

# TEACHING VOCABULARY USING BANG-BANG GAME A PRE-EXPERIMENTAL STUDY ON THE SEVENTH GRADE OF SMPN 11 PONTIANAK

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## Abstract

The purpose of this research is to answer the research question “how effective is the use of bang-bang game to increase vocabulary achievement of the seventh grade students of SMPN 11 Pontianak?”. The research focused on the seventh grade students of SMPN 11 Pontianak in Academic Year 2017/2018 by administering a vocabulary test of common noun before and after the treatment given. In conducting this research, the researcher applied pre-experimental research using one sample group with no control group. The data showed that the mean score of the students’ post-test was (85.60) higher than students’ pre-test (45.66). The research indicated that the effect size was categorized as moderate effect. The t-test (4.01) was bigger than the t-table (2.042). In conclusion, it is clear that the alternative hypothesis “The use of bang-bang game as the teaching technique in teaching vocabulary is effective to increase students’ vocabulary achievement was accepted, and the null hypothesis was rejected”.

**Keywords: Bang-bang Game, Vocabulary, Pre-Experimental Study**

## BACKGROUND

Vocabulary is one of the elements of English that the junior high school students learn. Vocabulary is the central of language and important to typical language learners. With vocabulary, they communicate effectively or express their ideas in both oral and written forms. However, in learning vocabulary students are facing some difficulties such as, students are difficult to find the meaning of the words, students cannot pronounce, and spell the words correctly both oral and written forms. To overcome students’ difficulty, a teacher needs to create new methods or techniques in the teaching and learning process. Teaching vocabulary used a new technique was necessary to encourage the students to learn vocabulary. In order to enable students to learn English vocabulary easily.

Game is one of teaching techniques in education that can be used by teachers. Wright, A.(2002:1)states that “game means

and activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”. Using various games can be an alternative solution to handle student’s problem. It can help and encourage students to sustain their interest and work. It is not only entertaining, they can also be highly educational. There is a perception that all learning process should be interesting to make the students can be excited and having fun. It is possible to learn a language as well as enjoy it at the same time. One of the best ways of doing this is through games. Games can help the teachers to create contexts in which the language is useful and meaningful.

The whole process of teaching and learning, by games can help students remember and improve their vocabulary quickly.

Teaching to the junior high school students’ is a very challenging task for the

teacher. It does not mean only give lesson to the students, but there are many considerations that should be aware during the learning process such as what to teach and how to teach the lesson in the classroom. We know that students have a lot of energy and they can learn the basics of a language quickly.

However, they have shorter attention than adults do and need to have their energy channeled into constructive activities before it results in discipline problems. They still like to play and easily get bored during the teaching and learning process. McKay (2006) states that children bring to their language their own personalities, likes and dislikes and interest, their own individual cognitive styles and capacities and their own strengths and weaknesses.

It has become teachers' task to motivate the students to learn. Therefore, teachers should know how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. One of alternative ways is using technique in their teaching to attract students' attention and created interesting activities during the lesson.

There is an interesting game which can be used to teach vocabulary named bang-bang game. It is a simple game that needs few materials. It has become a very powerful technique in language teaching. Some teachers had been used this game to teach speaking skills to their students (Liz:2005; Richardson:2009). Teachers should be aware of the need to use it in the classroom. Moreover, teaching using bang-bang game can motivate and attract the students to learn.

With regard to the students' problem in vocabulary learning, it was found that the students of SMPN 11 also experience the same problem. As it was stated by the English teacher who is in charge to teach the seventh grade students in SMPN 11. Based on the writer's interview with the English teacher, she said most of the students have problems in their mastery of vocabularies. Students often find difficulties in pronouncing words, they could not

understanding the meaning of words, sometimes hard to spell the English words correctly and they often forget the new words that they have learnt in the class. Moreover, the school has lack of teaching media variation in their teaching especially in teaching English. In learning foreign language it is important to understand the meaning of its vocabulary. In general, no language acquisition is possible without understanding the vocabulary, either in the first or second language (Kweldju:2004). In this research, the writer used bang-bang game in teaching English vocabulary to the seventh grade students.

Based on the above explanation, the main focus of this research was that the writer intended to find out whether bang-bang game was effective in teaching vocabulary to the seventh grade students. To be specific, the writer was interested to teach vocabulary of word meaning especially in concrete noun used bang-bang game. The choosing of concrete nouns based on the material in syllabus of the seventh grade of junior high school which consisted of concrete nouns that cover things around them. The writer conducted this research on the seventh grade of SMPN 11 Pontianak in academic year 2017/2018.

In this case the writer focused on students' vocabulary mastery. Students were asked to keep the word meaning in long term memory and learnt how used them into simple sentences. It was expected that at the end of the class, students were able to mention the vocabulary that they have learnt. Therefore, teaching vocabulary used a new technique was necessary to encourage the students to learn vocabulary.

Vocabulary is important in teaching learning English. According to Agnieszka Uberman (1998)"vocabulary acquisition is increasingly viewed as crucial to language acquisition". In order to build language will need words. Words here would mean vocabulary and vocabulary is a vital element in the language learning. Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English.

Nunan (1991:118) states that “the development of rich vocabulary is an important element in the acquisition of a second language”. In general, teaching vocabulary of English as the foreign language is not easy. Teachers need more creativity in presenting it. Thus, teachers as well as learners need to have a systematic approach in teaching and learning vocabulary. Harmer (2001:15) say that “having many stocks of words learner will be able to comprehend reading materials, catch other talking, give responses, speak fluently and write some kind of topics”. The students cannot do well in conversation without large vocabulary.

Some aspects are involved in learning a word. According to Harmer (2001) there are some aspects that have to be discussed in vocabulary, namely: word meaning, such as: synonym, antonym, connotation, and denotation.

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation.

Morphological meaning is that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function.

Syntactic meaning is the meaning that attaches to the word arrangement in a sentence.

Word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1). Synonym. Synonym is a word or more than one word having the same meaning. Example: pretty & beautiful, smart & clever, etc. 2). Antonym. Antonym is the opposite of meaning. For example: lazy & diligent, stupid & clever, etc; 3). Denotation. Denotation is generally defined as conceptual meaning and dictionary meaning of word. For

example; dove mean pigeon in dictionary, but in literature dove mean peace or gentility. 4). Connotation. Connotation is feeling and emotion that occurs within a word is known as its denotative meaning. for example; childlike, youthful, childish, etc.

There are some ways use of words. It can be showing by the grammatical pattern the word fits into countable, uncountable, transitive, intransitive, etc, giving a few similar collocates, mentioning any restrictions on the use of the word formal, informal, impolite,

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

Pronunciation is phonetic transcription, represents speech sound consistently. It can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

Game is one of teaching tools in education that can be used by teachers. Wright, A. (2002:1) states that “game means and activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”. Using various games can be an alternative solution to handle student’s problem.

It can help and encourage students to sustain their interest and work. It is not only entertaining, they can also be highly educational. There is a perception that all learning process should be interesting to make the students can be excited and having fun. It is possible to learn a language as well as enjoy it at the same time. One of the best ways of doing this is through games. Games can help the teachers to create contexts in which the language is useful and meaningful. The whole process of teaching and learning, by games can help students remember and improve their vocabulary quickly.

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It has become teachers' task to motivate the students to learn. Therefore, teachers should know how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. One of alternative ways is using technique in their teaching to attract students' attention and created interesting activities during the lesson.

There is an interesting game which can be used to teach vocabulary named bang-bang game. It is a simple game that needs few materials. It has become a very powerful tool in language teaching. Moreover, teaching using bang-bang game can motivate and attract the students to learn. With regard to the students' problem in vocabulary learning, it was found that the students of SMPN 11 also experience the same problem. As it was stated by the English teacher who is in charge to teach the seventh grade students in SMPN 11.

Based on the writer's interview with the English teacher, she said most of the students have problems in their mastery of vocabularies. Students often find difficulties in pronouncing words, they could not understanding the meaning of words, sometimes hard to spell the English words correctly and they often forget the new words that they have learnt in the class. Moreover,

the school has lack of teaching media variation in their teaching especially in teaching English. In learning foreign language it is important to understand the meaning of its vocabulary. In general, no language acquisition is possible without understanding the vocabulary, either in the first or second language (Kweldju:2004).

In this research, the writer used bang-bang game in teaching English vocabulary to the seventh grade students. Based on the above explanation, the main focus of this research was that the writer intended to find out whether bang-bang game was effective in teaching vocabulary to the seventh grade students. To be specific, the writer was interested to teach vocabulary of word meaning especially in concrete noun used bang-bang game. The choosing of concrete nouns based on the material in syllabus of the seventh grade of junior high school which is consisted of concrete nouns that cover things around them. The writer conducted this research on the seventh grade of SMPN 11 Pontianak in academic year 2017/2018.

## **RESEARCH METHODOLOGY**

In accordance with the problems, the appropriate method to be used in this research is Pre-Experimental design that applies pre-test and post-test. In Pre-experimental research there is only single experimental group and no control group. In this research, the writer applied experimental group that would start by giving the students pretest. After that the design will continue with treatments, and posttest.

Furthermore, Cohen, et al ( 2005: 212 ) stated: In experimental design, there are three stages of research procedures that conducted by the researcher. The first stage is signed as *O1* that implies the value of pretest. The second stage is signed as *X* that implies the treatment teaching and the last stage is signed as *O2* that implies the value of posttest. In this research, the writer used the objective test as the tool of data collection. The objective test of this research consists of 30 items. The writer gave the students the same test for pre-test and post-test.

**Table 1. The Population Of The Six Classes Of The Seventh Grade**

Class	VII A	VII B	VII C	VII D	VII E	VII F
Student	35	35	35	35	33	29
<b>Total</b>	202 Students					

Which the finding data are described based on the substantive matter of the research purposes. The scheme of this one group pretest design is as follows:

*O1*      *X*      *O2*

*O1*:Pre-test.*X* : Treatment.*O2* :Post-test

The population of this research was the seventh grade students in SMPN 11 Pontianak in academic year 2017/2018.Total number of population were 202 students. There were six classes of the seventh grade.

Variables are condition or characteristics that the researcher manipulates, controls and observes. There are two variables used in this research. Those variables are an independent variable and dependent variable.

A sample is a small proportion of the population that is selected for observation and analysis Sample has been taken from class VII F through cluster sampling. Based on Cohen, Manion, & Morrison (2007:112), by cluster sampling the researcher can select a specific number of schools and test all the students in those selected schools.

The researcher took class VII F that consists of 33 students. This class was chosen as the sample because vocabulary achievement of students in this class was lower than other classes of the seventh grade students.

To be specific, the writer was interested to teach vocabulary of word meaning especially in concrete noun used bang-bang game. The choosing of concrete nouns based on the material in syllabus of the seventh grade of junior high school which consisted of concrete nouns that cover things around them.

The writer provided the measurement technique to measure students' achievement in memorizing vocabulary through bang-bang game. The measurement was administered twice. First, the pre-test to collect the data before the treatment. The second one was the post-test to collect the data after the treatment.

A test is said to be valid if it can interpret the result of the test appropriately or if it can measure what is intended be measure. If it does not measure what the researcher want then the results cannot be used to answer the research question, which is the aim of the research. So, if the results of this research are not deemed to be valid then it becomes meaningless and wastes of time.

In this research, the writer used the objective test as the tool of data collection. The objective test of this research consists of 30 items. The writer gave the students the same test for pre-test and post-test.

Gronlund (1977) suggests three procedures to test the content validity of measurement instrument: First, identifying the subject matter topic and behavior outcomes to be measured. Second, building up a table of specification, which specifies the sample of test item to be measured? And the last, constructing the questionnaires closely fits the table of specifications.

Furthermore, Gronlund (1977) argues that, "when the learning outcomes have been defined and the course content outlined, the table of specification should be prepared. This is a table that relates to outcomes to content and indicates the relative weight to be given to each of the various areas". To deal with this, the writer constructs a table of specification of the test items.

**Table 2. Table of specification of the test items**

No	Test material	Sort of test	Number of items
	Word Meaning of Common nouns		
1	Animals in the zoo	Multiple choices	2,3,4,6,9,11,15,16,17,18,19,20,21,25,27,
2	Public Buildings		1,5,11,
3	Things In the Classroom		7,8,10,12,13,14,22,23,24,28,29,30
Total number of items			30

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

This research was conducted to get the accurate data about the effectiveness of bang-bang game to increase students' vocabulary achievement. Then answer the research problem, the writer analyzed the data which were obtained through an objective test. The test which had been carried out comprises two parts, namely pretest and posttest.

Based on the result of the data computation, it was obtained that the students' score of post-test was 85.60 higher than students' score of pre-test 45.66. The effect size was 0.68 it is categorized as moderate effect because  $0.68 > 0.2$  and  $0.68 < 0.8$

The calculation of t-test was indicated that t-test was 4.01, it is bigger than t-table. Therefore, bang-bang game is effective to increase students' vocabulary achievement it is clear that the alternative hypothesis (Ha) which says "The use of bang-bang game as the teaching technique in teaching vocabulary for the seventh grade students of SMPN 11 Pontianak in academic year 2017/2018 and there is increase of students' vocabulary achievement" was accepted, and the null hypothesis (Ho) that says "The use of bang-bang game is not effective in teaching vocabulary for the seventh grade students of SMPN 11 Pontianak in academic year

2017/2018 and there is no increase of students' vocabulary achievement" was rejected.

**Discussion**

In implementing this research, the researcher acted as a teacher. She gave pre-test and post-test to the seventh grade students and there were three meeting of the treatments. First, the researcher asked the students read the text book and find the new words. Second, the researcher asked some questions related to the materials for simulating them. Third, the researcher showed one of bang-bang papers and asked the students to answer it and made a note of new words. Fourth, the teacher asked the students formed a big circle and guessed every words meaning of common nouns such as: animals in the zoo, things in the class and name of buildings and asked the students memorized every words during the game activity. Fifth, the researcher asked the students presented the vocabulary list in front of the class.

Based on the research finding, there were significant improvements of some students' score. It could be seen from students' mean score on post-test was higher than the pre-test. The research indicated that the effect size was categorized as moderate effect. The t-test was bigger than the t-table. It means that the used of bang-bang game as the teaching technique helps the students increase their vocabulary achievement. The

students enjoyed and having fun during the game activity in the class. The students became active and hyper while waiting their turn to pull up the “word” paper in the box. The students can answer most of the words that they pulled out from the box.

In this research, the researcher used bang-bang game as the teaching technique in teaching vocabulary of word meaning of common nouns. This research has differences with the previous researcher which were conducted by Liz (2005) and Richardson (2009) which showed that the students being taught using bang-bang game has gained a good progress in teaching speaking skill and math subject. However, in this research the used of bang-bang game as the teaching technique in teaching vocabulary of word meaning of common nouns for junior high school of the seventh grade students was effective. It showed from the effect size was 0.68 which categorized as moderate effect This teaching technique can help the students to be able memorize the word meaning with fun and easy.

Based on the result of the data computation, it was obtained that the students’ score of post-test was 85.60 higher than students’ score of pre-test 45.66. The effect size was 0.68 it is categorized as moderate effect because  $0.68 > 0.2$  and  $0.68 < 0.8$

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Based on the previous theory say that this game helps students learn in fun way and the student loved it. The researcher concluded that bang-bang game is a good teaching technique to help the students in their vocabulary achievement. The students enjoy and become active during the teaching learning process while using the bang-bang game. There are some advantages that both teachers and students get by using bang-bang game as the activity in the teaching learning process. First, bang-bang game is very simple and easy to make by the teachers. Second, this game helps students learn in fun way, the bang-bang game can attracts students’ attention to become active during the teaching and learning process. Last and the most important that the student will love it.

Teaching through game to junior high school students very helpful where at this ages they still love to play, so this game really suitable for junior high school students The writer believes most of games have the advantages and disadvantages itself and also bang-bang game. When bang-bang game was played, the class situation was crowded brought by the students. In the writer opinion, this was one of the problems that teachers faced during teaching learning process. To handle it teacher can give a punishment to the students who make a noises and not listen to the teacher well. The punishments could be standing and singing a national song in front of class. The teacher could give several of punishments as long as the punishment still educating, fun and the most important thing the punishment should not violent to the students.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This research has found that first, the result of student’s score of teaching vocabulary through bang-bang game, the students’ means score of post-test was higher than the students’ mean score of pre-test. Second, the different score between pretest and posttest is moderate significant. It can be proven by computing the t-test.

### Suggestion

Based on the researcher experiment used bang-bang game as the teaching technique in teaching vocabulary, she found this game was effective to increase the students' vocabulary achievement, but in order to make this technique more effective in teaching learning process, there are some suggestion that can be implied in the class room. First, the teacher should be well prepared to attract students' attention and might be some of the students too busy talking to each other while waiting their turn. Second, teacher should know how to manage the class because during the bang-bang game activity the students would become too noisy and sometimes they could not control their excitement. Third, the learning content should be familiar with the students. And the last, the teacher should be good in time keeping to manage the time during the bang-bang game activity.

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