

# TEACHING SIGHT WORDS TO YOUNG LEARNERS THROUGH BINGO GAME

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## ABSTRACT

*As young learners start learning to read, it emerges to develop a collection of words that are known by sight. Some sight words do not follow regular spelling rules; therefore, it is important to teach them to look for visual pattern of letter in words. Four students of third grade from regular school take part in this teaching process. The process of teaching sight words through Bingo game to young learners is the purpose of this study. This study concerns on the immediate response of young learners when reading Dolch sight words for third grade. Based on the result of the study, the researchers conclude that learning sight word through interactive game proved effective with the young learner; they learn relatively in short time.*

**Keywords:** sight word, young learners, bingo

## 1. INTRODUCTION

Learning to read is hard work to do, especially for young learners. If the young learners have to sound out every word, they need to do extra work and extra time. The plausible effect is that they might want to give up, or if not, they will have a difficult time to understand what they are reading. To make it even harder, many words that are used frequently are non-decodable or impossible to sound out and it might frustrate the young learners more.

Thus, some researchers suggest that learning high frequency words by sight will children to make confidence and fluency in their reading, and reading will become easier and makes more sense. Learning high frequency words, or sight words, is vital in the beginning period of reading. It directly brings to bigger success with reading fluency and comprehension. Sight words are often learned by the use of flashcards or through general exposure to text. The use of plastic letters or realia is included in learning sight word, playing games relating the words, making the words or manipulating the letters, and creating sentences with the words (Schoening, 2009).

Furthermore, Lee (2009) wrote an article about the important of sight word. He stated that confidence and reading ability improve when young learners know Dolch sight words. Many of these words are in almost anything they read. Dolch words are service words which are necessary for understanding sentences. Young learners will have more experiences of success if they know these words. As students of English as a foreign language, they have to enhance their language skills when they learn these basic service words.

The following figure below is the Dolch sight words list for third grade student.

Third Grade List

about	far	laugh	shall
better	full	light	show
bring	got	long	six
carry	grow	much	small
clean	hold	myself	start
cut	hot	never	ten
done	hurt	only	today
draw	if	own	together
drink	keep	pick	try
eight	kind	seven	warm
fall			

Total 41 Words

**Figure. 1.** List of Dolch words for third grade, source [www.learnbook.net](http://www.learnbook.net)

Edward W. Dolch developed lists of the 220 most frequently used words in children's books (Dolch, 1948 in Meadan, Stoner, & Parette, 2008). From 50 to 75% of the text consisted of the words he put on his lists which became known as the Dolch words' lists (Lee, 2009). The most frequently used list to teach sight words is the Dolch List ( Dolch, 1936; Rivera et al, 2002, Meadan, Stoner, & Parette, 2008). A reader who knows the Dolch words will recognize the majority of the words in a typical selection.

This research is intended to explore the use of game in teaching vocabularies to young learners. Game is chosen under the consideration that it is important to have young learners studied in a fun situation. Through game, it is expected that the students will learn the material in an enjoyable atmosphere so

that they will not feel like English is a scary lesson. Through the game, the writers also hope that the students can speak or use English with confidence.

## 2. METHOD

The research design of this study was descriptive qualitative method. This method was used to describe the situation or phenomenon. The researchers employed the qualitative and descriptive method because there is no treatment given during the observation; it was merely record based on the situation or phenomenon happened. Qualitative researchers are especially interested in how things occur (Fraenkel & Wallen, p.423, 2009). This type of research focuses on holistic description; the description in detail all of what happens in a particular activity or situation rather than comparing the effects of a particular treatment in as in experimental design (Fraenkel & Wallen, p.423, 2009). The result solely in descriptive design, describe the event that happened in classroom.

The participants of this study were four students in the third grade. They are Jihan, Lira, Puput and Ririn. They came from the same school who took a course after their school hour. The study took place at an English course.. The bingo game needed a square with four rows and columns. Each box of little size fills with one word and total words of all boxes were 16 words of Dolch words for third grade. An example of Bingo box that fill with 16 words of Dolch words as follow:

About	Start	Laugh	Light
Bring	Grow	Myself	Own
Hurt	Kind	Pick	Show
Together	Better	Warm	Today

**Figure. 2.** Example of Dolch words in Bingo game

The researchers conducted a preliminary observation to find out students ability to read Dolch sight words for second grade correctly. Students were asked to read aloud the words in the Dolch words List for second grade to find out how well they knew the second grade sight words list. They were *always, around, before, both, buy, cold, first, found, gave, made, tell, their, these, those, wish*. In

Bingo sight words game, students played Bingo with Dolch sight words for third grade sight words. Before playing the game, teacher read each word card to students and repeated the word. The game played for more or less in 15 minutes. In game, students were asked to pick one of words that put in random position and read the chosen word. The procedure continued until 16 Dolch words read.

### **3. RESULT AND DISCUSSION**

#### **3.1 Preliminary Observation**

There were 15 Dolch words of second's grade used by the teacher as test's material. Were the children capable to read it aloud correctly? While they got words, they read it and found difficulty in pronouncing it. Lira, one of the students asked the other students. She moved from her chair and asked around. The students discussed how to read the difficult words. The teacher asked if there was any word that the students did not know how to read it. Jihan, one of the students raised her hand and asked how to read some words and then followed by other students who also found difficulty in reading some words. The students did not know how to read almost half of the total words. The teacher read the words first and then asked the students to repeat after him. The teacher reads the words, while the students were learning to recognize and memorize the sound of the words and looking to the paper as like they concern and serious to read it. The teacher asked them to read the words one by one. But they refused the teacher's order and gave a proposal to read in pairs. They wanted to read the words in pair. The teacher proposed that students could read in pairs five words and another 10 words read by her. When they read the words in pairs: they did not have any difficulties. But when each of them read alone, almost all of students found difficult in reading: *always, before, both, cold, their, and these*.

#### **3.2 The Use of Bingo in Teaching Sight Words**

The teacher began the lesson by reading a text. While reading the story, the teacher showed some papers with words written on them. The words were taken from the story read by the teacher. The aim of this activity was to introduce some words to the students along with their pronunciation. After reading the text, the

teacher focused on pronouncing each word out loud and asked the students to repeat after him.

After that, the teacher gave a piece of paper to each student. In that paper, there was a big square where 16 words written in each little squares. The words were randomly chosen from Dolch word list for third grade. The teacher asked the students to read the words in square. But one of the students, Lira suddenly stood up and came over to approach her friends. Without any instructions, they discuss the difficult words to pronounce. Four of students talked to each other. For awhile the teacher let discussion rolling. Minutes later, Lira put her hand up and asked a question: “how to read this word with pointing the word and tries pronouncing it as well.” It was followed by other students Jihan, Puput and Ririn asked the difficult words that they met the words that difficult to pronounce. Because all of them asked at same time so they came to approach the teacher who was sitting in front of the class. They asked the difficult words and pointed the words. The teacher asked them to get back to their chairs. The teacher read the words and showed the printed cards to them respectively. The teachers speak aloud the words: ‘about’, ‘light’, ‘start’, ‘laugh’ and so on until all 16 words were read.

They were given a minute to learn the words by themselves. The teacher told about instructions about how to play bingo. When one of the students read a word, other students listened carefully and then they marked the square with making a cross sign. The teacher asked the students to read the words by choosing the cards. The teacher came approaching the students to lets them took out and read the cards. The game started from left side of the students’ position and suddenly Jihan raised her hand and asked “why it should be started from there.” The teacher replied: “you would get your turn to pick the card later.” And from the Lira picked the card and read; other students listened and crossed the square. It went in order until all of the cards read. The process was running until it left 3 words, the teacher check students’ box. if it was exactly same with the left cards which did not read yet. The students’ box exactly same with the unread cards. It proved that all student focus during the game.

Students finished playing bingo, and the teacher asked students read 10 words from the cards. Lira read correctly all of the words and she showed her confident way while reading all of ten words with short gap from one words to next words that show she was familiar with the words. Puput read almost entirely correct but she did not sure how to read 'before', she read 'before' two times. Jihan read with soft voice she apparently had difficulties in reading two words: bring and myself. Ririn almost same with Jihan, she read the words with soft voice barely to be heard. She had difficult in pronouncing: *warm, laugh and kind*.

#### 4. CONCLUSION

What has been presented throughout this paper describes the process of teaching sight words to young learners through bingo game. It is hoped that in teaching young learners, the teachers should concern to their nature. Harmer (pp. 83, 1998) stated that teaching English to young learners needs a highly skilled and dedicated teaching. The Teachers who teach the young learners need time to understand how they think and response. The teachers should know how to get an attention of the young learners so it can be used to motivate them. Moreover, encouraging the learners is needed to make them diligent and responsible for their learning (Warrington, 2006).The teachers should have good ability in speaking and listening in English since at this age those skills is needed to improve. And young learners are good in imitating so the teacher should be good in pronouncing each word (Harmer, pp. 83, 1998). It needs emphasizing and always takes into consideration of their ability for teachers who teach sight word to young learners. What teachers should consider on the involvement a game in class; they should give clear explanation and instruction. In addition, teachers do not neglect any response that students' deliver.

In normal teaching situation, the teacher selects words from materials that will be read, teaches the words and after certain pre-reading activities, students are asked to repeat after the teacher read the selected words. Since it is teaching young learners; the teacher teaches a lesson through a game once in a while. Through the game, the teacher can catch students' attention to give a little bit concern to the lesson without feel bored in class.

For further consideration, what need to be addressed and investigated further, is teaching sight words to third grade not only in a word form but also in context of story or passage. Asking the young learners read a story or a passage, and discusses the meaning and how to pronounce the words to be learned. The selected of the difficult words could be introduced through game and song. The main purpose of teaching sight word is to help learners in reading those words they already use in daily communication and to support in processing words automatically as one method of helping to support the reading process more fluent (Kibby, 1989).

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