

THE EFFECTIVENESS OF USING BINGO GAMES IN TEACHING ENGLISH PREPOSITION OF TIME AND PLACE

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ABSTRACT

This research described the effectiveness of using bingo games in teaching English preposition time and place ability (at, in, on) at the Seventh Grade of MTsN Astambul. The problems that should be answered in this research were: (1) How is the use of bingo games in improving students' preposition time and place ability (at, in, on)?, (2) How is the students' preposition time and place ability (at, in, on) without bingo games and using bingo games?, (3) Is there a significant difference between the students' preposition time and place ability (at, in, on) without bingo games and using bingo games?. There are two hypotheses in this research, the hypotheses were (1) H_a there is a significant difference in using bingo games in preposition time and place (at, in, on) in teaching and learning English at the Seventh Grade of MTsN Astambul between experiment class and control class, (2) H_0 there is no significant difference in using bingo games in preposition time and place (at, in, on) in teaching and learning English at the Seventh Grade of MTsN Astambul between experiment class and control class. The population of the research were 135 students of the seventh grade of MTsN Astambul and the samples of this research were two classes (experiment class and control class) that consist of 26 students in every class. The data were collected by some techniques, they were: observation and test (pre-test and post-test). Then, all the data were analyzed quantitatively and concluded inductively. The result of the research indicated that the students' ability is improved after bingo games were implemented in teaching preposition of time and place (at, in, on). It showed that mean score increased in pre-test and post-test (36 to 76). The calculation of u-test pointed out that there was a significant difference between experiment class and control class in using bingo games in preposition of time and place (at, in, on) which is the value of $Z_{count} \leq Z_{\alpha/2}$ ($-6.1 < 1.96$). So, it can be concluded that H_a is accepted and H_0 is rejected.

Keywords: Bingo Games, Preposition, Students' Ability

1. INTRODUCTION

There are eight parts of speech, namely, noun, pronoun, adverb, verb, adjective, conjunction, preposition, and interjection. The researcher decided to conduct the research about preposition due to some reasons.

As one of parts of speech, preposition is used in communication and preposition is a problem for most English learners that often get confused due to what Martin said: "The students have two main problems with preposition. They

have to know whether in any construction a preposition is required or not and which preposition to use when one is required.”

Prepositions are words normally placed before nouns or pronouns. It is called the biggest little words in English and usually quite short and insignificant looking, but they have very important functions. There are some kinds of preposition, namely, preposition of time, place, manner, position, etc. In this research focused on preposition of time and place. The writer is interested in conducting this one because it is a problem for most English learners that often make confused and hard to understand. Unfortunately, many English teachers in Indonesia still teach the students using a list of words and explanation of usage. The teacher then translate them into Indonesian. This method makes them feel bored and sometimes make them uninterested in teaching learning process. They also have difficulty to understand and differentiate about the function preposition of time between preposition of place (at, in, on). Preposition of time and place have same preposition, those are at, in, and on. The students are difficult to differentiate the function and the meaning in using English based on the context. Thus, the researcher wants to conduct this problem.

Based on the researcher’s observation, at MTsN Astambul, the students still hesitate to determine the preposition of time and place (at, in, on). The researcher gave some piece of papers to some students and asked them to translate Indonesian into English. It was simple sentences that use appropriate preposition. Some of the students’ answer “I live at Martapura”. The right preposition should be in. Another one is “I get up on five o’clock”. The right preposition should be at. The last example is “I was born in July”. The right preposition should be on. Based on the result, their ability is not good in preposition. So, the researcher is interested in choosing the problem to observe much more.

In teaching and learning English, there are many ways to reach the goal of teaching, especially in preposition. They should make the class active, fun, enjoying, and interesting in order to make students comfort in participating the lesson. Teacher needs challenging teaching technique. One of the interesting

techniques is using games. The researcher wants to improve the students' ability in using preposition of time and place (at, in, on) by using games.

One of the interesting games in teaching and learning process is bingo games. Bingo games is kinds of word game that consists of card instruction which is designed and created to perform and enjoy activity restricted by the rules where is the player to be the winner. It aims as a tool in assessing and teaching English. It also can be used as one of the interesting techniques to review the lesson. It can attract the students' attention and their involvement in teaching and learning process. It also can create an enjoyable environment.

By playing bingo games, the students felt relaxed, fun, enjoyable. They could memorize and reviewed the lesson that have been learned in the classroom in different ways. It made the teaching and learning process of English more attractive. The researcher took place in MTSN Astambul to conduct the research because one of the reasons are the school is one of the favorite schools in Martapura. The location is also strategic and suitable to do research. It also has many classes. It is suitable to do an experiment research because it needs two classes become experiment and control class. In MTSN Astambul, English teacher has never conducted the research and applied bingo games in teaching and learning process. It can be concluded that without mastering grammar, the students cannot speak, read, listen and write well. Grammar has important role in learning English. Therefore, the writer wanted to apply this technique to make the class fun and challenging.

1.1 Statements of the Problem

In order to get clear information for this research, the problems that are being to be studied, as follow:

1. How is the use of bingo games in improving students' preposition time and place ability (at, in, on) at the Seventh Grade of MTsN Astambul?
2. How is the students' preposition time and place ability (at, in, on) without bingo games and using bingo games at the Seventh Grade of MTsN Astambul?

3. Is there any significant difference between the students' preposition time and place ability (at, in, on) without bingo games and using bingo games at the Seventh Grade of MTsN Astambul?

1.2 Objective of Study

There are some purposes of this research:

1. To know the use of bingo games in improving students' preposition time and place ability (at, in, on) at the Seventh Grade of MTsN Astambul.
2. To know the students' preposition time and place ability (at, in, on) without bingo games and using bingo games at the Seventh Grade of MTsN Astambul.
3. To know whether there is any significant difference between the students' preposition time and place ability (at, in, on) without bingo games and using bingo games at the Seventh Grade of MTsN Astambul.

1.3 Significance of Study

Theoretically, the selection of using media in teaching and learning English as a foreign language hopefully can be useful for students because by practicing bingo games, the students are able to improve their ability in preposition of time and place (at, in, on). For the teacher is to explore and prove whether the bingo games are effective to be applied in teaching about preposition time and place (at, in, on) so that the students can improve their preposition ability optimally. It can motivate teachers find a few media which is appropriate in teaching preposition. It also encourages the teachers to develop their creativity to improve teaching and learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

2. THEORETICAL BASIS

2.1 The Nature of Bingo Game

According to Lopez (2006: 11) Bingo Game is a game which lets the whole class or small groups play. The teacher can serve as the caller, or students can take

turns serving as the caller. The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition.

Through this game, students' problems will decrease, and this makes them begin to have interest in learning vocabulary. For the winner of the games the researcher will give them a present, so they will be happy and do not feel force to study harder than before. Groller (1974: 97) states that Bingo is often played simultaneously by large groups; the winner being the first contestant is to cover a line of five numbered spaces on his card as selected by chance and announced by the game caller. Richardson et al (2009: 246) states that Bingo Game is for the whole class that encourages students to study and review their vocabulary words.

From the theories above, it can be concluded that Bingo Game is a game played by small or large groups in which the first group to mark a complete row of words is the winner and calls out "Bingo!" Game like Bingo provides an interesting and motivating way to review and reinforce vocabulary words.

2.2 Kinds of Bingo Game

There are some theories of classification bingo games. According to Ito & Berry (2001: 8), Bingo games have four classifications, such as Traditional Bingo games, Task Bingo games, Talking Bingo games, and Testing Bingo games. In Traditional Bingo game, some of games involve more difficult variations on the standard instructions for Bingo games. In Task Bingo game, the students required to do something before they can make a square. In Talking Bingo game, the students have to talk to people before they can mark a square. In Testing Bingo game, all of the students have the same board. If they can mark at the same time, the teacher knows that they have acquired the necessary skills / knowledge.

These various types and classifications can be employed in various situations and transformations. Bingo can be used in one form or another for most purposes according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.). In this way, it is hoped to show that the Bingo concept can be adapted to meet the needs of any group of language learners.

2.3 Advantages and Disadvantages of Bingo Game

According to Finch (2006: 6), using Bingo game as a strategy has some advantages and disadvantages. The advantages of Bingo game are:

1. Bingo game is a game that suitable for all ages.
2. It can be more motivation while learning how to play.
3. The game is able to help the students remember some vocabularies which are difficult to be memorized.
4. It can improve the ability to cooperate with each other (if using groups).
5. It can invite students to think quickly.
6. It can influence students to be more creative and active.

Meanwhile, the disadvantages of Bingo game are:

1. It makes the class difficult to be controlled.
2. Students will be asked to make games continuously more than the material.

2.4 Procedure of Teaching Preposition of Time and Place (at, in, on) through Bingo Game

This game was very interesting and may stimulate the activity of the students in the class. In this research, the writer used bingo game in learning preposition of time and place (at, in, on). According to Silberman (2006: 265), bingo game is a game that formed square such as number table which the win of the game is formed vertically, horizontally, or diagonally. This game aimed to review the lesson that has been learned by the students. The procedure of bingo game is:

1. Make table 5x5 and arrange 25 questions about lesson that has been learned
2. Make questions into five stacks
3. Read the question based on the number. If one of the students has the number and can answer correctly, the student can fill the space and can be continue by other groups.
4. If one group reaches five answers correctly in a line (vertically, horizontally, diagonally), the group can shout “BINGO” and get the point. The game continued until 25 spaces were filled.

In teaching and learning process, the researcher as a teacher divided students into some groups. Each group has to make square that consists 3 rows and 3 columns. They used numbers in rows and columns randomly from 1 to 9 that suit with 9 questions. The teacher then read the questions. Each group has to answer and write down in the appropriate column based on the question number. The answer is checked together. If the answer is right, the students have to mark in the space based on the question number that was given by the teacher. If the answer is false, they do not have to mark. If the students can mark the numbers vertically, horizontally, or diagonally, they will call out “BINGO” and they win the game.

2.5 The Nature of Preposition

Preposition is one of the elements in English that is very important to master it. According to Lindstromberg (1991: 1), prepositions in English are a well-known challenge for students of English as a second language, as they are one of the most problematic areas. Collins (1998: 2) defined that the English preposition is as a word that connect a noun to other words and shows the relationship between them. Besides, Kevin (2011: 1) stated that preposition is a word that begins a prepositional phrase and shows relationship between the noun and another word in the sentence. A preposition must have an object and often indicates a noun’s location. Preposition can be used as other parts of speech such as adverbs.

Quirk et al. (1993: 12) expresses that preposition is a relationship between entities: they indicate a relationship in space (between one object and another) and a relationship in time (between events), in addition to other relationships such as instrument and cause. Prepositions can be classified according to their form, function and meaning. As far as the form is concerned, prepositions can be simple (one-word preposition), or complex (also called two- word, three-word, or compound prepositions) (Celce-Murcia, & Larsen-Freeman, 1999: 401). Simple prepositions are closed class, meaning that we cannot invent new single word prepositions. However, complex prepositions are open class because new combinations could be invented (Yates. 1991: 65). In English, there are approximately seventy simple prepositions. The most frequently used are: at, by, for, from, in, of, on, to and with (Grubic, 2004: 23).

According to Eastwood (2002: 288), a preposition usually comes before a noun phrase. It is ‘like into the building, at two o’clock, without a coat’. Some prepositions can also come before an adverb. They are like ‘until tomorrow, through there, at once’. They can be used before a gerund. The example is ‘we are thinking of moving house’. *NOT* ‘we are thinking of to move house’. It cannot be used before a that-clause. The example is ‘we are hoping (that) we will win’. *NOT* ‘we are hoping for that we will win’. But, it can be used before a wh-clause. The example is ‘I would better make a list of what we need’. A preposition can be modified like ‘almost at the end, all over the floor, halfway of the hill, etc’. In some clauses, a preposition goes at the end.

Based on the explanation above, prepositions can be used in many structures of sentences. They also have many positions of sentences. Besides, preposition is one of important parts in English grammar.

2.6 Kinds of Preposition

There are some types of preposition in English grammar. They are preposition of time, preposition of place, preposition of direction, preposition of agent, preposition of instrument, and prepositional phrase.

- a. Preposition of time, *In* is used for months, years, particular times of days, months, or years, and century or specific time in past time. The preposition “at” is to show the precise time or the shortest time. There are many functions of “at”, such as: to show specific time or the shortest time, to show years, months, seasons, and to show centuries and long periods. The preposition “on” is to show the longer time than “at”.
- b. Preposition of place. The preposition of place is to show place or location *In* is usually used for place which has some boundaries (physical or virtual boundary). It is three dimensional. It can be used when people see something as all around. *On* is used for surface and street. It is two dimensional. It also can be used for a line. *At* is used for specific place and for an enclosed space and larger areas (countries, regions, cities, large islands). It is one dimensional. It can be used when people see something

as a point in space. It also can be used when people are talking about the normal purpose of the building.

3. RESEARCH METHOD

3.1 Research Design

In this research, experiment research is a research method to compare between using bingo games and without using bingo games in improving students' preposition of time and place (at, in, on) ability. It means there are two classes (experiment class and control class) that are given different treatments based on the objective of research. Experiment class means the class is taught by the writer by using bingo games and control class means the class is taught by writer without using bingo games.

In experimental design, a pre-test was administered and then followed by treatment to a number of different classes. After a fixed period of time, a post-test was given. The researcher uses quantitative design to analyze the quantitative data obtained from test (pre-test and post-test). Besides that, the researcher uses qualitative design to analyze the qualitative data obtained from observation.

3.2 Research Location

The research was conducted at MTsN Astambul. It lies on Sungai Tuan, Martapura, South Kalimantan. This research is applied to students in seventh grade at MTsN Astambul

3.3 Population and Sample

The population of this research is limited for all the students at the Seventh Grade of MTsN Astambul. It consists of 135 students and divides into five classes. One of the reasons, they have preposition of time and place (at, in, on) subject in this semester. Due to this case, the researcher decides to know their ability of preposition of time and place (at, in, on) in using bingo games and without using bingo games.

The researcher uses purposive sampling. It is in taking sample based on the consideration. Based on the teacher's consideration, the English teacher recommended class A and class C to become sample because condition of class

and the students are easier to be managed. The students also have same ability in English lesson. Thus, the researcher chose two classes (experiment class and control class). The research is aimed to differentiate between the two classes after the treatment has been done. Two classes which are chosen as sample are class VIIA and VII C. Class VII A is as an experiment class and VII C is as a control class. Each class has 27 students. Therefore, the total of sample is 54 students.

3.4 Data

The data that related to statement of the problems are the use of bingo games which is gotten from the writer's observation. The researcher was observed while treatment was given. The students' preposition time and place ability (at, in, on) without bingo games and using bingo games and it is gotten from pre-test and post-test. The difference between the students' preposition time and place ability (at, in, on) without bingo games and using bingo games from pre-test and post-test by using t-test.

3.5 Technique of Data collection

The techniques of data collection used in this study are observation and test (pre-test and post-test).

1. Observation

Observation is used to observe about the condition of students' activities in preposition of time and place (at, in, on) in teaching and learning process at the seventh grade of MTsN Astambul. The researcher and the English teacher observe the students in experiment and control classes by observation guide. After the data collected, the researcher analyzed the data qualitatively.

2. Test

The researcher used pre-test and post-test to know the students' first and last ability. Test is used to know the students' ability and significant between the students' ability in preposition of time and place (at, in, on) using bingo games and without using bingo games. This test is applied to get the score of the students' achievement in preposition of time and place (at, in, on). The researcher analyzed quantitatively and arranged all of data systematically.

There are two categories of test that used to get data of the research. Multiple choices are 20 questions and fill in the blank is 10 questions. Students have to answer 30 questions.

a. Pre-test

Before the researcher taught preposition of time and place (at, in, on) by using bingo games, the researcher asked students (experiment and control class) to do the test. It is during 30 minutes. The test consists multiple choice and fill in the blank.

b. Post-test

Post-test was given to the experiment class and control class. It was given in order to know students' achievement after they were taught by using bingo games (experimental class) and without using bingo games (control class). In this case, the students also were asked to do the test. The test is same on pre-test. It was during 30 minutes.

4. FINDINGS AND DISCUSSIONS

4.1 The Use of Bingo Games in Improving Students' Preposition of Time and Place Ability (at, in, on) at Seventh Grade of MTsN Astambul

The condition of students' activity in learning English is very good. They were active and enthusiastic in the learning and teaching process especially in preposition of time and place (at, in, on). After pre-test, the researcher gave treatment to the students. The researcher taught two classes, they are experiment class with bingo games and control class without bingo games.

The teaching and learning process by using bingo games with an allocation of 2x40 minutes can be described as follow:

The researcher taught about preposition of place (at, in, on). The researcher explained about preposition of time (at, in, on) related to the function of them one by one while write down on the whiteboard. The researcher also gave the example of each preposition of place (at, in, on). The students paid attention to the explanation. After the explanation, the researcher asked them what they have difficulty or confused to master the material. To check their understanding, the

researcher gave some tests that were written down on the whiteboard. One of example is “I live Ahmad Yani Street”. They have to fill in the blank based on the appropriate preposition of time. The researcher asked them to answer them on the whiteboard. Some of them were interested to answer them. They competed to answer the tests on the whiteboard. It meant that some of them have understanding in preposition of place (at, in, on). The researcher and the students checked the tests together. The researcher then asked the students, who answer the tests on the whiteboard, to come forward again. The researcher then asked them to introduce themselves one by one to their friends in English. The researcher then gave them a reward to motivate in learning English and asked other students to give applause. They have enthusiastic to participate learning English. The researcher then asked them whether they were still confused about the material or not.

The researcher then asked them to divide into some groups by counting from 1-5. The students who get number 1, they made a group and became group 1. That is way in others numbers. The members of group consisted 5 or 6 students, because the number of students’ class VII A is 26 students. The researcher then gave a bingo sheet for each group. The researcher wrote down a bingo game on the whiteboard while they wrote down the members of their groups. The researcher then explained how to play bingo game. They paid attention to the researcher’s instruction well. The researcher then asked them whether they were confused related to the playing game or not. The bingo game would be played when they have ready to play it. The researcher read the question based on the appropriate number that was chosen randomly. The question was read three times. They paid attention to the question well. An example of question is “I live Nagasari Street”. They have to fill in the blank with the appropriate preposition and write down the answer on the number column of question. The researcher then gave the answer. If their answer was right, they have to mark to the number column. If their answer was false, they do not have to mark to it. If they can make a line among the marks vertically, horizontally or diagonally, they got “bingo” and won the game. When they got the right answer, they were happy by cheering “yeah”. The class was fun and active in playing bingo game. The

class was noisy when they got “bingo”. It meant that they have interested and motivated in playing bingo game. In playing bingo game, almost of them won the game. They liked it so much. They have ever told her to play it again, but time was up.

By using bingo games, the students are motivated to participate in teaching and learning process, especially teaching preposition of time and place (at, in, on). They have to answer the question to make line vertically, horizontally, or diagonally. So they can get “BINGO” and be the winner in playing the game. The class was active, fun and enjoyable for the students, because they learnt while played bingo games.

The various media are very needed to improve and actualize in teaching and learning process. Especially in teaching preposition of time and place (at, in, on), media is used to reach certain goal in order to create and interesting learning process so that the students’ interest and motivation to learn will improve. Prepositions are hardly addressed in the current teaching. Students often make confused with the uses of the preposition. It has same meaning and different use. So, it makes them bored and unmotivated in learning preposition.

This problem was due to the students’ lack of vocabulary and the meaning. In other cases, the students still hesitate in choosing the appropriate preposition in making sentence. It makes them uninterested in learning preposition. They were not motivated to master the preposition. In this problem, the researcher explained them about the definition and meaning of preposition. The researcher also helped them if they got difficulty in memorizing and practicing in making the sentences with the appropriate preposition.

Based on the result of pre-test before the strategy of bingo games was implemented, the students faced the difficulties in choosing the appropriate preposition. They also have less knowledge of vocabulary. Besides that, they have difficulty to understand the sentences.

4.2 The Students' Preposition of Time and Place (at, in, on) Ability without Bingo Game and Using Bingo Game at the Seventh Grade of MTsN Astambul

To find out the students' preposition of time and place (at, in, on) ability without bingo game and using bingo game, the researcher used pre-test and post-test to measure the students' ability. Here, the results of students' preposition of time and place (at, in, on) score:

a. Pre Test in Experiment and Control Classes

The researcher gave multiple choice and fill in the blank as pre-test and it was given in two classes and different time. The result of pre-test in experiment class VIIA of MTsN Astambul by total score is 935.

The total score of experiment class of class VII A is 935. The highest score is 56. The lowest score is 22. Based on the result of the text, it is found that the categories of the VII A class's students of MTsN Astambul are categories in:

- 1) Excellent Category, 0 student (0%) with score 80-100
- 2) Good category, 0 student (0%) with score 70-79
- 3) Average category, 0 student (0%) with score 60-69
- 4) Bad category, 2 students (7,7%) with score 50-59
- 5) Poor category, 24 students (92,3%) with score 0-49

To know pre-test's score of VII A at seventh grade of MTsN Astambul, the researcher used the accounting mean formula as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{935}{26}$$

$$M = 35.9$$

The total of score was 935 divided into 26 students, so the researcher can get the mean of the score were 36. Almost of students got score between 0 till 49. Thus, the pre-test's score of VII A at seventh grade of MTsN Astambul can be conclude in poor average.

The total score of pre-test in control class is 963. The highest score is 51. The lowest score is 26. Based on the result of the text, it is found that the categories of the VII A class's students of MTsN Astambul are categories in:

- 1) Excellent Category, 0 student (0%) with score 80-100
- 2) Good category, 0 student (0%) with score 70-79
- 3) Average category, 0 student (0%) with score 60-69
- 4) Bad category, 0 student (0%) with score 50-59
- 5) Poor category, 26 students (100%) with score 0-49

To know pre-test's score of VII C at seventh grade of MTsN Astambul, the researcher used the accounting mean formula as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{963}{26}$$

$$M = 37$$

The total of score was 963 divided into 26 students, so the researcher can get the mean of the score was 37. Almost of students got score between 0 till 49. Thus, the pre-test's score of VII C at seventh grade of MTsN Astambul can be concluded in poor average.

b. Post-test in Experiment and Control Classes

The researcher gave multiple choice and fill in the blank test as post-test. The test of post-test was given in two classes and different time. The result of post-test in experiment class VIIA of MTsN Astambul by total score is 1976.

The total score of post-test in experiment class is 1976. The highest score is 93. The lowest score is 60. Based on the result of the text, it is found that the categories of the VII A class's students of MTsN Astambul are categories in:

- 1) Excellent Category, 9 students (34,6%) with score 80-100
- 2) Good category, 11 students (42,3%) with score 70-79
- 3) Average category, 6 students (23%) with score 60-69
- 4) Bad category, 0 student (0%) with score 50-59
- 5) Poor category, 0 students (0%) with score 0-49

The highest percentage of post-test score in class VII A is 42.3% in good category. To know post-test's score of VII A at seventh grade of MTsN Astambul, the researcher used the accounting mean formula as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1976}{26}$$

$$M = 76$$

The total of score was 1976 divided into 26 students, so the researcher can get the mean of the score was 76. Almost of students got score between 70 till 79. Thus, the post-test's score of VII A at seventh grade of MTsN Astambul can be conclude in good average.

The result of post-test in experiment class VIIC of MTsN Astambul by total score is 1976. The total score of post-test in control class is 1068. The highest score is 62. The lowest score is 26. Based on the result of the text, it is found that the categories of the VII C class's students of MTsN Astambul are categories in:

- 1) Excellent Category, 0 student (0%) with score 80-100
- 2) Good category, 0 student (0%) with score 70-79
- 3) Average category, 2 students (7,7%) with score 60-69
- 4) Bad category, 2 students (7,7%) with score 50-59
- 5) Poor category, 22 students (84,6%) with score 0-49

The highest percentage of post-test score of class VII C is 84.4% in poor category. To know post-test's score of VII C at seventh grade of MTsN Astambul, the researcher used the accounting mean formula as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1068}{26}$$

$$M = 41$$

The total of score was 1068 divided into 26 students, so the researcher can get the mean of the score was 41. Almost of students got score between 0 till 49. Thus, the post-test's score of VII C at seventh grade of MTsN Astambul can be concluded in poor average.

Based on the result of pre-test and post-test of VIIA's students (experiment class), it can be concluded that the mean score pre-test was 36. The highest score was 56 and the lowest score was 22. After the researcher taught them twice using bingo game, the result of pre-test was different from pre-test. The mean score of post-test was 76. The highest score was 93 and the lowest score was 60. The students' ability of pre-test and post-test before they were given treatment was bad and after they were given treatment was good because their score of post-test is higher than pre-test. It means that teaching preposition of time and place (at, in, on) by using bingo game in experimental class was successful.

Based on the result of the pre-test and post-test of VIIC's students (control class), it can be concluded that the mean score of pre-test was 37. The highest score was 51 and the lowest score was 26. After the researcher taught them twice without using bingo game, the result of post-test was different from pre-test. The mean score of post-test was 41, the highest score was 60 and the lowest score was 26. The students' ability of pre-test and post-test was fair. Even though students' score in post-test is higher than pre-test, they still hesitate in preposition of time and place (at, in, on). It means that teaching English without using bingo game in control class was not successful.

Based on the finding of the research, it was found that the students who were taught by using bingo games have been improved in preposition of time and place (at, in, on) than the students who were taught without using bingo games. The students' ability of the experiment class is higher than the students' ability of the control class. The control class has mean score 37 in pre-test and 41 in post-test while the experiment class has mean score 36 in pre-test and 76 in post-test. It was because the students who were taught by using bingo games felt enjoy and fun when they learnt preposition. They were interested in learning preposition and make the class be active. They also got motivation in learning by using games.

Imas (2015), in her thesis, said that the students can improve their vocabulary by using bingo games. The students' ability of experiment class is higher than the students' ability in control class. The control class scored 60.7 in pre-test and 64.3 in post-test while the experiment class scored 64.3 in pre-test

and 89.9 in post-test. It means that bingo games are a very good media in improving students' preposition of time and place ability (at, in, on).

4.3 The Difference between the Students' Preposition of Time and Place (at, in, on) Ability without Bingo Game and Experimental Class by Using Bingo Game at Seventh Grade of MTsN Astambul

The normality test is used to know whether the data obtained is normally distributed or not. The normality test is done to find out the distribution data. The steps are as follows:

Hypothesis:

H_a: The distribution list is normal.

H_o: The distribution list is not normal.

The computation of normality test:

$$N = 26$$

$$\text{Maximum score} = 56$$

$$\text{Minimum score} = 22$$

$$\text{Range} = 56 - 22 = 34$$

$$K / \text{Number of class} (K = 1 + 3.3 \log n) = 5.6 = 6$$

$$\text{Length of the class} (i = r/K) = 34/6 = 5.6 = 6$$

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{929.5}{26} = 35.75$$

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{32914.63}{26-1}} = \sqrt{\frac{32914.63}{25}} = \sqrt{1316.59} = 36.29$$

Based on the result above, the mean of pre-test of experiment class is 35.75. The deviation standard is 36.29. With a = 5% and N = 26. From the distribution table, obtained t-table = 0.17. Thus, $\sum f(z_i) - s(z_i)$ count is higher than t-table (-0.50 > 0.17). So, the distribution list is not normal.

The Normality Test of Control Class

Hypothesis:

H_a: The distribution list is normal.

H_o: The distribution list is not normal.

The computation of normality test:

$$N = 26$$

$$\text{Maximum score} = 51$$

$$\text{Minimum score} = 26$$

$$\text{Range} = 51 - 26 = 25$$

$$K / \text{Number of class } (K = 1 + 3.3 \log n) = 5.6 = 6$$

$$\text{Length of the class } (i = r/K) = 25/6 = 4.16 = 4$$

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{967}{26} = 37.20$$

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1125.53846}{26-1}} = \sqrt{\frac{1125.53846}{25}} = \sqrt{45.021536} = 6.71$$

Based on the result above, the mean score of pre-test of control class is 37.20. The deviation standard is 6.71. With $\alpha = 5\%$ and $N = 26$. From the distribution table, obtained t-table = 0.17. Thus, $\sum f(z_i) - s(z_i)$ count is higher than t-table ($-0.55 > 0.17$). So, the distribution list is not normal.

After the normal distribution of data is known, the researcher used U-Test because the data distribution was not normal. U-Test is to compare two samples (control class and experiment class) whatever gets significant difference or not.

Hypothesis:

H_0 : There is no significant difference between result of experiment class and control class

H_a : There is significant difference between result of experiment class and control class

The researcher found that there is significant difference between the students' preposition of time and place ability (at, in, on) who were taught using bingo games and those taught without using bingo games. The testing hypothesis indicated that the experiment class was significant higher than the control class. Thus, Z_{count} is gotten -6.1 in significant $\alpha = 5\%$. So, $Z_{\alpha/2} = Z_{0.025} = 1.96$. Because of $Z_{count} \leq Z_{\alpha/2}$ ($-6.1 < 1.96$), H_0 is rejected and H_a is accepted.

To support result in this research, the researcher found a research by Yusuf (2015) that has similar result with this research. Yusuf also found the different between the students' ability in mastering vocabulary that were taught by using bingo games and those taught without using bingo games. From the analysis used t-test, it was obtained that the value of experiment class was 6.18 and control class was only 2.64 at 0.05 alpha significant values. Therefore, his research was found that the improvement in post-test was statically significant for experiment class.

Based on the explanation above, the experiment class who were taught using bingo games is better than those who were taught without using bingo games. It means that bingo game is very good to help the students in improving in their skill in preposition. It can also help the teacher to improve the students' motivation and interest in learning preposition. It means that teaching preposition using bingo games can stimulate the students in improving their ability of preposition of time and place (at, in, on). So, the students' ability that were taught preposition of time and place (at, in, on) by using bingo games is better than who were taught preposition of time and place (at, in, on) without using bingo games for the seventh grade of MTsN Astambul.

5. CONCLUSION

The use of bingo games in improving students' preposition of time and place ability (at, in, on) ability at seventh grade of MTsN Astambul is that used a square that consists of 3 columns and 3 rows where there are numbers in space. The researcher gave the questions based on the numbers then the students have to answer in space based on the question's number. If their answer is right, they have to mark the space. In contrast, if their answer is wrong, they do not have to mark the space. If the marked space can make line vertically, horizontally, or diagonally, they win and get "BINGO". They can be the winner.

The students' preposition time and place ability (at, in, on) without bingo games and using bingo games at seventh grade of MTsN Astambul is different. Students' ability using bingo games is higher than students' ability without bingo games based on mean score result of the experiment class at post-test that is 76

and mean score result of the control class is 41. Students' ability has improvement after they were given treatment.

There is significant difference between experiment class and control class at post-test based on the u-test result which shown that z-table is $Z_{count} \leq Z_{\alpha/2}$ ($-6.1 < 1.96$). It shows that u-test is lower than z-table 5 %. H_a is accepted. It means that there is a significant difference between the students' preposition time and place ability (at, in, on) without bingo games and using bingo games.

Referring to result of the research, the researcher offers some suggestions to be considered in improving students' preposition of time and place ability (at, in, on) using bingo game. The most of English teachers in Indonesia are expected to know the suitable technique of teaching. It is important because media may influence the result of students' achievement on learning. The students are more active during the teaching learning process. So, it can make the students interested and motivated in learning English. Moreover, they will get a better result.

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