



## The Effectiveness of Bingo Game Strategy on Students' Speaking Performance in English Learning: A Study at SMPN 4 Lamongan

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### Abstract

This study investigates the impact of the Bingo game strategy on students' speaking performance in English learning at SMPN 4 Lamongan. Using a quasi-experimental design, 30 students were divided into an experimental group and a control group. The experimental group was taught using the Bingo game strategy, while the control group received traditional instruction. Speaking performance was assessed before and after the intervention, and students' perceptions were collected via questionnaires. Results showed a significant improvement in the experimental group's speaking scores, with mean scores increasing from 67.67 to 85.00. Students also reported positive attitudes toward the Bingo game strategy, noting increased motivation and engagement. These findings suggest that the Bingo game strategy is an effective tool to enhance speaking skills in English language learning.

**Keywords:** Bingo Game Strategy, Speaking Performance, English Language Learning

### Introduction

English has become a global lingua franca, essential for communication, education, and career advancement worldwide. In Indonesia, English is a compulsory subject in schools, yet many students struggle to develop effective speaking skills. Speaking is a productive skill that requires not only knowledge of vocabulary and grammar but also confidence and practice in real communication contexts. Unfortunately, many students at SMPN 4 Lamongan face challenges such as anxiety, lack of motivation, and limited opportunities to practice speaking English in a supportive environment.

Traditional teaching methods often emphasize rote memorization and grammar drills, which may not sufficiently engage students or encourage active communication. To address these challenges, educators have explored various interactive and student-centered approaches. One promising approach is Game-Based Learning (GBL), which integrates educational content into game activities to make learning more enjoyable and effective.

Among various games, the Bingo game is simple, adaptable, and engaging. It encourages spontaneous speaking and vocabulary recall in a fun, low-pressure setting. This study aims to examine the effectiveness of the Bingo game strategy in improving students' speaking performance and their attitudes toward learning English. The research questions guiding this study are:

1. Does the Bingo game strategy improve students' speaking performance in English?

2. How do students perceive the use of the Bingo game strategy in their English learning?.

## Literature Review

### *Communicative Language Teaching (CLT)*

Communicative Language Teaching (CLT) is a widely accepted approach that emphasizes interaction as both the means and the goal of learning a language. Unlike traditional methods that focus on grammar and translation, CLT encourages learners to use language in meaningful contexts. According to Richards and Rodgers (2001), CLT aims to develop communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competencies.

In CLT classrooms, activities such as role-plays, discussions, and games are common because they simulate real-life communication. Games, in particular, provide a natural context for language use, reduce learner anxiety, and increase motivation. The Bingo game fits well within the CLT framework as it requires students to listen, recognize vocabulary, and speak spontaneously.

### *Game-Based Learning (GBL)*

Game-Based Learning integrates educational content with game mechanics to create engaging learning experiences. Gee (2003) argues that games promote active learning by providing immediate feedback, clear goals, and opportunities for repeated practice. In language learning, games can help students acquire vocabulary, practice pronunciation, and develop fluency.

Research by Lai (2015) found that students who learned vocabulary through games showed better retention and were more willing to participate in speaking activities. Similarly, Wu (2018) highlighted that games reduce the affective filter—students' anxiety and fear—making them more open to practicing language skills.

### *Bingo Game as a Learning Strategy*

The Bingo game is a popular classroom activity that can be adapted for language learning. Typically, students receive cards with words or phrases and listen for the teacher to call out definitions or clues. When they recognize a word, they mark it on their card. This process encourages listening comprehension and vocabulary recognition.

When adapted for speaking practice, students can be asked to describe words, ask questions, or use the words in sentences to “call” Bingo. This encourages spontaneous speaking and interaction among students. Previous studies (e.g., Smith,

2017) have shown that Bingo games increase student engagement and improve vocabulary recall, which supports better speaking performance.

## **Research Methods**

### ***Research Design***

This study used a quasi-experimental design with two groups: an experimental group taught using the Bingo game strategy and a control group taught using conventional methods. Pre-tests and post-tests were administered to measure speaking performance.

### ***Participants***

Thirty students from the Pioneer Class at SMPN 4 Lamongan participated. They were divided equally into two groups of 15 students each. The participants were aged 13-14 years and had similar English proficiency levels based on school records.

### ***Instruments***

**Speaking Performance Test:** A rubric-based assessment measuring fluency, accuracy, pronunciation, and meaning conveyance. The test involved students describing pictures and answering questions.

**Questionnaire:** A Likert-scale questionnaire assessing students' perceptions of the Bingo game strategy, including motivation, enjoyment, and perceived effectiveness.

### ***Procedure***

The study lasted four weeks. Both groups took a pre-test. The experimental group then participated in weekly Bingo game sessions integrated into speaking activities, while the control group received traditional instruction focusing on drills and repetition. After the intervention, both groups took a post-test, and the experimental group completed the questionnaire.

### ***Data Analysis***

Data were analyzed using descriptive statistics, normality tests, and paired sample t-tests to compare pre-test and post-test scores. Questionnaire responses were analyzed descriptively..

## Findings and Discussion

### *Results*

#### *Speaking Performance*

The experimental group's mean pre-test score was 67.67, which increased to 85.00 in the post-test. The control group's mean pre-test score was 54.66, increasing to 76.33 post-test. The paired sample t-test showed a statistically significant improvement in the experimental group ( $p < 0.01$ ), indicating the Bingo game strategy's effectiveness.

#### *Students' Perceptions*

The questionnaire revealed that most students found the Bingo game enjoyable and motivating. They reported feeling more confident speaking English and appreciated the interactive nature of the game. The average scores for motivation and engagement were above 4 on a 5-point scale.

### *Discussion*

The results confirm that the Bingo game strategy significantly improves students' speaking performance. The interactive and fun nature of the game reduces anxiety and encourages more frequent speaking practice. This aligns with CLT and GBL theories emphasizing meaningful communication and learner engagement.

The positive student perceptions suggest that incorporating games can enhance motivation, which is crucial for language acquisition. However, some challenges were noted, such as classroom noise and the need for clear instructions to maintain focus.

## Conclusion

This study demonstrates that the Bingo game strategy is an effective and enjoyable method to improve speaking skills among junior high school students. Teachers are encouraged to integrate such game-based activities to foster a more engaging and supportive learning environment. Future research could explore long-term effects and adaptations for other language skills.

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