The third** was a Classroom Action Research at the 2nd grade students of Primary School of PGSD Laboratorium in Setiabudi South Jakarta done by Herlina (2015). The research investigated whether the implementation of Bingo game could increase students' mastery of English vocabulary. Using the model of Kemmis and McTaggart, this classroom action research was conducted in two cycles to 20 students. The observation sheet was also used to record the activities of the teacher and the students when they were playing Bingo game. The result of this research showed a significant increase in vocabulary mastery score after the application of Bingo game. **The fourth**, the Bingo game was combined with Scrabble



to teach vocabulary to a Senior High school students. Through a true-experimental research design, Rosidi & Faliyanti (2014) proved that Bingo game gave the students opportunity to identify the word interestingly.

Another study of Bingo game was in teaching preposition of time and place at the Seventh Grade of MTsN Astambul conducted by Saadillah & Adawiyah. By obtaining the data through observation and pretest-posttest, the study showed that there was a significant difference between the experimental and the control class in the ability of using preposition of time and place (at, in, on).

The next is the study of Bingo game in teaching pronunciation. Pui Kuet Poh (2015) conducted an action research on the use of Emoji word slide and Bingo game to improve pronunciation of long vowel /i:/ among Year Four pupils of an Elementary School in Malaysia. The participants were five pupils with average English proficiency. The Emoji word slide was designed with the Emoji visual that corresponded to the lip shape in producing the long vowel /i:/. Through observation and interviews, it was known that Bingo game was considered fun and facilitated the assessment of pronunciation. Finally, the findings showed that Poh had improved his teaching and his participants had also improved their pronunciation of long vowel /i:/.

Last but not least, a study reported that the Bingo game was able to increase students' comprehension. Weisskirch (2009) from California State University-Monterey Bay conducted a research on "Playing BINGO to Review Fundamental Concept in Advanced Courses". The subjects of the study were 92 university students rated before and after understanding a developmental psychology theory. Weisskirch modified the Bingo game as the activity to increase the students' comprehension. The finding revealed that the students rated the exercise as academically challenging, helpful to learn concepts, and not a waste of time.

The first study discussed in the beginning of this section has shown a positive effect of games on speaking. Moreover, the next seven studies reviewed above showed that Bingo game had given positive effect on the students' vocabulary mastery, grammar, pronunciation, and comprehension. It is, therefore, for the writers of the current study to build a believe that Bingo game would also give a positive effect on teaching speaking. The believe is based on the theory as mentioned by Harmer (2007, p. 343) that there are five elements needed in speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. In consequence, since many studies

reported the positive effect of Bingo game on those elements of speaking, the writers believe it will also give a high possibility that Bingo game has a positive effect on students' speaking ability.

## 2.5 Research Hypotheses

The hypotheses of this study are expressed as follows:

- $H_0$ : There is no significant effect of Bingo game to students' ability on speaking about describing people.
- $H_a$ : There is a significant effect of Bingo game to students' ability on speaking about describing people.

## 3 METHOD

This research was a quantitative reasearch using a quasi-experimental design. The population of the study was the students of SMP Negeri 178 Jakarta in the Academic Year of 2016/2017. The samples were taken using purposive random sampling and obtained 76 students of class 7.1 and 7.2. Class 7.1 was decided to be the experimental class, and class 7.2 was the control one.

The instruments of the study were pre-tests and posttests of speaking about describing people. During four-time treatments, class 7.1 was taught speaking about describing people using Bingo games, while class 7.2 was taught using drilling technique. Afterwards, both classes were given post-tests of speaking about describing people again. The data obtained were then analyzed through the normality test, the homogeneity test, the t-test (hypotheses testing), and the last, the effect-size test.

## 4 FINDINGS

### 4.1 Test of Normality

As one of the requirements to process the data, the writers initiated by calculating the normality test. The aim of the normality test was to know if the data were normally-distributed.

Table 1. Normality of the Pre-test  
Tests of Normality

Groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score 1	,106	38	,200 <sup>*</sup>	,970	38	,404
2	,111	38	,200 <sup>*</sup>	,943	38	,052

<sup>\*</sup>. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 1 showed that  $p > \alpha$  ( $0.404 > 0.05$ ) and ( $0.052 > 0.05$ ), which meant that the pre-test data in this study was distributed normally. The scores of  $p$  can be checked through the Sig. in the table of Shapiro-Wilk. Meanwhile, due to the amount of the subject was less than fifty so the Kolmogorov-Smirnov columns were not used.

Table 2. Normality of the Post-test

Groups	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score 1	,148	38	,035	,961	38	,205
2	,137	38	,069	,969	38	,358

a. Lilliefors Significance Correction

Table 2 showed that  $p > \alpha$  ( $0.205 > 0.05$ ) and ( $0.358 > 0.05$ ), which meant that the post-test data in this study was distributed normally as well, based on the Shapiro-Wilk.

Next, the histograms of the frequency distribution of the pre-test and post-test scores of the experimental and the control classes as the details for the normality test are also presented. See Figures 1 up to 4, which showed that all data were normally-distributed.

Figure 2. The frequency distribution of the pre-test (Experimental Class)

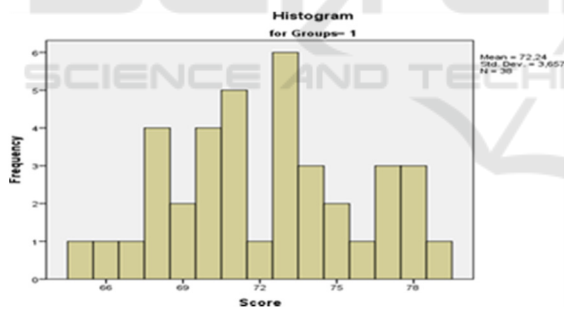


Figure 3. The frequency distribution of the pre-test (Control Class)

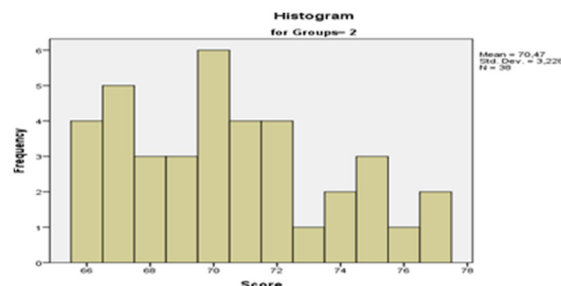


Figure 4. The frequency distribution of the post-test (Experimental Class)

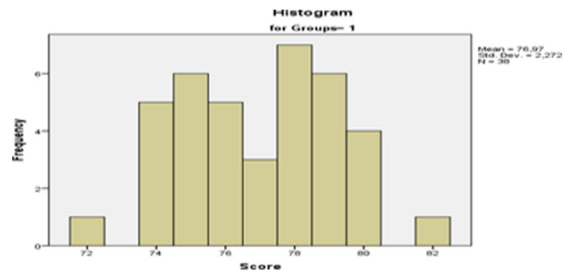
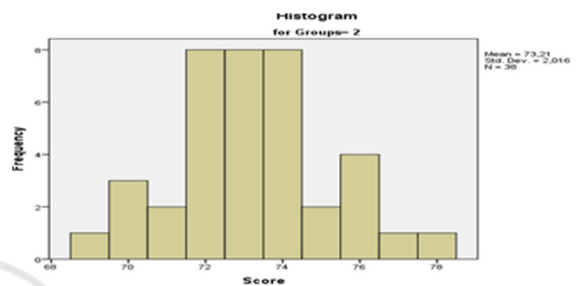


Figure 5. The frequency distribution of the post-test (Control Class)



## 4.2 Test of Homogeneity

After conducting the normality test for both groups, next the homogeneity test was done. It aimed to test the variance homogeneity between Y variable score which was categorized based on the similarity of X score. The results of this test are put in the following tables 3.

Table.3

### Test of Homogeneity of Variances

Score	Levene Statistic	df1	df2	Sig.
	,824	1	74	,367

It can be seen from Table 3 that the associated p-value (0.367) is more than the declared level 0.05 or ( $0.376 > 0.05$ ). This meant that the variances are equal across the groups (the experimental and the control groups).

Table. 4

### Test of Homogeneity of Variances

Score	Levene Statistic	df1	df2	Sig.
	1,724	1	74	,193

From the table above, it can be seen that the significance score on 0.193 was higher than the declared level 0.05 or ( $0.193 > 0.05$ ). This meant that

the variances across the two groups were similar to the population.

### 4.3 Testing the Hypotheses

In order to check whether there was a significant difference in the result of the pre-test and the post-test after the treatments were implemented, testing the hypotheses was done by using SPSS 22.

First, the mean scores of the experimental and control classes were input to the SPSS. Next, the significance value or alpha ( $\alpha$ ) was determined, i.e. 5% or 0.05.

Tabel. 5

Groups	N	Mean	Std. Deviation	Std. Error Mean
Score 1	38	76,9737	2,27188	,36855
2	38	73,2105	2,01559	,32697

Table 5, labeled “Group Statistics”, described the statistical results of the experimental and control classes. As for the symbol in the calculation, 1 stood as the symbol for the experimental class, and 2 for the control group. N was the total of the subject data, which were 38 from group 1 and 38 from group 2. Mean was the average score of each group which was taken from the post-test scores. Specifically, 76.9737 was the mean score of group 1, and 73.2105 was the mean score of group 2. It meant that the mean scores of the experimental and control group were significantly different.

Tabel. 6

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	11,874	,001	2,870	74	0,005005	2,05263	,71380	,63036	3,47491
			2,876	60,182	,006	2,05263	,71380	,62491	3,48035

Table 6, labeled “Independent Sample Test”, showed the statistical hypotheses of this study. Based on the table, it was obtained that in Sig. (2-tailed), the p score was 0.005, in which it was lower than the determined significance value 0.05. As the result, it can be seen that  $p < \alpha$ ; (0.005 < 0.05), which meant that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It can be concluded that there is a significant effect of using Bingo game on students’ speaking ability, especially in describing people.

### 4.4 Test of the Effect Size

The following formulation was used to see the effect size level of this study. As the formula below:

$$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}$$

Mean score of group A (experimental class) = 76.97  
 Mean score of group B (control class) = 73.21  
 Mean score of group A - Mean score of group B = 3.76  
 Standard deviation of group 1 = 2.272  
 Standard deviation of group 2 = 2.016  
 Pooled standard deviation = 4.288

$$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}$$

$$d = \frac{3.76}{4.288} = 0.876$$

The criteria of the effect size level:  
 0.2 = small effect size  
 0.5 = medium effect size  
 0.8 = large effect size

Based on the criteria above, it can be concluded that this study had large effect size. This can be seen from the d score reached by the data, which was 0.87. of all statistical tests (the normality test, the homogeneity test, the t-test /hypotheses testing, and the effect-size test) which were all supportive.

The mean score of the experimental group was found 3.76 higher than that of the control one. It had been obvious that the students taught speaking through Bingo games had received positive effect of

gaming, like what Wright (2006) stated that “game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others”. The Bingo games had succeeded in creating a good atmosphere for the students to speak a lot. It also managed to lower their hesitation to speak up. Moreover, the findings of this study are also in line with the previous related studies on the use of Bingo game in improving some elements of speaking: vocabulary, grammar, pronunciation, and comprehension. Bingo game was reported to be successful in improving students’ vocabulary mastery (Jia-Jiunn Lo & Fang-Li Tseng (2011); Rosidi & Faliyanti (2014); Herlina (2015); and Puspita & Losari (2016)). Besides, Bingo game can also enhance students’ grammar knowledge, especially on the use of preposition of time and place (Saadilah & Adawiyah). In addition, Bingo game has also improved students’ pronunciation (Pui Kuet Poh (2015)). Furthermore, Bingo activities in the class can increase students’ comprehension (Weisskirch (2009)).

From the point of view of game positive effect to speaking ability in general, this study also conformed to the studies conducted by Dewi et.al. (2017). They reported that using communicative games improved the students’ speaking skill. The 2-cycle classroom action research that they conducted was able to improve the students’ mean score from 60.42 to 69.02 in the first cycle, and reach up to 78.77 in the second cycle. Besides, other research instruments like observation, interview and questionnaires had managed to obtain the students’ perception over communicative games of having good influence on students’ participation, confidence, and fluency in class.

Finally, the statistical results of the calculation of the current study had proved that the Null Hypothesis, which stated that there is no significant effect of Bingo game on the students’ speaking ability was rejected, and the Alternative hypothesis, which stated that there is significant effect of the Bingo game on the students’ speaking ability was accepted. Furthermore, the effect size of 0.87 had fallen into the criteria of large size effect. Therefore, Bingo game had definitely given significant effect to the speaking ability of the students, especially in describing people.

## 5 CONCLUSION

Based on the findings of the study, it can be drawn a conclusion that Bingo game had given significant

effect to the speaking ability of the students, especially in describing people. It was proved by the statistical calculation of t-test through SPSS 22 that in Sig. (2-tailed), the p score was 0.005, in which it was lower than the determined significance value 0.05. As the result,  $p < \alpha$  or  $(0.005 < 0.05)$ , which meant that Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. In other words, there is a significant effect of Bingo game on students’ speaking ability, especially in describing people.

## REFERENCES

- Coco, A, Ian W., Kirstyn S., Alex C., Gillian L., and Andrew A. G. (2001). Bingo for beginners: a game strategy for facilitating action learning, *Teaching Sociology*, Vol. 29 (4), pp. 1-12.
- Dewi, R. S., Umami K., and Ari. A. (2017). Using communicative games in improving students’ speaking skills. *English Language Teaching*, Vol. 10 (1), pp. 63-71.
- Harmer, J. (2003) *The practice of English language teaching*. Essex: Longman.
- Harmer, J. (2007). *The practice of English language teaching 4th edition*. Harlow: Pearson Education Limited.
- Herlina. (2015). Meningkatkan pemahaman kosakata bahasa Inggris melalui metode permainan Bingo. *Jurnal Ilmiah VISI PPTK PAUDNI*, Vol. 10 (2), Desember 2015, pp. 114-121.
- Jia-Jiunn Lo and Fang-Li Tseng. (2011). A Bingo game for English vocabulary learning, *Communications in Information Science and Management Engineering / CISME*, Vol.1 (8), pp. 1-4.
- Nunan, D. (2003). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Pui Kuet Poh. (2015). Using emoji word slide and Bingo game to improve pronunciation of long vowel /i:/ among Year Four pupils. *Jurnal Penyelidikan Tindakan IPGK BL Tahun 2015*, Vol. 9, pp. 42-58.
- Puspita, N. and Losari, A.H. (2016). The influence of using Bingo game towards students’ vocabulary mastery at the first semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017. *English Education: Jurnal Tadris Bahasa Inggris*, Vol.9 (2), pp. 380-394.
- Richards, J. C. (2008). *Teaching listening and speaking: from theory to practice*, New York: Cambridge University Press.
- Richards, J. C., and Renandya, W.A. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.
- Rosidi, A. and Eva F. (2014). The effectiveness of using Scrabble and Bingo game technique toward students’ vocabulary mastery at the tenth grade of SMA N 2



- Metro academic year 2013/2014. *PREMISE JOURNAL* ISSN 2089-3345, Vol.3 (2), October 2014 , pp. 40-49.
- Saadillah and Rabiatul, A. The effectiveness of using Bingo games in teaching English preposition of time and place. *2nd NEDS Proceedings*, pp. 41-62.
- Silberman, L. M. (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Boston: Allyn and Bacon.
- Weisskirch, R.S. (2009). Playing Bingo to review fundamental concepts in advanced courses, *International Journal for the Scholarship of Teaching and Learning*, Vol. 3 (1), Article 14. Available at: <https://doi.org/10.20429/ijstl.2009.030114>
- Wright, A., Betteridge D, and Buckby M. (2006). *Games for language learning*. Cambridge: Cambridge University Press.

