
USING WORD TO SENTENCE BINGO INTEGRATED WITH COMPUTER TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

Lately, the strengthening role of English within multilingual societies has led changes which urged teachers to use innovative ways in teaching in order to prepare students to be a better communicator. ICT has been known as potentially powerful enabling tools for creating that innovation. One good example is by using Word to Sentence (WtS) Bingo board integrated with computer to play a game in improving junior high school students' speaking skills in fluency and accuracy. This game is played by students in groups. Each group has their own board (5x5), two sets of cards (12 nouns and 13 verbs), and a marker. They stick each of the words freely. Then, they have to mark every word mentioned by the computer as the 'word caller'. To get the score the group is required to create sentences orally as many as they can in two minutes at the time they say 'BINGO' whenever the marked words create a line diagonally or vertically or horizontally. Last, they have to compose a short text by using some sentences they have made before. The winner is the group who gets the highest score. The computer is used as the 'word caller' in order to help students in giving the model of pronouncing the words correctly and make the game more interesting. Through this way they can practice what they have learned cooperatively so they have more confidence to speak in more relaxed and enjoyable atmosphere.

Keywords: *Word to sentence Bingo, Speaking Ability, Teaching Speaking*

1. INTRODUCTION

Within the context of multilingual societies, there must a need to have a lingua franca in order to do communication among people whose different first language easily and English has been chosen as that lingua franca. Previously, in some countries including Indonesia mastering English becomes a need for few people only. It did not become a need for the rest of them which means many people still could survive without understanding and mastering English. However, it has changed lately because some changes continuously happen. For example in the context of ASEAN Economic Society (AEC) where there has been a consensus about free trade agreement and free flow skillful workers, the need to master its lingua franca that is still English becomes more important for most of the people in order to get opportunity in economic aspect such as getting a job. This strengthening role of English as official language especially in AEC urges the policy makers, educators and researchers to revise or change the way how to teach that language in more innovative, effective and better approaches in order to prepare and develop the citizens' and students' skills in communicating better so they can get more chances in that market competition later.

In order to achieve that goal, it seems to the writer that the ability to communicate such as speaking becomes the one which is more important than the other skills that should be mastered by the students. It is supported by Caroline (2005:45) who mentions that this skill is the basic one in doing communication among society's members. Harmer (2003:87) also adds that through speaking, someone can understand ideas, opinions and informations from others. It can be concluded that speaking skill is what one needs to be mastered first or the basic one before other skills in communicating among societies. In the context of AEC, this skill is used for many purposes in communication such as to offer or present things or themselves to be sold in the market, etc.

Unfortunately, based on my and some of another teachers' experience in the teaching of English showed that the teaching this skill is the most challenging one, since teaching speaking means teaching complex skills. Nunan (2003) states that teaching speaking means teaching to encourage students in producing sounds and sounds pattern with appropriate words and sentence stress, intonation, and the rhythm of the target language by using the well chosen words and

sentences based on the context in which requires them to organize ideas in meaningful and logical ways with fluency. It means that the teaching process must encourage students to produce utterances involved two important aspects, they are accuracy and fluency. So, it should provides opportunities to practice. This idea as stated by Kayi (2006) who says that in teaching oral language skills such as speaking the teacher has to provide maximal opportunity for students to speak the target language. Teachers have to involve each student in every speaking activity.

Moreover, Nations (2007) explains that in teaching this skill the teachers should be able to make the students understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that are applied in each communication situation. In order to help the students develop their communicative proficiency in speaking, Nations also says that teachers can use activities that combine language input, structured output and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented focusing on information or form oriented focusing on ways of using the language. Structured output focuses on correct form. It is designed to make learners comfortable producing specific language items recently introduced. Last, in communicative output, the learners' main purpose is to complete a task.

In fact, many times the students only keep silent and tend to be passive learners who do not participate actively in class. They feel shy and are not confident to share information, ideas or opinion orally in front of their friends because they are afraid of making mistake, and having low motivation. Brown (2007 : 324) states that students prefer to keep silent than say something which require them to ignore all doubt about making mistakes and stupidity or being incomprehensible. This situation often make the students lose the opportunities to practice their speaking skills.

Besides, the teachers themselves use uninteresting or insufficient classroom techniques for teaching speaking. The techniques used are not able to arise students' motivation to learn and speak. They just concern more about the material or they just deliver the content not how to make the students speak. It seems that it is because of having limited references and experiences in providing speaking activities in the classroom. The activities which are conducted by teachers such as discussions, oral question answers, pair-works, role plays, expressing ideas and opinions are still not interesting enough for students. Many times, those activities end in failure which can not invite and encourage them to speak productively. In short, teachers and the techniques they use can not motivate students to speak.

As the result, students' ability in speaking is considered as a low one. Many students still got difficulties in constructing ideas, choosing the most appropriate words, deciding the tense used, constructing good sentences and pronouncing the words. Many times it is found that the students are not able to express their ideas into a simple sentence correctly. They are often missing the subject or verb in their sentences which diminish the meaning and create the ambiguity in their sentences. They are not able to use the correct pronunciation

To overcome this problem, the writer tries to propose one alternative solution that can be implemented in teaching speaking for junior high school students. The solution is by using word to sentence bingo board which is integrated with computer. It is hoped that this integrated media helps the learners to produce the sentences and text in more interesting and enjoyable atmosphere without ignoring the accuracy and fluency in aspects of grammar and pronunciation. This media is used to play a game which is called word to sentence bingo game.

According to Mora & Lopera (2001) the use of games in class contributes to the development of a series of language skills and competencies. They consider that using games in class can be advantageous and essential since games encourage interaction and group work among learners. Games are a great way to incorporate language practice in the English as a Second Language (ESL) classroom. They help contextualize target language in a way that students find enjoyable and effective. Dewitt (2012) says "games encourage, entertain, teach and promote fluency". Ersoz (2000) also states that the appropriate games are extremely useful which allows students to get time to both relax and train their abilities. He also adds that games motivate students extremely because they are

interesting and provide dare. They bring meaning in context and also invite the players to be more cooperative. By using games, it can make teaching learning process more fun and give variation to a lesson so the students may learn more easily with more motivation and confidence.

By departing from those arguments that the implementation of games in class can influence the students' learning, the writer is interested in arguing the effect that games have on the speaking skill. As what has been said previously, one game that is simple, filled with English practice, and very enjoyable for students and fits students problems is Bingo. Lewis (2004) mentions that this game is originally created from Lotery called Lo Givoco Del Lotto in Italy in 1530. Nowadays, this classic game takes on some twists in the EFL classroom in order to meet the teachers' goal. Everybody loves to play Bingo.

However, the usual version of the game only uses numbers and letters, which is not very useful for EFL students. It only helps students to recall those numbers and letters. Another teachers improve the game by using words instead of numbers but it just to memorize the meaning by corresponding pictures showed by the teachers with words in the Bingo board. The others use that by using questions and answers to make Speaking Bingo. The last one may provides students with opportunities to practice, but it still can not improve both their accuracy and fluency in speaking.

Therefore, the bingo proposed in this case tries to make some new ideas or improvements in order to provide chances to practice their skills in speaking both with accuracy and fluency. The boards consist of 5x5 squares which are used to stick words from the box; 12 subjects and 13 verbs corresponding text they have learned. The boards are designed in more interesting one which may interest students to participate. The boards are easy to be created by any teachers and teachers do not have to spend much money because it may be used many times with different sets of words while learning different types of functional or monologue texts. The focus is to improve students accuracy in speaking with fluency cooperatively that the learners should create sentences by using the words in the line created spontaneously. They may make the sentences based on what text they are learning as many as they can in groups to get the score. Last, they have to make or create a short text using the sentences they have created while they are playing the game. The group with the highest score is the winner.

Besides, the writer also tries to integrate the board with computer. As we know, lately ICT (Information and Communication Technology) has been so popular. It has been used in almost all aspects of human life, including in education. In this area, computer technology has become so essential that the government put ICT as one of the curriculum in Indonesia's education. Teachers are demanded to integrate the use ICT in teaching learning process to make the process become more effective and interesting. Many strengths that can be offered by technology which can create more interesting and more enjoyable atmosphere in the classroom. They are such as ability to control what user wants to present; the quality of being new or different and interesting, returning information; and ability to be adapted (Isisag, 2012).

This fact invites us to use computer as a tool which is integrated with the word to sentence bingo board as a medium in teaching learning process. By integrating computer, in this case as the 'word caller' or 'announcer', the students get better model in pronouncing the words to achieve accuracy in pronouncing each words. It is proposed because many teachers still have difficulties in pronouncing some words by themselves; therefore teachers can avoid mistakes in pronouncing a word. In short, computer helps the teacher in improving students' speaking ability in accuracy.

The following sections in this paper attempts to explain more about bingo game that is used, the role of teachers and students in the activity, the teaching learning procedure using the game in speaking activity, the advantages of using this game in order to improve students' speaking skills.

2. DISCUSSION

Bingo Game

This game is versatile, simple, and fun. The game can be played in many different versions of Bingo and it is flexible enough that the teachers can tailor it to just about anything, it can be used to speaking, reading, and vocabulary practices.

Some Varieties of Bingo :

- Traditional Bingo, which is great for reviewing numbers and words like name of things (animals, fruits, jobs) to the students, can be done by matching words with the pictures, teacher show the picture card and students look for the word in their own board or vice versa,
- Synonym or Antonym Bingo, which requires students to mention the synonym or antonyms of words on their cards,
- Listening Comprehension Bingo, which tests students' ability to listen to a word and choose the correct picture or word on their bingo board,
- Reading Comprehension Bingo, which starts with students selecting pictures to fill the squares on their Bingo boards,
- Verb Tense Bingo, that is a challenging review of the verb tenses in English for advanced students by having students to choose two or three verbs and write the conjugation for those verbs in all twelve English verb tenses in random order on their boards,
- Speaking Bingo, using questions and answers to make Speaking Bingo, giving students real speaking practice, each students have the same Bingo board and they have to mingle in the class to find someone who match to the particular situation mentioned in the board.

All those varieties have been used in many classes by English teachers for many times. It succeeded in making the students enjoy in learning and helping them to learn better. However, it seems those variations are not really useful in improving their speaking skills. Some are only to recall their memories. Kayi (2006) states that teaching speaking should not lead learners to memorize purely. In addition, Deesri (2002) mentions that in using games while teaching learning process, teachers must think over the benefits of game that will be used whether they can catch students' attention, decrease anxiety, and provides opportunities to communicate.

Therefore, the bingo proposed in this case is the other variation which tries to make more improvements to fulfill considerations have been mentioned in order to provide more chances to practice their skills in speaking not only with accuracy but also fluency. The Bingo game used is not merely recalling the students' memory about what they have learned. It provides opportunities for them to use what they have learned in more communicative and meaningful way.

The things used in this games are almost same like the the others bingo games. They are the boards; two sets of words (noun and verbs); computer; and markers to mark the words which have been mentioned by the computer as the word caller. The boards consist of 5x5 squares which are used to stick words from the box. These boards are designed in more interesting one which may interest students to participate such as by using interesting picture as the background which is appropriate with the theme of the text they are learning at the time. The boards are easy to be created by any teachers and teachers do not have to spend much money because it may be used many times with different sets of words while learning different types of functional or monologue texts. The words stucked consist of 12 subjects such as name of people, pronouns and nouns and 13 verbs corresponding to or found in the text they have learned in form of simple form such as *work, drink, eat*, etc. The two sets of words are printed differently to make the students more aware about the part of speech and function of the words, noun and verb.

The purpose of using this games in teaching learning process is to provide students opportunities to practice their speaking skills by using certain topics or themes which involve the language features needs for it. The game is played in group of several students which each members of the groups may speak as many as they can. At the time they make a line vertically, diagonally or horizontally, the group have to say "BINGO" and they will get a few minutes (1,2 or 3 minutes) to mention as many as possible sentences they can make spontaneously by using the words in the line they have had to get the score (see in the example below, Figure 1). From this example, it means that the students is required to make as many as possible sentences from the words *play, my mother, put, they and listen*. They may use some or all of them. However, it must be remembered that they have to use the two kinds of words; noun and verb in each sentences they make. And the kind of sentences whether they are positive, negative, interrogative, exclamations or instruction and tense used in the sentences made depend on what type of texts they have learned. In this case the teacher will give the

immediate feedback to each sentences that have made or the others students may do that while they are listening to their friends' sentences.

play	Todi	cut	Headmaster	meet	B
Rani	My mother	Mrs Looker	drink	David and Toni	I
go	I	put	walk	pick	N
Mr.Black	climb	We	They	work	G
take	write	Cat	Policem an	listen	O

Figure 1. An example of students' board which have been marked

So the possible sentences are like :

- My mother listened to the music this morning.
- They played football in the school field.
- They put all the dishes behind the table.
- They like to play football.
- My mother listens to the music everyday.
- They put their bag on the table.
- etc.

learning Past tense
/ Recount text

learning Simple
Present / Descriptive

After that the other group may get their turn to if they also have made the line in their board. Then the game will be continued until the last word is mentioned. Last, each group have to compose a short text by using sentences that they have created while they are playing the game but it is still possible to use some sentences that they have not created before in order to create a good text. The first group that gets the highest score is the winner.

Teacher's Role

1. Preparing the media

For this game the teacher must prepare the things used in the game. There are some sets of the same Bingo game tools for each group. The number of those sets depend on the number of group created. The things needed for each group are 5 x 5 board, box with two sets words which consist of 12 nouns and 13 verbs that will be sticked in the board, and a marker (it can be chips or markers or beans or stamps) to mark the words that have been mentioned by the computer as the 'word caller' or announcer which is in form of power point presentation.

2. Preparing the students

The teacher should prepare the students physically and mentally in order to give them confidence to do the activities or learn the material. Next, they need to be prepared for the topic in general and the game in particular.

3. Facilitating learning skills

Before conducting the game the teacher should facilitate the students with the knowledge and skills that will be used in the games. Students must know what should they do in the games by using the skills and knowledge they have learned at that time because the game itself is used to make them practice using what they have known and learned such as the construction of the sentence, the tense used and the organization of the text.

4. Managing the Classroom

The classroom should be a class where the students can speak freely. The teacher have to manage the class as comfortable as possible and prepare place where the students have to work in group. Besides, teacher also need to think or consider how to group the students which can create a balance in each group and among groups in the classroom.

Students' Role

The students have the role as the player and active speakers in their groups. They have the same opportunities to speak in their group. They have chances to utterance their ideas such as creating the sentences using the words in the line and composing the text in the game. They work cooperatively with their friends in group. They may help each other to do each activity while they are playing the game.

Procedure

The game can be presented through three-phase teaching, pre-teaching, whilst-teaching and post-teaching. It can be done whenever the students have learned the text and its linguistic features such as the tense used or the organization of the text .

• Pre-Teaching Activities

1. Introduce the topic or type of the text the students will use while they are playing the game later.
2. Activate students building knowledge and attract their attention to focus on the material that they will study, as mentioned on the lesson plan that the teacher have prepared before.
3. Before coming to the lesson, the teacher reviews what they have learned before and ask their understanding toward that lesson.

• Whilst-Teaching Activities

4. The students are divided into groups of three or four based on the size and the need of the class.
5. The students and teacher discuss the rules of the games and how to play the game.
6. Teacher demonstrates to the students how to play the game from the beginning to the end of the game.
7. Each group gets their boards, boxes of twenty five words, and markers needed in the game.
8. Teacher asks the students to play the game while the teacher has the duty as the controller of computer which is the word caller or announcer of the words used in the game.
9. Whenever students get the line of bingo, they have to make the sentences as many as they can to get the score and teacher judges of the sentences the students have made while the game is running.
10. Each group has to create a possible short text (monologue text) or a short conversation (transactional text) using some sentences they have make when they play the games and extra sentences which may be needed.

• Post-Teaching activities

11. Teacher asks the students to conclude what they have learned.
12. Teacher asks them to have their own reflection on the teaching learning process.

Advantages

Using this integrated media while playing the word to sentence bingo game like any other games in teaching-learning process allows students to learn in fun, relaxed and enjoyable atmosphere. They feel enjoy with the activity as if they are playing something not studying. Besides, they have to compete with other group to win so they have more passion to do this activity while they have to work cooperatively with their friends in their groups. So, it can build their ability in team building and give them more confidence to speak as well. And the most important one this Bingo game provides the students with more practices to speak with better accuracy and also fluency because they have to make the sentences using the kinds of part of speech needed in making the correct sentences and the computer gives them better model in pronouncing the words. So, it is believed that this practices can improve their ability in speaking because they get much practices that can avoid them missing the subject or predicate in their sentences. Review related theories used to foreground the article). [Times New Roman, 11, normal].

3. CONCLUSION

From this paper it can be concluded that by using the word to sentence Bingo board with computer in playing the game provides students more benefits in teaching and learning process, particularly in speaking skill using English. Like any other Bingo games used in teaching-learning process, this Bingo game use board, words, computer and marker as the media. The students work in group and to win the games they have to get the highest score by creating the sentences as many as

they can by using the words in each line. The strategy described here can help them to improve their speaking ability. They have to make the sentences with fluency and fluently. Besides, this strategy also can increase students motivation due to the sense of challenge and fun of the game. Therefore, it is very beneficial for the teachers to use this integrated media to play word to sentence bingo game in teaching learning process.

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