

IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH BINGO GAME

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Abstract: *The study examined the effectiveness of Bingo game on the academic performance of Upper Basic II students in English vocabulary in Okura District of Dekina Local Government Area of Kogi State. The study adopted a pretest-post-test quasi experimental research design. One research question and one null-hypothesis guided the study. The population of the study was 732 Upper Basic II students drawn from 11 public schools in Okura District. Using Krejcie and Morgan's table of sampling, a sample size of 248 students (128 males and 120 females) were used for the study. Data was generated through English Vocabulary Development Performance Test (EVDPT). The instrument for data collection was subjected to both face and content validity. For the face validity, the instrument was validated by two experts in the field of Language Education, Department of Arts Education, and one expert from Measurement and Evaluation, Department of Educational Foundation, Prince Abubakar Audu University, Anyigba, Kogi state. The content validity was ensured through the use of a table of specification. A reliability index of 0.75 was realized using Kuder Richardson formula 20 (KR20). Mean and standard deviation were used to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypothesis at 0.05 alpha level of significance. The finding of the study revealed that the experimental group, that is, those taught with Bingo game performed better than those taught with the conventional lecture method just as there was significant difference in the performance of the experimental and control groups in favour of the experimental group. Based on this finding, it was recommended, among others, that Bingo game technique should be incorporated into the English Studies curriculum for the teaching of English vocabulary.*

Keywords: English, Mastery of vocabulary, Bingo game, teaching technique

Introduction

The fact that children love to play and have a good time makes it imperative that teachers should use teaching methods that suit their personalities. Since children are more readily distracted than adults, teaching them is very different (Bakhsh, 2016). Teaching and acquiring vocabulary present substantial obstacles for both teachers and students (Alavi & Gilakjani, 2019). Having a large enough vocabulary is crucial for learning a second language because a small one could make it difficult to communicate. In order to keep young students engaged in acquiring English vocabulary, educators must become proficient at creating an enjoyable environment for the teaching and learning

process. This is because young students require both outside incentives and a supportive atmosphere to learn (Wahyuni & Kyafei, 2016). One of the techniques to make students have interest in learning is games.

Boredom and repetition are avoided in the classroom when games are used as a teaching tool. Students become more engaged. Games are said to help kids enjoy class, become more active, and foster a sense of competition by letting them talk without fear in front of the class. Games will assist the teacher in establishing a welcoming classroom setting, which will pique each student's attention in an enjoyable and competitive learning environment (Hashemi, 2021). Additionally, games can make kids cheerful, which aids in their ability to pick up and retain new vocabulary rapidly (Derakhshan & Khatir, 2015). Bakhsh (2016) highlights that teaching through games may not only inspire students but also boost their desire to use the language they are learning. Games are seen as a suitable method of teaching English since they allow teachers to interact with students in a relaxed and enjoyable setting (Lukman & Fauzia, 2018). Consequently, including games into the classroom will make teaching English vocabulary more interesting. One of the games that can be used to learn vocabulary is the Bingo game.

Bingo is a well-known game of chance in which players usually have to match the numbers on a card to the ones that the facilitator calls out. Bingo has been modified for use in school as a dynamic and interesting teaching tool. Teachers utilize content-specific elements, including words, images, or questions, in place of numbers to support their learning objectives. The Bingo game, therefore, uses cards with vocabulary terms rather than numbers to teach English vocabulary. Words are used in phrases or definitions, synonyms, and antonyms are called out by the teacher. Students have to match the words on their cards with the clues (Rahmasari, 2021). According to Rahmasari (2021), there are a few reasons why the bingo game is an effective tool for teaching vocabulary to kids. First, playing Bingo might assist children remember some hard-to-memorize vocabulary because of the repetition. Second, reviewing kids' vocabulary is an engaging exercise. Third, it fosters a fun learning atmosphere that may inspire learners to acquire new words. Fourth, it increases learners' level of activity and teaches them how to think fast.

Bingo as a fascinating game can help turn the learning process into a participatory activity and make it more fun and informal. This lessens students' anxiety, particularly while studying vocabulary in English, where students frequently feel under pressure. Vocabulary is reinforced through Bingo game, which helps children comprehend and remember the words. The ability to play Bingo in groups encourages students to collaborate and work as a team as they solve the puzzles and discuss solutions. Since the teacher may correct students' mistakes while they are playing the game, it allows for immediate feedback and ensures precise learning while keeping the atmosphere enjoyable (Evy et al., 2022; Dewi et al., 2019). Alavi and Gilakjani (2019) aver that one the strategies for assisting students in remembering new vocabulary is to use Bingo game in the classroom. Bingo is a fun game that is simple to play and can be used to

teach kids of all age contextual vocabulary. Bingo can be a good tool for teaching young learners English vocabulary since it provides exercises that help them employ the target words in the classroom (Khotimah, n.d.).

One of the most essential things for students to master when studying English is vocabulary. Learners of English cannot acquire the language effectively if they lack sufficient vocabulary. Fernández and Schmitt (2017) define vocabulary as the collection of words and expressions that a person utilizes when speaking a certain language. According to Oktaviani et al. (2024), vocabulary is a collection of words that a person has mastered and uses to communicate, express ideas, and construct sentences in a language. It is a key element of language competency and forms a large part of the foundation for how students read, write, talk, and listen (Zhong, 2018). Additionally, according to Harahap (2022), vocabulary is made up of words that convey meaning in order to improve understanding between the speaker and the listener. It consists of every term a person is familiar with and employs when discussing a certain subject.

To learn English, one must become proficient in the language's vocabulary. Strong vocabulary users are better able to comprehend the nuances of spoken and written language, as well as to communicate their ideas and thoughts in a clear and effective manner (Jalalzai et al., 2023). Students will find it very challenging to use English both orally and in writing if they lack a proportionate vocabulary. This was corroborated by Amanda et al. (2023), who noted that students will find it difficult to utilize the language if they do not have a corresponding vocabulary in English. They also underlined that grammar alone is insufficient for communication, especially in the beginning when children are eager to learn simple vocabulary. Hence, one can say that vocabulary is essential for communication and it is impossible to overstate the value of vocabulary when studying English as a second language. According to Omachonu, (2023), words are the building blocks of language, and vocabulary knowledge is thus a crucial part of language learning. Vocabulary serves as the bridge that connects the abstract structure of a language to its practical use in everyday life (Omachonu & Onoja, 2024).

Many individuals throughout the world are aware of how important it is to understand vocabulary. Vocabulary mastery is crucial since it is one of the language components that affects all language skills, including speaking, listening, reading, and writing (Ermawati & Trianasari, 2019). This explains the importance of vocabulary learning among students, especially the younger ones. However, vocabulary is still a major problem for students. This is because learning vocabulary is not only about memorizing words, but also requires the ability to recognize the words, how to remember them, and how to pronounce them, hence the need to research further on how best to teach it.

The use of Bingo game as a teaching technique has been the focus of research for sometimes now. Rahmasari (2021) carried out a research on how to improve students' mastery of vocabulary through Bingo game and found that

after the Bingo game was used in the teaching and learning process, the vocabulary mastery of most students improved. Alavi and Gilakjani (2019) also researched on Iranian high school students' use of Bingo and the findings revealed that using the Bingo game in the teaching-learning process improved learners' vocabulary knowledge. Friliyah (2019) reported that the fun activities during the implementation of the Bingo game in the process of teaching and learning created a joyful learning atmosphere for the students.

Although there are several researches showing the relative efficiency of Bingo game in vocabulary learning, none of the studies was carried out in Okura District of Dekinal Local Government Area. The teaching of vocabulary mastery in Okura District has also been through the use of traditional method. The purpose of this study therefore, was to investigate the effect of Bingo game on Upper Basic II students' performance in English vocabulary in Okura District of Kogi State. One research question and one hypothesis guided the study. These are:

Research Question

What is the effect of Bingo game on the academic performance of Upper Basic II students' in learning English vocabulary?

Hypothesis

There is no significant difference in the academic performance mean scores of Upper Basic II students taught English vocabulary using Bingo game and those taught using conventional lecture method.

Methodology

The study examined the effectiveness of Bingo games on Upper Basic II students' academic performance in English vocabulary in Okura District of Dekina Local Government Area of Kogi State. The study adopted a pretest-post-test quasi experimental research design. One research question and one null-hypothesis guided the study. The population of the study was 732 Upper Basic II students drawn from 11 public schools in Okura District. Using Krejcie and Morgan (1970)'s table of sampling, a sample size of 248 students (128 males and 120 females) were used for the study. Data was generated through English Vocabulary Development Performance Test (EVDPT). The instrument for data collection was subjected to both face and content validity. The face validation was carried by presenting the instrument to two experts in the field of Language Education, Department of Arts Education, and one expert from Measurement and Evaluation, Department of Educational Foundation, Prince Abubakar Audu University, Anyigba, Kogi state. Their suggestions and corrections were used to modify the instrument. The content validity was ensured through the use of table of specification. A reliability index of 0.75 was realized using Kuder Richardson formula 20 (KR20). Mean and standard deviation were used to answer the research question while analysis of covariance (ANCOVA) was used to test the hypothesis at 0.05 alpha level of significance.

Results

Research Question

What is the effect of Bingo game on the academic performance mean scores of Upper Basic II students in English vocabulary?

Table 1: Mean and Standard Deviation of Pretest and Posttest Academic Performance Mean Scores of Upper Basic II Students in Experimental and Control Groups

Variable		Pre test			Posttest		Mean gain
		N	\bar{x}	SD	\bar{x}	SD	
Bingo Game Technique	Game	123	47.74	7.68	67.16	8.59	19.42
Conventional Method		125	46.71	8.55	56.22	9.05	9.51

Results on Table 1 showed that the experimental group taught English vocabulary using Bingo game technique had a pretest mean scores of 47.74 with a standard deviation of 7.68 and a posttest mean scores of 67.16 with a standard deviation of 8.59. The difference between the pretest and posttest mean scores for the experimental group was 19.42. The control group taught English vocabulary using conventional lecture method had a pretest means score of 46.71 with a standard deviation of 8.55 and a posttest mean score of 56.22 with a standard deviation of 9.05. The difference between the pretest and posttest mean scores for control group was 9.51. However, for each of the groups, the posttest mean scores were greater than the pretest means scores with the experimental group having the highest mean gain. This is an indication that Bingo game technique had some effects on Upper Basic II students’ academic performance in English Vocabulary.

H₀: There is no significant difference in the academic performance mean score of Upper Basic II students taught English vocabulary with Bingo game and those taught with the conventional method.

Table 2: Analysis of Covariance (ANCOVA) of Students’ Academic Performance Mean Scores of Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Dec.
Corrected Model	3037.067 ^a	2	1518.533	20.246	.000	0.63	
Intercept	12618.687	1	12618.687	168.236	.000	0.23	
Pretest Scores	516.910	1	516.910	6.892	.010	0.23	
Groups	2367.845	1	2367.845	31.569	.000	0.37	S
Error	11775.927	243	75.006				
Total	653765.000	248					
Corrected Total	14812.994	247					

Note: S = Significant, NS = Not Significant and η^2_p = partial eta squared

The results on Table 2 above revealed that with respect to the mean academic performance scores of upper Basic II students taught English Vocabulary with Bingo game instructional technique and those taught with conventional method, an F-ratio of 31.569 was obtained with associated exact probability value of 0.00. Since the associated probability value (0.00) was less than 0.05 set as bench mark, the null hypothesis (H_{01}) which stated that there is no significant difference in the mean academic performance of Upper Basic II students taught English vocabulary with Bingo game and those taught with the conventional lecture method was rejected. Thus, inference drawn is that, there was a significant difference in the academic performance mean scores of students taught English vocabulary using Bingo game and those taught with conventional lecture method with the students taught using Bingo game instructional technique having a higher mean scores in the posttest. This result showed that Bingo game instructional technique of teaching resulted in an improvement of students’ academic performance in English vocabulary. The result further showed the effect size (η^2_p = 0.37), which indicates that thirty seven percent (37%) variance in the academic performance mean scores of students in upper basic when exposed to Bingo game can be attributed to the use of conventional method.

Discussion of Findings

The results of the study showed that, the group taught English vocabulary with Bingo game technique performed better than those taught using conventional method. This implies that, Bingo game technique had an effect on students' performance in English vocabulary by improving students’ academic performance. This finding is collaborated by the test of hypothesis which found that there was a significant difference in the academic performance mean scores

of students taught English vocabulary with Bingo game in favour of the experimental group. These findings are in agreement with the findings of Ningtias *et al.*, (2020) who studied the effect of Bingo game in teaching vocabulary to tenth grade students of senior high school in Bandar Lampung and found that the students in the experimental group significantly outperformed those in the control group. The finding also collaborates the study of Rahmasari (2021) who examined the effectiveness of Bingo game on vocabulary mastery of class five students in Tulungagung and found that Bingo game is effective for teaching vocabulary in the area. In the same vein the findings of this study is consistent with the findings of Tella, *et al.*, (2021); Tambunan *et al.*, (2023) and Dasmasele (2024) who differently studied the effectiveness of Bingo game in teaching vocabulary, mathematics and pronunciation respectively, and found that Bingo game is beneficial in improving students' learning outcomes, creating a more enjoyable learning environment and increasing their learning motivation and interest.

The reason for the higher improvement of the experimental group in this study could be attributed to the fact that the conventional lecture method is typically characterized by learning passively through teacher's explanations which often fails to engage students actively. In contrast, Bingo game involves students in active participation by having them think about a problem, discuss it with their partners, and then share their insights with the larger group. This process not only fosters critical thinking and deeper understanding but also enhances knowledge retention. The interactive nature of Bingo game and activities keep students motivated and involved, leading to a more effective learning experience.

Collaborative learning is another significant advantage of Bingo game over conventional lecture method in this study. With Bingo game, students learnt from each other through discussion, which led to a better grasp of the material. Explaining concepts to peers reinforces learning and helps identify any knowledge gaps. Bingo game facilitates group work and peer-to-peer interaction, fostering a sense of community and shared learning. This collaborative environment is generally absent in conventional lecture methods, where the focus is primarily on individual learning.

Conclusion

The findings of this study showed that Bingo game improves students' academic performance in English vocabulary as there was a statistically significant difference between the academic performance mean scores of students taught English vocabulary using Bingo game and those taught using conventional lecture method. The implication of this finding is that Bingo is an effective technique for teaching English vocabulary.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teachers of English Studies should make use of Bingo game instructional technique to teach English vocabulary in order to improve students' interest and academic performance in English vocabulary.
2. Bingo game should be incorporated into the English Studies Curriculum for the teaching and learning of vocabulary.
3. Government at all levels, through the Ministries of Education, should organize workshops and seminars for teachers of English to avail them with the knowledge of using Bingo game in language teaching.

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