CHAPTER I

INTRODUCTION

1.1. Background

In learning English, there are four skills that should be learned by English learners. They are listening, speaking, reading, and writing. Besides the language skills, English also has some language aspects that have to be learned to support students in learning English. They are grammar, pronunciation, and vocabulary. The three aspects are always connected with each other. In communication, learners need vocabulary which can support them to produce meaningful sentences because vocabulary provides the structure of the sentence. According to my experiences, many facts show that someone cannot speak fluently because of having not enough stock of vocabulary or less vocabulary. This implies that the mastery of vocabulary is one of the main objectives to be achieved in the process of teaching and learning any language or foreign language. Like in the process of teaching and learning other new languages, one of the linguistic factors that almost always hamper the students in Senior and Junior High School in Indonesia in the process of teaching and learning English subjects is related to the lack of vocabulary.

Vocabulary as knowledge of words and words' meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to "the kind of word those students must know to read increasingly demanding text with comprehension Hiebert and Kamil (2005:2-3)

Vocabulary is the set of words for which people know the meanings when they speak or read orally and print vocabulary consists of those words for which the meaning is known

when they write or read. It means that without vocabulary, people cannot say anything, they cannot express their feeling if they do not know the meaning of the vocabulary.

As Thornburry (2002:13) states that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. If we just learn grammar without enriching our vocabulary, will have minimum words to be expressed. In the teaching-learning process, teaching vocabulary is clearly more than just presenting new words. A teacher has to be careful in selecting the vocabulary that he/she will teach. Thus, if he or she wants to teach, they must know the point of language and vocabulary that will be transferred in the learning and teaching process. Furthermore, Thornbury (2002:75-76) has five factors that are related to teaching a set of words that must be considered by the teacher:

a. The level of the learner (whether beginners, intermediate or advanced). It means that the teacher should give the material which is proper to the level of the students. The learner is likely familiar with words (learners may have met the words before even though they are not part of their active vocabulary).

b. The difficulty of the items; whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.

c. Their teaching ability – whether, for example, they can be easily explained or demonstrated.

d. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).

Furthermore, the writer would use the bingo game as an appropriate way to memorize and to mastering vocabulary. According to Morgan (2007), et.al. bingo is one of the most popular games. Playing vocabulary bingo lets teachers English Education: D. Kurniawati, &

Kurniawan, T. O. (2017). Using highlighted journal strategy in teaching analytical exposition text. The statement means that the bingo game has been used as a game for vocabulary which can give a relaxed atmosphere. Moreover, the bingo game is modified to become such a game in English learning called Vocabulary bingo. This game is used to review the students' material or lessons that they have learned. As Morgan (2007) says that the constant repetition of the definitions can act as reinforcement for aural learners. Bingo games can increase the students' vocabulary in a different atmosphere, they even enjoy the competition and participate enthusiastically.

Furthermore, Hadfield (1990:4) states that the bingo game also has a lot of advantages; it can help the students remember some vocabularies which are difficult to be memorized. In the learning process, it also invites the students to think quickly and it can improve their ability to cooperate with each other. This school builds in 2011 and only a year later in 2012, the teaching and learning process was carried out. At the time of its establishment this school was still renting the old building in Gang Monitor, Timor Raya Street precisely behind the Artha Wacana Christian University Kupang. Mrs. Bendelina as the head of the school added that the children who attend school there come from poor families. Students who attend SMP Surya Mandala and PAUD Peduli Kasih are exempt from tuition or free schooling from the start. The number of students before school was transferred to the house owned by Mr. Yos Blikolong was 105 students. However, after being transferred the number of students decreased so the number of students was 72 students. This school has 50 students, and seventh grade is 15 students, the eighth grade is 27 students and class ninth grade is 8 students.

The English teacher in Surya Mandala stated that little bit hard for the first time teaching but now is going bet in every year. And as an English teacher teaches creativity to make students interested in the English class. Sometimes she teaches with a simple game like Simon says game. All students that searches follow the English process well base on the ways that she uses for teaching. So, from her statements, the writer got some ideas that will take this media teaching for the English class in Surya Mandala junior high school. The writer hopes that students can enjoy and will better their vocabularies mastery after teaching them students by using the bingo game. In addition, it needs cooperation among the members of the groups while the students are playing the game. By looking at the problems and the solutions which the researcher offers in the background above, the researcher concludes that the bingo game is an appropriate use in teaching vocabulary, it is easy to play and it does not take up too much time. Therefore, the researcher wants to propose the research entitled: The Influence of Using Bingo Game towards Students' Vocabulary Mastery.

1.2. Research Problem

Based on the description, given so far, the problem of this research is formulated as follows: Does the bingo game influence students' vocabulary mastery of seventh grade at Surya Mandala Junior High School?

1.3. Aim of Study

Based on the research problem, the aim of this study is to find out the influence of bingo games on students' vocabulary mastery.

1.4. Significance of Study

This researcher expects to contribute some significants

1.4.1 **Implication**

Through the Bingo game, students are expected to have a good achievement in vocabulary. Bingo is one of the most popular games and modified to become such a game in English learning called Vocabulary bingo. Furthermore, Watiningsih, E. (2017) states that the bingo game also has a lot of advantages or significance it can help the students to remember some vocabularies which are difficult to be memorized. In the learning process, it also invites the students to think quickly and it can improve their ability to cooperate with each other.

1.4.2. Application

This research will be useful in schools. Teachers will get more information about other teaching media in teaching vocabulary that can use to improve students' vocabulary mastery. Then, for students, it expects this study will increase students' motivation to be better at learning vocabulary and for the next researchers it is expected that this study will give a source or reference and information about the impact of the Bingo game on the students' vocabulary mastery.