

CHAPTER I

INTRODUCTION

This first chapter of this thesis presents the Background of the Research, Research Problems, Objective of the Research, Research Hypothesis, Significance of the Research, Scope and Limitation of the Research, Definition of the Key terms, and Organization of the Research.

A. Background of the Research

Communication is method of sending information between people and other people. People communicate with other people by using language. Language is a tool for communication. Patel (2008: 31) states “language is used to communicate our thoughts and ideas”. The people can share their idea by using language. Without language people cannot communicate, express their feeling and share with other people around the world. Therefore, language plays an important role in human life.

There are many kinds of language in the world. One of the kinds of language is English. Patel (2008:6) states that English is the international language, English is a key to the store house of the knowledge because the books on all branches of knowledge are written into English language (Patel, 2008:9). People need to learn English to increase their knowledge, it can be concluded that English plays a prominent role in the world.

English has four skills there are Listening, Reading, Speaking and Writing. Besides English also has three components there are Grammar, Vocabulary and

Pronunciation. Cahyono and Widiati (2011:107) state “vocabulary is one of language elements considered necessary for language mastery”. Vocabulary is the one of component in English and is one important aspect in learning a foreign language. Without a proportional amount of vocabulary, anyone will get trouble in her speaking, reading, listening, and writing. Oxford (2011:254) explain that learning vocabulary is important to developing not only reading skills but also other skills such as listening, speaking, and writing. Developing of English skills is depending on vocabulary knowledge.

Vocabulary has important role in communication, Chitraveleu *et. a.,l* (2005:241) states “In using language to express ourselves and communicate with one another, we use words”. The words means vocabulary, therefore people use some vocabularies to communicate with other people. If people do not mastery vocabulary well, they will feel difficult to communicate with other people. They cannot explain everything that they want to share to another.

Vocabulary is basic to communication. Chitraveleu *et. al.,* (2005:243) explain that in foreign language learning, learners have to master 3000 until 10000 words or vocabulary. The total number of vocabulary is very high and it is need for the students to understand vocabulary and its meaning. Vocabulary is the word or group of words that have a particular meaning. From the explanation, vocabulary is the words that have a meaning that is possessed by humans for use in speaking and communicating. People should learn and mastery some vocabularies in order make communication with other people easily.

Learning vocabulary is necessary for all people. Oxford (2011:225) states “Vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language”. Therefore, the students should learn vocabulary early. The students learn some vocabularies from elementary school, even from kindergarten. Vocabulary is one aspect of English lesson in elementary school. In teaching vocabulary to young learner, the first thing should be done is introduce the students with English new vocabulary and make the students always remember what is the vocabulary that have they learned. Sometimes the teacher asked the student to read the vocabulary list and showed the picture and told the name of the picture. The students got more vocabulary but they do not memorize well the vocabulary because the students only focus on the picture and they cannot active in the learning process.

The students in elementary school should memorize some vocabularies. Suyanto (2010:43) state that vocabulary which is needed by the students in elementary school to learn English is more or less of 500 words. There are some vocabularies that should be learned by the students of elementary school. In elementary school, the teacher introduce the new vocabulary to the student, it makes the students know the new vocabulary early. The teaching learning at class helps the students to get some vocabularies appropriate with the total number of vocabulary that should the students get.

One of the main purposes of English instruction in elementary school is increase the interest of the students in studying English. The teacher should understand the characteristic of the students in order the teacher choice technique

that appropriate with the characteristic of the students. The technique in teaching is useful because it give new sense in teaching learning process. The teacher should use technique to convey the material to make the students have high motivation, active and enjoy the lesson to make the students understand the lesson, especially in vocabulary mastery. According to Suyanto (2010:17) the characteristics of young learner that is the children like studying by game that can make the children have motivation to study English lesson. From the characteristic of young learner, one of technique that can be used to teach young learner or students in elementary school is Bingo Game. Agustina (2012:2) states “Game is an activity with rules, a goal and an element of fun”. One of the most important reasons for using games is simply that the game is enjoyable for both teacher and students, the teaching learning process and the students will be active. It is easy for the students to understand the material that taught by the teacher because the material convey by a game, they do not feel bored in the class and can memorize the material easily, especially in vocabulary mastery.

The researcher uses Bingo Game to teach vocabulary at MI Podorejo Sumbergempol on fifth grade students because vocabulary is necessary to improve. Bingo Game as a technique in teaching vocabulary. Susser (1979:7) states “Bingo is a popular game which has been used for language teaching in many forms”. Bingo Game has been modified in order to make vocabulary learning becomes active, fun and challenging. The modified of this Bingo Game is on the bingo card, the total box of bingo card of Bingo Game in this research is nine and it is different from the original Bingo Game that use more than nine box

in bingo card. The steps in using Bingo Game is also different, the researcher makes the Bingo Game simple to make the students active, fun, and challenging to learn vocabulary in the teaching learning. This technique is a student-centered medium which places students as the center of the learning process and the teacher as the facilitator. In teaching and learning process this game can be practiced by asking students to remind words they have remembered after the lesson. This game is easy to be played because it helps students memorize the words and the game need simple supplementary media as pencil and the concerning cards as the media of teaching. The teacher will let students make some efforts in order to solve the problem given. When students are actively involved in problem solving process, students will memorize the new words deeply and be able to recall them easily instead of when the teacher just tells the students some new words.

In the previous research, there was thesis with title “The Effectiveness of Using Bingo Verb Game to Improve Vocabulary Achievement of the Second Grade Students of SMP IP Assalamah Ungaran in the Academic Year of 2011/2012” by Sri Amanah from STAIN Salatiga. She used Bingo Game to improve vocabulary achievement in the Junior High School and used classroom action research as research design. The other previous research had title “The Use of Bingo Game Technique to Improve Students’ Vocabulary Mastery of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015” by Yusuf Akhyar Jauhari from Semarang State University. He used Bingo Game to increase student vocabulary mastery in Junior High School and used experimental research design by using

two groups that are experimental group and control group. In previous study, the researcher used Bingo Game to increase the students' vocabulary achievement in the Junior High School. This research is different from the previous study, the researcher uses Bingo Game toward students' vocabulary mastery in the Elementary School on fifth grade students by using pre-experimental design one group pre-test post-test. The researcher wants to know whether Bingo Game is effective to teach vocabulary at MI Podorejo Sumbergempol Tulungagung.

From the discussion above, the researcher assumes that teaching English by games is an attractive technique to stimulate and encourage the students enriching their vocabulary and enjoy in studying English especially in the Elementary School. The researcher is interested in researching about "The Effectiveness of Bingo Game toward the Fifth Grade Students Vocabulary Mastery at MI Podorejo Sumbergempol Tulungagung in the Academic Year of 2015/2016.

B. Research Problems

Based on the background of the research discussed above, the research problems are formulated as follow:

1. How is the students' score in vocabulary before they are taught by using Bingo Game?
2. How is the students' score in vocabulary after they are taught by using Bingo Game?

3. Is there any significant different scores of students in vocabulary before and after they are taught by using Bingo Game?

C. Objectives of the Research

Based on the research problems above, this research is intended to find out:

1. The students' score in vocabulary before they are taught by using Bingo Game.
2. The students' score in vocabulary after they are taught by using Bingo Game.
3. If there is any significant different scores of students in vocabulary before and after they are taught by using Bingo Game.

D. Research Hypothesis

According to Kothari (2004:184) hypothesis is some supposition to be proved or disproved. The hypotheses of this research are:

1. Null Hypothesis (Ho)

There is no significant difference in the vocabulary score of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

2. Alternative Hypothesis (Ha)

There is significant difference in the vocabulary score of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

E. Significance of the Research

The writer expects this study will be beneficial to:

1. For the students

Learning English by using Bingo Game improve the students' understanding about English words. Bingo Game help students to learn vocabulary easily and effectively and also the learning process become fun and challenging.

2. For the teachers

It will give them insight that using bingo game is worth trying in teaching vocabulary to make teaching learning will be effective and fun.

3. For researcher

It gives some knowledge about the benefit of bingo game in teaching vocabulary to mastery students' vocabulary to the researcher.

F. Scope and Limitation of the Research

This study is aimed at finding the effectiveness of using games in teaching vocabulary. There are many games to teach vocabulary and it is not possible for the researcher to teach by using all of the games. The research applied the game especially Bingo Game in increasing vocabulary mastery to the fifth grade students at MI Podorejo Sumbergempol, Tulungagung in the academic year of 2015/2016. The study focuses on the simple vocabulary especially vocabulary of shape and transportation because they are the first material that should be teach to the fifth grade students at MI Podorejo Sumbergempol Tulungagung.

G. Definition of Key Terms

Definition of key terms are necessary to avoid misunderstanding, definition of key term is given for the readers as follow:

1. Effectiveness

According to Oxford Advanced Learner's Dictionary (1995:370) effective is producing the intended result. Effectiveness means producing of the result that someone wants or actual or existing. In this research, the effectiveness is the significant increase of students' score of vocabulary after being taught by using bingo game.

2. Bingo Game

Bingo is one of technique in teaching vocabulary. The students have bingo card consist of some word, they should cross the word in the card appropriate with the word which is mentioned by the teacher. When the students cross in the form of horizontal, vertical, or diagonal, the students should yells Bingo!! and mention the word from their bingo card.

3. Vocabulary

In Oxford Advanced Learner's Dictionary (1995:1331) vocabulary is defined as all the words known to a person or used in a particular book, subject, etc. From teaching learning, the students will be able to mastery some vocabularies.

4. Vocabulary Mastery

Vocabulary mastery is great skill or knowledge in total number of English words taken from the stories and the local content curriculum of the fifth

grade of elementary school. The students' vocabulary mastery in this research is focus on meaning of vocabulary. It is measured by using vocabulary test developed by the researcher.

H. Organization of the Research

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of the key terms.

Chapter II is review of related literature. This chapter included review of related theories, and review of related studies.

Chapter III is research method. This chapter explains of research design, population and sample, variable data, data and data source, research instrument, validity and reliability testing, normality testing, data collecting method, data analysis, and hypothesis testing.

Chapter IV is finding and discussion. This chapter explains the description of data, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about teaching vocabulary and media for teaching vocabulary. Moreover the writer also used some previous related studies, which also helped much in doing this research.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a list of word which has meaning and is one of language elements considered necessary for language mastery. Vocabulary is the total number of words in a language (Hornby, 1995:1331). It means that a word which has meaning can be categorized as vocabulary. It is also one of language component that need to learn to mastery language because the component of language has significant role in language skill. The three components of English are Grammar, Vocabulary, and Pronunciation. And the skills of English are Listening, Speaking, Reading, and Writing. According to Cahyono and Widiati (2011: 107), good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing). It can be known that it is important to learn vocabulary for mastering language skills as well.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, 2002:266). Without an extensive vocabulary and strategies for

acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. Nation illustrates a number of strategies for building in a focus on vocabulary as a part of the design of communicative tasks and argues that vocabulary instruction should be integrated into the Listening, Speaking, Reading, and Writing components of a language program (Richards and Renandya, 2002:256). Learning vocabulary is necessary for mastery some skills in English.

Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word (Schmitt, 2000:137). This is certainly true for incidental learning, as the chances of learning and retaining a word from one exposure when reading. From reading meaning gets some vocabulary that is the way to acquire some new vocabularies.

Vocabulary is used for express our self and communicate with one another. The accuracy and clarity of our message depends on the words we choose. Vocabulary as the basic tools of language (Chitaravelu *et. al.*, 2005: 241) categorized vocabulary in two main groups: content words and function words.

- a. Content words, these are words with a specific meaning. These words carry meaning even when they are not used with other word. Content words included mainly nouns, verbs, adjectives and adverbs.
- b. Function words, these words have little meaning when they are used on their own. However, show grammatical relationship in and between

sentences. This group includes categories such as articles, conjunctions and preposition.

2. Kinds of Vocabulary

According to Haycraft (1978:44) there are two kinds of vocabulary, as follows:

- a. *Active* vocabulary - words which the student understands, can pronounce correctly and uses constructively in speaking and writing.
- b. *Passive* vocabulary - words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

These kinds of vocabulary need to learn to limit the vocabulary that is introduced because if too much is introduced, students will be impeded by the need to absorb too many words.

3. Presenting New Vocabulary

Vocabulary need to present to the students in the class. The students get new vocabulary from teaching and learning in the class. Before presenting vocabulary in class, it is helpful to remember some things. According to Haycraft (1978:47) some steps before presenting new vocabulary in the following:

- a. Whenever possible, teach the words in spoken form first, and only when the students can pronounce well, introduce the written form. Otherwise, the students will always try and pronounce English words as if they were written in their own language, and it will be difficult for teacher to break this.

- b. Try to present new words in context.
- c. Revision is essential. Blend words that have presented into later practice.

These steps can be used to teach new vocabulary to the students and can be applied in the class. Besides these steps, there are many ways of presenting new vocabulary. Here are some of them:

1) In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known:

e.g. ... fall from the trees in autumn.

A young cow is a...

This deductive process applies particularly to the use of reading passages or stories, whether taped, read or told.

2) Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can deduce the meaning. Introduce the new word from the context and the original situation of the new word. It makes the students think what the meaning of the new word is easily.

3) Descriptions or definition

Describe and define objects, although drawing is often more effective. For example: 'You steer a ship with a rudder, 'You put luggage into the boot of a car', 'A *lawn* is an area of grass in a garden'.

4) Outside the classroom

Learning vocabulary can be from something around the classroom. Take the class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in a living context.

5) Objects

From object around the students, they can learn from it. There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others which can be brought in when needed. These can be simple or complicated, from forks and spoons to using things, like machinery, which can be taken to pieces and assembled again for specialized classes.

6) Drawing

Teacher can be drawing something in the blackboard. Even a teacher without too much skill can represent simple objects on the board. If the teacher draws badly, a guessing game ensues to determine what he actually has drawn.

7) Mime

Mime is make action to show the meaning of the word. This is particularly useful for actions: 'eating', 'drinking', 'jumping', 'tripping up', etc. It can also involve the objects connected with these verbs: 'drinking coffee', 'eating a sandwich', etc. Revise by getting the students to mime when teacher say a word.

8) Opposites

Opposite is the contrary meaning of a word. It can be used to teach new vocabulary. For example, a word can often be defined if the students know its

opposite: 'A brave man isn't afraid' 'An ugly girl isn't pretty' 'A plain girl isn't pretty or ugly' etc.

9) Synonyms

Synonymy is the similar meaning of the word. As words of Latin origin in English are often paralleled by those of Anglo-Saxon origin and vice versa, synonyms can be useful for students from 'Latin' countries, or for Germans or Scandinavians. A French student may understand 'brave' if teacher say it is the same as 'courageous'. A German student may understand 'commence' if in your definition you bring in the word 'begin'.

10) Translation

The quest for the meaning of a word through situations makes it more memorable when the student does eventually discover what it is. If teacher do translate vocabulary, make sure then exemplify the word in context, or the students will forget it easily. As equivalent words are not always used in exactly the same way in different languages, setting them in context also brings out their exact meaning.

11) Pictures/flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash-card.

12) Wall charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible. One way of presenting vocabulary through them is as follows:

- a. Take an area of the wall chart and identify some objects - ten at most - without writing up anything. Get students to repeat and familiarize themselves with the pronunciation.
- b. Point at the objects, and get students to tell what they are.
- c. Once students are familiar with the vocabulary and can pronounce it, write up the words on the board.
- d. Point at objects again and get students to read the corresponding word from the board.
- e. Rub out the words. Point at the objects and get students to spell them orally, or on the board.
- f. Get the students to use the vocabulary they have learnt, to describe part of the wall chart.

In this way, the students repeat the vocabulary and yet sustain their interest by approaching it from different teaching angles. Finally, the students are able to integrate the words through description. To revise, a few days later, just put the wall chart up again, and go through a similar process quickly. This approach can of course be varied with questions, descriptions of the objects themselves, with contradictions, etc.

13) Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. There are a number of word games that approximate more to exercises. Most of these games, revise vocabulary that the students already know. However, they also point out areas of ignorance which students then want to fill. As a teacher, it is important to ask the reason why the teacher uses these games and then fulfill the teaching objective, as efficiently as possible.

Based on explanation above, there are some ways to presenting new vocabulary to the students in the class. It can be used to teaching vocabulary to learn some new vocabulary for the students.

B. Teaching Vocabulary

1. Factor Before Teaching Vocabulary

In teaching a second or foreign language, the teacher has to consider several factors before teaching vocabulary. Gairns and Redman (1986) in Chitravelu *et al.*, (2005: 251) suggest the following be considered:

a. Learner's own language

The learners get the meaning by their own language for example by using similarity meaning of word forms. It will help learners access meanings, the teacher should aware of possible problems with spelling, pronunciations, singular and plural forms.

b. Techniques for conveying meaning

The teacher should consider what technique that will be used. For example, in teaching a group of second language learners, the teacher should decide which the most effective way of conveying meaning is.

c. Learners factors

Intrinsic learner variables such as memory, language aptitude and motivation are important factors. The teacher also need to consider the learning environment such as the time of day of the lesson, the amount of language stimuli in the environment and the amount of time available for language learning in planning for teaching.

d. Teacher factors

Factors such as the selection and organization of content, allocation of time and the choice of techniques and activities are within the teachers' own control. In choosing content, the teacher decides whether to include or omit exercise from textbooks or workbooks and whether or not to include supplementary materials.

These are some factors before teaching vocabulary. It is can be implemented by the teacher to teach vocabulary to make easy the teaching learning activity at classroom.

2. Background in Teaching Vocabulary

Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four stands (Nunan, 2003:133). They are as follows:

- a. Learning from meaning-focused input – learning through listening and reading. These involve the learners focusing on understanding messages where there is a low density of new vocabulary. The classroom technique appropriate with this strands are:
- 1) Teachers can read to learners from graded readers, briefly noting difficult words on the board and giving quick translations or definitions. The reading can be done as a serial with the story unfolding week by week.
 - 2) Doing regular silent extensive reading of graded readers is a visual means of vocabulary development, as well as providing numerous other benefits.
 - 3) Learning through meaning-focused input can come from presenting talks to each other, from reading other learners' writing, and from interacting with the teacher. Vocabulary learning through input is increased if a little bit of deliberate attention is given to the vocabulary by noting unfamiliar words, by reflecting on the new vocabulary, by the teacher quickly explaining new words while the learners listen to the story, and by learners quickly previewing a reading to choose a few words to focus on when reading.
- b. Deliberate language-focused learning – learning from being taught sounds, vocabulary, grammar, and discourse. These involve direct study or direct teaching. The classroom technique appropriate with this strands are:

- 1) Having the meanings of words explained and examples of use provided.
 - 2) Learning prefixes and suffixes, and cutting up words to see their parts.
 - 3) Studying vocabulary on bilingual words cards.
 - 4) Learning and using mnemonic techniques like the keyword technique to help remember vocabulary.
 - 5) Practicing spelling rules.
 - 6) Doing cloze exercises where the missing words in a text are recently met items.
 - 7) Building word families by adding prefixes and suffixes to a stem.
 - 8) Learning to use the vocabulary learning strategies of word cards, guessing from context, using word parts, and dictionary use.
- c. Learning from meaning-focused output – learning by having to produce language in speaking and writing. These involve producing spoken or written messages. An effective way of turning input into output is to base speaking and writing activities on written input. If this input contains a few words that are outside the learners' knowledge, but which are relevant to the topic, then there is a high probability that these words could be used and negotiated in spoken interaction, or picked up for use in the written output of the task. Combining written input with speaking and then writing increase such vocabulary learning opportunities.

d. Developing fluency – becoming quick and confident at listening speaking, reading, and writing. These involve receiving or producing easy messages with pressure to go faster. The classroom technique appropriate with this stands are:

- 1) A very basic listening fluency activity involves the learners pointing to or writing numbers as the teacher quickly says them in an unpredictable order.
- 2) At a slightly more advanced level learners can listen to stories from graded readers which are well within their vocabulary knowledge. That is, where they have 100 percent coverage of the running words.
- 3) Speaking fluency activities involve speaking on very familiar topics with some pressure to speak faster as in a 4/3/2 activity where the learners speak to one listener for four minutes on a topic, then give exactly the same talk to a different listener but in three minutes, and then to a different listener in two minutes.

3. Principles for Teaching Vocabulary

Principles has important thing in teaching process. It can avoid of planning the vocabulary component of a course that it does not overwhelm other essential parts of the course. The teacher has guide principles that can be applied in variety of teaching and learning situation. These can be applied in courses where there are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill-focused or content-focused lessons.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course (Nunan, 2003:135).

- a. Focus on the most useful vocabulary first.
- b. Focus on the vocabulary in the most appropriate way.
- c. Give attention to the high frequency words across the four stands of a course.
- d. Encouraging learners to reflect on and take responsibility for learning.

Meanwhile, Nation (2001:384) stated principles focus on vocabulary teaching on the assumption that learners can be taught and can teach themselves. These principles should have a major influence.

- a. Content and sequencing

This principle about what vocabulary is focused on at any particular stage of a course, how is focused on (words or strategies) and how it is ordered.

- b. Format and presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan.

- c. Monitoring and assessment

It is consist of how learning is measured, because a well-designed course monitors learners' progress and the quality of their learning.

d. Evaluation

It tries to determine how good a course is. 'Good' can be defined from various viewpoints.

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

4. Vocabulary Instruction

Teaching and learning vocabulary conducts in some steps. According to (Brown, 2000:377), there are some guidelines for the communicative treatment of vocabulary instruction.

a. Allocate specific class time to vocabulary learning.

Words are basic building blocks of language. In fact, survival level communication can take place quite intelligibly when people simply string words together -- without applying any grammatical rules at all. If we're interested in being communicative, words are among the first priorities.

b. Help students to learn vocabulary in context.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Rather than isolating words and/or focusing on dictionary definition, attend to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply.

- c. Play down the role of bilingual dictionaries

The student use electronic pocket dictionary, they are even more easily tempted to punch in a word they do not know and get an instant response. It is unfortunate that such practices rarely help students to internalize the word for later recall and use.

- d. Encourage students to develop strategies for determining the meaning of words

A number of “clues” are available to learners to develop “word attack” strategies.

- e. Engage in “unplanned” vocabulary teaching

In all likelihood, most of attention you give to vocabulary learning will be unplanned; that moment when a student asks about a word or when a word has appeared that you feel deserves some attention. These impromptu moments are very important. Make sure that such unplanned teaching, however, does not detract from the central focus of activity by going on and on.

5. The Use of Teaching Vocabulary

Vocabulary is necessary to be increase. Building up vocabulary is the most important part of a language learning process. According to Allen (2006:11) there are some benefits in learning vocabulary:

- a. Increase reading comprehension
- b. Develop knowledge of new concepts
- c. Improve range and specificity in writing

- d. Help students communicate more effectively
- e. Develop deeper understanding of words and concepts of which they were partially aware.

Vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material. It is therefore necessary for all content area teachers to know and use effective strategies for helping students understand both common words used in uncommon ways and specialized vocabulary.

C. Teaching Children

Children are enjoying vocabulary learning. It is a good idea to make deliberate presentation of vocabulary as varied as possible. Pinter (2006:88) explain presenting vocabulary to the youngest children by introducing the children with things that they can see, feel, play, touch, and experience every day.

To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching. According to Brown (2000:87) there are five categories may help give some practical approaches to teaching children:

1. Intellectual Development

Children are centered on the here and now, on the functional purposes of language. They have little appreciation for our adult notions of “correctness” and

they certainly cannot grasp the meta-language we use to describe and explain linguistic concepts. Some rules of thumb for the classroom:

- a. Do not explain grammar.
- b. Rules stated in abstract terms should be avoided.
- c. Some grammatical concepts, especially at the upper levels of childhood, can be called to learners' attention by showing them certain patterns and examples.
- d. Certain more difficult concepts or patterns require more repetition than adults need.

2. Attention span

One of the salient differences between adults and children is attention span. The children doesn't have short attention span, but short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult. Since language lessons can at times be difficult for children, the teacher should make them interesting, lively, and fun. The teacher should be:

- a. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
- b. A lesson needs a variety of activities to keep interest and attention alive.
- c. A teacher needs to be animated, lively, and enthusiastic about the subject matter.

- d. A sense of humor will go a long way to keep children laughing and learning.
- e. Children have a lot of natural curiosity. Make sure the teacher tap into that curiosity whenever possible and you will thereby help to maintain attention and focus.

3. Sensory input

Children need to have all five senses stimulated. The teachers' activity should strive to go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom.

- a. Pepper your lesson with physical activity, such as having students act out things (role play), play games, or do Total Physical Response activities.
- b. Projects – activities go a long way toward helping children to internalize language. Small-group science projects, for example, are excellent ways to get them to learn words and structures and to practice meaningful language.
- c. Sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the taste of foods, liberal doses of audiovisual aids like videos, pictures, tapes, music-all are important elements in children's language teaching.
- d. Remember that teachers' own nonverbal language is important because children will indeed attend very sensitively to teachers' facial features, gestures, and touching.

4. Affective factors

Children are often innovative in language forms but still have a great many inhibitions. Children are in many ways much more fragile than adults. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. Teachers need to help them to overcome such potential barriers to learning.

- a. Help the students to laugh with each other at various mistakes that they all make.
- b. Be patients and supportive to build self-esteem, yet at the same time be firm in teachers' expectation of students.
- c. Elicit as much oral participation as possible from students, especially the quieter one, to give them plenty of opportunities for trying things out.

5. Authentic, Meaningful Language

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold immediate rewards for them. Teacher' classes can ill afford to have an overload of language that is neither authentic nor meaningful.

- a. Children are good at sensing language that is not authentic; therefore, "canned" or stilted language will likely be rejected.
- b. Language needs to be firmly context embedded. Context-reduced language in abstract, isolated, unconnected sentences will be much less readily tolerated by children's minds.

- c. A whole language approach is essential. If language is broken into too many bits and pieces, students won't see the relationship to the whole. And stress the interrelationships among the various skills (listening, speaking, reading, and writing) or they won't see important connections.

It takes a very special person to be able to teach children effectively. Along with all these guidelines, an elementary school teacher develops a certain intuition with increasing months and years of experiences. If teacher do not yet have the experience, it will in due course of time. Meanwhile, teacher must begin somewhere, and these rules of thumb will help.

D. Technique for Teaching Vocabulary

In teaching vocabulary, the teacher need to use technique that make the teaching learning enjoy. It is useful for the students to understand the material easily. Brown (2000:16) states that technique (also commonly referred to by other terms): any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.

English language learners should practice new vocabulary every day. The students used their new vocabulary to expand the criterion of their imaginary planets. According to Haynes and Zacarian (2010:66) there are some strategies that teachers can use to help their students practice vocabulary.

- a. Thumbs-Up! The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumb-up position.

The teacher then counts to three, and the students quietly say the word.

- b. Find the Word. The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word face down on his or her desk. On the count of three, the students turn their cards over.
- c. Act It Out. Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.
- d. Bingo. Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the card calls “Bingo!” and becomes the next caller.
- e. Beach Ball Vocabulary. The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.
- f. Word Search Vocabulary. The teacher has students create a word search game on graph paper using their vocabulary words. Instead of

providing a list of the word to be found, the students list the words' definition as clues. When they are done, the students solve each other's puzzles.

- g. Find the Transition Word! The teacher asks students to find the transition words (e.g., because, however, so, and, if) that link, break, or contrast clauses in a discussion.

These techniques are appropriate in practicing vocabulary. The teacher can use one of the techniques and make sure the technique appropriate with the learning objective of the teaching learning activity. Bingo game is one of the techniques to teach vocabulary.

Meanwhile, Oxford (2011:254) explains vocabulary learning strategy important. The reasons are:

- a. Academic achievement rest largely on vocabulary knowledge. Learners need an extensive vocabulary that can be readily accessed.
- b. Learning how to pronounce, spell and define new vocabulary is important to developing prowess in reading, but other skills such as listening, speaking, and writing also depend on vocabulary knowledge.
- c. Native English speakers will acquire 1.000 word families each year of their lives, until they reach the level of 20.000 word families, and children who are native speakers of English begin school with about 5.000 word families. Many adult learners of English know much fewer than 5.000 word families after several years of study, partly because they do not use adequate vocabulary learning strategies.

- d. Beginning language learners must store much vocabulary in their long-term memory within a short amount of time, and vocabulary learning strategies often help.

Vocabulary is important part of all content learning. Various available techniques for vocabulary learning can be implemented in the classroom. Language teachers need to explore various techniques in the teaching of vocabulary.

E. Games

1. Definition of Games

A Game is an activity with rules, a goal, and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal (Hadfield, 2001:4).

Games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. The teacher should decide what game that will be used because there are many kinds of game.

According to Carrier (1990) in Deesri (2002) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not.

Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time.

2. Types of Games

Games has two types, there are two types of game:

a. Accuracy – focused games

In these games the aim is usually to score more points than others and there is often a clear 'winner'. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils' memories.

b. Fluency – focused games

This type of games tends to focus on developing fluency and collaboration with others. These games are an important part of the communicative and actively-based approaches and are usually done in pairs or groups (Brewster *et.al.*, 2010:175).

Based on the explanation above, games have two types. It can be used based on the subject and our necessary. The most important of all game can function as a way to be easier students to catch the materials.

3. Advantages of Games

The game provides a competitive environment in which the learners follow the established rules when they tried to reach the educational goals that challenge. This is a technique that is very motivating, especially for content that is

boring and repetitive. According to Deesri (2002) games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication and also increasing students' proficiency.

According to (Smaldino *et.al.*, 2008:39) explain the advantages of game, as follows:

- a. Involvement. The students involved quickly in learning through play.
- b. In accordance with the results. The game can be simplified to fit the learning objectives.
- c. Diverse atmosphere. The game can be used in a variety of classroom setting, ranging from the entire class to the individual activities.
- d. Getting attention. The game used to be an effective way to get the attention of the students to learn about a specific topic or skill.

From these advantages of games, game is recommended for teachers to try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching.

F. Bingo Game

1. Definition of Bingo Game

Bingo is gambling game using numbers. According to Hornby (1995:107) explains bingo is a gambling game in which players cover numbers on individual cards as the numbers are called out in no special order. This winner is the first person to cover all her or his numbers. Meanwhile, Susser (1979:63) explains

bingo is a popular game which has been used for language teaching in many forms. Bingo for language teaching is available commercially under names like Lingo, Lotto, and Quizmo. Bingo game can be used to teaching vocabulary because the students memorize the word easily. The game bingo is a useful vocabulary consolidation technique (Kavaliauskienė, 2000). This technique can be used for teaching vocabulary because bingo game the students memorize the material easily, especially vocabulary.

2. Types of Bingo Game

There are some types of bingo game which has different variations and procedures, they are:

a. Bingo Part 1

Type : Individual

Tool : Paper and pen

Procedures :

Before beginning the game, the teacher as the leader of the game must prepare some cards containing a list of approximately sixteen words covering group of animals, fruits, professions, things in the room, etc. Ask students to make a big box which divided into sixteen small boxes. Then, ask them to write down words in a box based on the specified classification that the teacher asks in ten minutes. Furthermore, the teacher reads list of words in teacher' card; students will across the same words with the teachers' words. Student who makes four crosses sign in one line

(across, down, or diagonally) may shout “BINGO!” and he or she will be the winner (Rini, 2014:17).

b. Bingo Part 2

Type : Individual

Tool : Paper and pencil

Procedures :

Before starting the game, ask students to mention of words based on the materials they have just learned. For example, pet; then the teacher may get words dealing with pet as cow, dog, cat, fish, bird, etc. from students. Then, write down the names of animals on the board. Ask students to select five words that are written on the board and rewrite on their book. The teacher writes each word in small cards, so in one card there is only one word. Take five cards are read loudly one by one in front of students. Every student will scratch out the word which is the same as the word read by teacher. The winner of this is that who has list of words that have little streak (Rini, 2009: 32).

3. Steps of Bingo Game

There are many steps can be used for implementing bingo game to teach vocabulary. Koprowski (2006) explains the steps in implementing bingo game:

- a. The teacher writes up 10 words, phrases and/or expressions on the board.
- b. Each student chooses any 5 of the items from the board and writes them down.

- c. The teacher then selects one of the items at random (bits of paper from a hat, for example) and offers a brief definition or synonym of the item but does not say the word itself.
- d. If a student thinks they have the word the teacher described, they tick it.
- e. When a student ticks all of their words, they shout BINGO!! The first student to shout BINGO wins the round.
- f. Additional rounds can be played with different sets of words.

Bingo game can be modified appropriate with the game used for. In implementing the Bingo Game at elementary school, the steps in implementing bingo game are:

- a. The teacher gives the students bingo card which is consist of nine boxes.
- b. The students should write down some word in the bingo card.
- c. While the students write down in the bingo card, the teacher gives the rules of bingo game, the rules is if the bingo card has line in the form of horizontal, vertical, or diagonal).
- d. The teacher mentions the word one by one (in English, Bahasa Indonesia, also mention the meaning).
- e. The students across the bingo card if their words in card appropriate with the word that teacher' mentioned.
- f. If the students complete the rule, they should yells Bingo!! as the winner.

- g. The winner should read the vocabulary in their bingo card and give the meaning of their vocabulary.

4. The Advantages of Using Bingo Game

Using bingo games as a technique in teaching vocabulary have some advantages. Koprowski (2006) explains the advantages, there are:

- a. Bingo game is a game that suitable for all ages.
- b. More motivation for using while learning how to play.
- c. Able to help the students remember some vocabularies which are difficult to be memorized.
- d. Improve the ability to cooperate with each other (if using groups).
- e. Invites students to think quickly.
- f. Influences students to be more creative and active.

Meanwhile Kavaliauskienė (2000) explains that bingo game provides a unique opportunity for students to self-assess their progress in learning professional vocabulary and for a teacher to assess students' progress informally, without causing stress and anxiety.

G. Previous Study

There are previous studies about teaching vocabulary. The previous study is written by Sri Amanah from STAIN Salatiga with title The Effectiveness of Using Bingo Verb Game to Improve Vocabulary Achievement of the Second Grade Students of SMP IP Assalamah Ungaran in the Academic Year of 2011/2012. She used collaborative classroom action research to find out the

improvement of students' vocabulary achievement, she used pre-test and post-test and used two cycles, and each cycle comprised planning, implementation of the action, observation, and reflection. The finding of this previous research is the t-test calculation from the result of pre-test and post-test. (3,809) is higher than t-table (2, 09) with $n = 19$ in the level of significant of 5% and 1% (1,86) so the use of Bingo Game can improve students' vocabulary achievement.

Other research was "The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015" by Yusuf Akhyar Jauhari from Semarang State University. He used experimental research by using control group and experimental group. The finding of this previous research is the value of experimental class (6.18) and control class only (2.64) at 0.05 alpha significant values. So, Bingo Game technique significantly improves students' vocabulary mastery.

This research is different from the previous study. The difference in some aspects they are the researcher use Bingo Game in teaching vocabulary at elementary school on fifth grade students. The research design is pre-experimental design with quantitative approach. The researcher just takes one group that is one group pre-test post-test without control group. The method of collecting data by using administering test with the instrument is vocabulary test that are pre-test and post-test. Here, the researcher tries to compare the students' score before they are taught by using Bingo Game and after they are taught by using Bingo Game to know whether the Bingo Game is effective to teach vocabulary at elementary school.

CHAPTER III

RESEARCH METHOD

This chapter present the research method, it focus the method used in conducting this study which covers (a) research design, (b) population, sample and sampling, (c) variable data, (d) data and data source, (e) research instrument, (f) validity and reliability testing, (g) normality testing, (h) data collecting method, (i) data analysis, and (j) hypothesis testing.

A. Research Design

Research is an activity to observe something which is done by the researcher. Creswell (2012:3) states “Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue”. Research may be done because the researcher’s curiosity, the researcher wants to find new discovery that is useful of everybody in the world.

Experimental research is one of research based on the way the research is done. Arikunto (2013:2) explain there are three ways the research is done, that are description research, operation research, and experiment. Experiment is the way to know the cause effect relationship which is increased intentionally by the researcher and know the effect because of a treatment.

According to Sugiyono (2007:107) experimental research is defined as a method of research which is used to looking for certain influence toward the other on the controlled condition. While Ary *et. al.*, (2010:26) states “experimental

research involves a study of the effect of the systematic manipulation of one variable(s) on another variable.

The researcher has a purpose to investigate whether there is an effect on vocabulary mastery after giving the treatment in the controlled condition. Arifin (2012:76) states “experiment design is the plan consists of the steps and action that will be done in the activity of experimental research”. The researcher used pre-experimental research design by using one group pre-test post-test with quantitative approach, because this study was intended to know the effectiveness of using bingo game toward students’ vocabulary mastery at MI Podorejo Sumbergempol by comparing between the students’ scores before they are taught by using Bingo Game and after they are taught by using Bingo Game.

The researcher used one group (pre-test and post-test) design in which the design was illustrated by Arikunto (2013:124) underneath:

Table 3.1. The Illustration of One Group Design

O_1	X	O_2
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Observation conducted before the treatment (O_1) was pre-test, and observation conducted after the treatment (O_2) was post-test. (X) was the treatment or action that was given by the researcher. The difference between O_1 and O_2 was assumed as the effect from the treatment.

The researcher gave pre-test to know the basic students' vocabulary mastery before taught by using Bingo Game. Then, the researcher applied the treatment (X) to the students. The researcher gave post-test to know the students' vocabulary mastery after taught by using Bingo Game. After that, the researcher compared between the result of pre-test and post-test to know whether the Bingo Game was effective in increasing the students' vocabulary mastery.

B. Population, Sample and Sampling

Population is the whole subject which has certain quality and characteristics. Ary *et. al.*, (2010:148) states "A population is defined as all members of any well-defined class of people, events, or objects". While Arikunto (2013:173) states "Population is the whole subject of research". The population of this study was the fifth grade students of MI Podorejo Sumbergempol. There was one class of fifth grade consist of 33 students. The researcher was challenged to offer a new technique for students to ease them in learning English better, especially in vocabulary.

Sample is the part of population which has certain quality and characteristics. According to Ary *et. al.*, (2010:148) a sample is a portion of a population. While Arifin (2012:215) explain sample is the part of population that will be researched or sample is miniature population. Sample is a part that is assumed to represent a population.

After the researcher identified the population, the next step was selecting the sample. Arikunto (2013:176) explain that technique to take the sample is

called sampling technique. There were some techniques that can be chosen to determine the sample. The researcher used non-probability sampling. Ary *et. al.*, (2010:155) explain in non-probability sampling, there is no assurance that every element in the population has a chance of being included. It means that this technique of sampling does not give opportunity for all members in population to be chosen. The researcher used purposive sampling as the one method in non-probability sampling. The purposive sampling is technique to take sample with the motive. Sugiyono (2007:124) states “Purposive sampling is technique to determine sample considerately”. From the purposive sampling, the sample of this research was the students on fifth grade consist of 33 students. The reason why the researcher used the students on fifth grade because the researcher wanted applied Bingo Game in Elementary School and the technique that researcher used was Bingo Game was appropriate with the characteristics of the students on fifth grade. They could play Bingo Game because their age (between 11 – 12 years old) was support to play the Bingo Game. The other reason was the condition of the class was passive when teaching learning English than the other class. The Bingo Game made the students active, enjoy, and fun in teaching learning. The ability of the students was possible to develop by using Bingo Game in teaching vocabulary. So, the researcher chose the fifth grade students at MI Podorejo Sumbergempol Tulungagung as sample of this research that consist of 33 students.

C. Variable

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions. And when variables vary, it means that scores will assume different values depending on the type of variable being measured (Creswell, 2012:112).

In this research, there are two variables, they are:

1. Independent Variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012:116). Independent variable is the cause of other variable. Based on the definition above, the independent variable of this research was the use of Bingo Game.

2. Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2012:115). This is the effect of independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was the students' vocabulary mastery.

D. Data and Data Source

1. Data

Data are any type of information collected for use in educational research (Lodico, 2006:66). While Arifin (2012:191) explain data is group of fact about a phenomenon in the form of number or category. The data were very significant in the research because the research cannot get information without the data. The data of quantitative was in the form of number. In this research, the form of the data was number they are the students' score from pre-test and post-test.

2. Data source

Data source in the research is the subject in which the data are gotten (Arikunto, 2013:172). There are three kinds of data source: (a) person, data source in the form of person, (b) place, data source in the form of place, and (c) paper, data source in the form of symbol. In this research, the data source was person that was the students on fifth grade at MI Podorejo Sumbergempol Tulungagung because the data was gotten from the students.

E. Research Instrument

Instrument is the tool that is used to get the data. Arikunto (2013:192) states "Instrument is a tool when conduct a research uses certain method". Method is the way to collect the data, and instrument is the tool that is used to collect the data. The method was administering test and the instrument used was test. According to Arifin (2012:226) test is technique of measuring that contains some questions, statements, and some tasks that should be done or answered by the

respondent. It can be concluded that a test is a process of measuring students' knowledge and ability, so the writer should make a good test.

In this research, there are two kinds of test:

1. Pre-test

A pretest provides a measure on some attribute or characteristics that assess for participant in an experiment before receive a treatment (Creswell, 2008:301). Pre-test in this research was the test consists of some questions in the form of multiple-choice (20 questions) and matching (10 questions), total of the questions were 30 questions and the topic about shape which was the first material in elementary school. This pre-test was given to the students before the researcher gave treatment to the students.

2. Post-test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008:301). Post-test in this research was the test consists of some questions in the form of multiple-choice (20 questions) and matching (10 questions), total of the questions were 30 questions and the topic about transportation which was the second material in elementary school. This post-test was given to the students after the researcher gave a treatment to the students.

F. Validity and Reliability Testing

In this research, the data were collected by administering a test. Brown (2000:384) states “A test is a method of measuring persons’ ability or knowledge in a given domain”. The data were correct or not was depend on the instrument of collecting method that was test. A good instrument should fulfill two important requirements they were validity and reliability.

1. Validity

Validity of instrument is the test measure what will be measured. Brown (2000:387) states “Validity is the degree to which the test actually measures what it is intended to measure”. An instrument is called valid if the instrument is able to measure what will be measured. According to Brown (2000:388) there are three types of validation: content validity, face validity, and construct validity.

In this research, the researcher used content validity and construct validity.

a. Content validity

Content validity is the correspondence between curriculum objectives and the objectives being assessed (O’Malley and Pierce, 1996:25). The type of the instrument was test. The content validity of the test can be done by comparing the content of test and the material that will be learned. The researcher made a test based on standard competence and basic competence in syllabus, the researcher made test specification before making a test, especially vocabulary testing. After knowing the standard competence, the researcher made indicator of the test based on the standard competence in syllabus.

The content validity in this research can be seen in the table below:

(1) Vocabulary test specification on pre-test

Standard competence:

Understanding word in English and descriptive text in the form of picture that is simple in the school context.

Table 3.2. Test Specification on Pre-test

Basic Competence: Reading aloud with expression, emphasis and intonation appropriate and acceptable involving: words, phrases, simple sentences, and simple text.				
Indicator	Description of question	Kind of test	Number of test	Total of test
1. The student knows the names of shapes in two dimension type.	a. Determine the name of the shape in two dimension type based on the picture.	Multiple choice	2, 8, 10, 15, 16, 18, 19, and 20	8
	b. Determine the meaning about the shape in two dimension type.	Matching	5, 6, 7, 8, 9, and 10	6
2. The student knows the names of shapes in three dimensions type.	a. Determine the name of the shape in three dimension type based on the picture.	Multiple choice	4, 5, 6, 11, 12, 13, 14, and 17	8
	b. Determine the meaning about the shape in three dimension type.	Matching	1, 2, 3, and 4	4
3. Analyze the name of the shape of the real things.	a. Determine the name of the shape in two dimension type in the form of conversation.	Multiple choice	1 and 9	2
	b. Determine the name of the shape in three dimension type in the form of conversation.	Multiple choice	3 and 7	2
Total				30

(2) Vocabulary test specification on post-test

Standard competence:

Understanding word in English and descriptive text in the form of picture that is simple in the school context.

Table 3.3. Test Specification on Post-test

Basic Competence: Understanding sentences, written message, and descriptive text on picture accurately and acceptable.				
Indicator	Description of question	Kind of test	Number of test	Total of test
1. The students know the name of transportation.	a. Determine the transportation based on picture.	Multiple choice	1, 2, 6, 9, and 20	5
	b. Determine the meaning of word about transportation.	Matching	1 - 10	10
2. The students use the name of transportation in the sentence.	a. Determine the name of transportation based on sentence.	Multiple choice	5, 11, 12, 14, 17, 18, and 19.	7
	b. Fill the simple sentence by using the name of transportation based on picture.	Multiple choice	3, 7, 8, and 15.	4
3. The students answer the question "How".	a. Determine the name of transportation that is used based on the question and the picture.	Multiple choice	4, 10, 13, and 16	4
Total				30

b. Construct validity

Construct validity is the test measure hypothetical construct (Sukardi, 2012: 123). In this research, the researcher administered vocabulary test in two kinds of test format, there were multiple choice and matching item. Lado (1961:188) states “The multiple choice type of item has probably achieved its most spectacular success in vocabulary test. In multiple-choice, the students should answer the questions from the selection answer. The matching item, the students should match the vocabulary list in right side in the form of English word with its meaning in the left side.

b. Reliability

Reliability is consistency. The research instrument has high reliability if it can produce consistent result. Brown (2000:386) states “A reliable test is consistent and dependable”. In this research, the researcher used Kuder Richardson 20 Formula to measure the reliability of the test. The researcher used KR-20 Formula because the test administered only once, if the test item was correct is given one point and if the test item was incorrect is given zero point. It was appropriate to measure the reliability of the test in the form of multiple-choice test. The researcher used KR-20 Formula by calculating the data by using Microsoft Excel.

According to Vansickle (2015:4), the classification of reliability test:

Table 3.4. Classification of Reliability Test

Reliability Test Coefficient	Classification
Less than 0.20	Poor
0.20 to 0.40	Fair
0.40 to 0.60	Moderate
0.60 to 0.80	Good
0.80 to 1.00	Very Good

The result of reliability test on pre-test was 0,79 and the reliability of post-test was 0,66. It can be concluded that the test of pre-test and post-test were good reliable. However, to improve the reliability, some revisions were done for the test items.

G. Normality Testing

Normality test was one of requirements in analyze the data, it means that before conduct the real analysis, the data of the research should be tested normality of distribution. Good data was the data in the normal distribution. Raharjo (2014) explain the basis for a decision in the normality test is: If the significance value is more than 0.05, the data is normally distributed. While, if the significance value is less than 0.05, the data are not normally distributed.

In this research, the researcher used one method in normality testing that was One-Sample Kolmogorov-Smirnov Test on SPSS 22.00. The data present in the table below:

Table 3.5. Table of One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,74868570
Most Extreme Differences	Absolute	,090
	Positive	,085
	Negative	-,090
Test Statistic		,090
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

It was the output the result of normality testing by using One-Sample Kolmogorov-Smirnov Test. The significance value from the table was 0,200. It means that the significance value was higher than 0.05, and the data was in normal distribution.

H. Data Collecting Method

Data collecting method was the method that was used by the researcher to collect data. Data of this study was collected by administering test. Arikunto (2013:266) explain that instrument which is in the form of test can be used to measure basic ability and achievement. In this research, the data was collected by administering test they were pre-test and post-test.

The pre-test and post-test were about vocabulary. Both pre-test and post-test consist of some questions related to the vocabulary, the total of the question were 30 questions in the form of multiple choice (20 questions) and matching (10 questions). The topic in the pre-test was shape, and the topic in the post-test was transportation.

The researcher collected the data by administered pre-test, gave treatment, and administered post-test to the students. The researcher did try out the test in the other students who also on fifth grade to know the validity and reliability of the test before conduct research.

The first step in research was administering pre-test, the researcher gave pre-test to the students on January 15th 2016. The material in pre-test has been taught by the teacher before the researcher gave the pre-test, so the researcher gave pre-test to the students.

The second step was giving treatment. The researcher gave treatment in eight meetings. The first until fourth meetings was conducted on January 16th, 22nd, 23th, and 29th 2016. In the research, the treatment was using Bingo Game to teach vocabulary. The steps in Bingo Game was the teacher gave a bingo card

(consist of nine box) to the student, the researcher asked the students to memorize the vocabulary which was the student learn before and the students wrote the vocabulary to the bingo card. The researcher gave a rule on Bingo Game, the rule was if the student can cross the bingo card horizontal, vertical, or diagonal the students should yells Bingo!! and read the word or vocabulary loudly with its meaning. The researcher mentioned a vocabulary one by one appropriate with the topic, if the students have vocabulary appropriate with the vocabulary which was mention by the researcher, the student should cross the box and if the students completed the rule, the students should yells Bingo!! and read the vocabulary loudly with its meaning in front of class. This game conducted in many round to make all the students can yells Bingo!! and read the vocabulary on their bingo card.

The fifth until eight meeting of the treatment was conducted on January 30th, February 5th, 6th, and 12th, 2016. The researcher asked the students to memorize the vocabulary which is the student learn before and then the students wrote the vocabulary to the bingo card. The researcher gave a rule on Bingo Game, the rule was same on first treatment. The researcher read simple sentences appropriate with the topic, if the students have vocabulary appropriate with the vocabulary which is read by the researcher, the student should cross the box and if the students completed the rule, the students should yells Bingo!! and read the vocabulary and the researcher asked the students to make a sentence by using that word. This game conducted in many round also.

The last step was administering post-test on February 13th 2016. The researcher gave post-test after the students gave twice treatment from the researcher.

I. Data Analysis

Ary *et. al.*, (2010:95) explain that data analysis indicate how the researcher will analyze the data to the test the hypothesis and/or answer the research question. While Khotari (2004:18) explain after the data have been collected, the researcher turns to the task of analyzing the data.

In this research, the researcher used statistical analysis because the result of the data was numerical form. The researcher used T-test to analyze the data to know whether there was significant different score of the students before the students were taught by using Bingo Game and after the students were taught by using Bingo Game in increasing the students' vocabulary mastery to the fifth grade students in MI Podorejo Sumbergempol. The researcher used Paired sample T-test since the data were normal. The SPSS 22.00 was used to analyze the data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion. Therefore, this chapter focuses on the description of data, hypothesis testing, and discussion.

A. The Description of Data

The researcher presented the data of the research that was the students' vocabulary mastery before being taught by using Bingo Game and after being taught by using Bingo Bame. The researcher did pre-experimental research design by using one group pre-test post-test with quantitative approach. The fifth grade student of MI Podorejo Sumbergempol that consists of 33 students was chosen by the researcher. The researcher used test as research instrument to get the data, the research used pre-test and post-test were developed by the researcher.

The research conducted in four meetings. First meeting was administering pre-test, second and third meeting were giving treatment by using Bingo Game to teach vocabulary, and the last meeting was administering post-test. From the pre-test and post-test, the researcher got a score from the students. The score can be seen as follow:

Table 4.1. The List of Pre-Test and Post-Test Score

NO	NAME	PRE TEST	POST TEST
1.	AYNA	40,00	65,00
2.	MYDP	32,50	62,50
3.	AMT	95,00	95,00
4.	ANA	100,00	97,50
5.	AS	87,50	95,00
6.	AR	35,00	70,00
7.	ARH	82,50	100,00
8.	AMS	97,50	100,00
9.	BRA	75,00	97,50
10.	BRP	95,00	100,00
11.	DRA	90,00	97,50
12.	IK	95,00	100,00
13.	KN	77,50	100,00
14.	LZA	85,00	97,50
15.	LF	80,00	100,00
16.	MAA	92,50	95,00
17.	MAFF	45,00	92,50
18.	MHNAS	97,50	95,00
19.	MAF	95,00	97,50
20.	MFA	72,50	97,50
21.	MNKM	52,50	92,50
22.	MRD	75,00	97,50
23.	NAN	87,50	100,00
24.	NLR	70,00	97,50
25.	NLM	100,00	100,00
26.	NH	72,50	97,50
27.	NF	82,50	97,50
28.	PZF	32,50	40,00
29.	SISP	67,50	97,50
30.	SI	80,00	97,50
31.	TRP	50,00	95,00
32.	WAA	82,50	97,50
33.	GE	72,50	97,50
TOTAL		$\Sigma = 2495$	$\Sigma = 3062.5$

Based on Table 4.1, there were 33 students of the fifth grade in the classroom as population also become sample in the research. All of them join pre-test and post-test, from the test they got two score of pre-test and post-test. The lower score in pre-test was 32.50 which were gotten by two students and the higher score was 100.00 which were gotten by two students. Meanwhile, the lower score in post-test was 40.00 which were gotten by one student and the higher score was 100.00 which were gotten by eight students.

Furthermore, the data of the students' pre-test and post-test can be arranged in the form of frequency. The result of frequency can be seen below:

a. The frequencies of pre-test

The pre-test was given to the students before treatment by using Bingo Game to teach vocabulary. The pre-test was in the form of multiple choice test and matching test. There were 20 questions of multiple choice and 10 questions of matching test. The frequency of pre-test can be seen in Table 4.2:

Table 4.2. The Frequencies Table of Pre-Test

Statistics		PRETEST
N	Valid	33
	Missing	0
Mean		75.6061
Median		80.0000
Mode		95.00
Sum		2495.00

Based on Table 4.2, it can be showed that there were 33 students as the subject of the research. The mean score was 75.6061 meaning that the average score of the student was 75.6061. The median score was 80.00. The mode score was 95.00. And the total score of pre-test was 2495.00.

b. The frequencies of post-test

The post-test was given to the students after the treatment that was using Bingo Game to teach vocabulary. The post-test was in the form of multiple choice test and matching test. There were 20 questions of multiple choice and 10 questions of matching test. The frequency of post-test can be seen in Table 4.3:

Table 4.3. The Frequencies Table of Post-Test

Statistics		POSTTEST
N	Valid	33
	Missing	0
Mean		92.8030
Median		97.5000
Mode		97.50
Sum		3062.50

Based on Table 4.3, it can be showed that there were 33 students as the subject of the research. The mean score was 92.8030 meaning that the average score of the student was 92.8030. The median score was 97.50.

The mode score was 97.50 means that many students got score 97.50. And the total score of post-test was 3062.50, it was higher than the total score of pre-test that was 2495.00 only.

From the data above which was in the form of frequency, the data showed that the score of pre-test was higher than the score of pre-test. However, to know whether there was significant different score of the students before the students were taught by using Bingo Game and after the students were taught by using Bingo Game, the researcher used statistical test by using paired sample t-test on SPSS 22.00 to analyze the data. The result can be seen in Table 4.4:

Table 4.4. Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	NILAI PRETEST	75.6061	33	20.60634	3.58710
	NILAI POSTTEST	92.8030	33	13.40122	2.33285

Based on Table 4.4, the output of paired sample statistics as descriptive statistic showed that the mean score of pre-test was 75.6061 and the mean score of post-test was 92.8030. The number of sample both pre-test and post-test was 33. The standard deviation of pre-test was 20.60634 and the standard deviation of post-test was 13.40122. The standard error mean of pre-test was 3.58710 and the standard error mean of post-test was 2.33285. It can be concluded that the mean or

average score of the students in pre-test and post-test was different, the mean score of pre-test was less than the mean of post-test ($75.6061 < 92.8030$) or the mean score of post-test was higher than pre-test ($92.8030 > 75.6061$). Thus, there was increasing score from pre-test to post-test means that there was significant different score after the students were taught by using Bingo Game in increasing vocabulary mastery.

Table 4.5. Paired Sample Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	NILAI PRETEST & NILAI POSTTEST	33	.758	.000

Based on Table 4.5, the output of paired samples correlations showed the number of sample was 33. The correlation was 0.758. The level of significance was 0.000. According to Widhiarso (2012:6) correlation is the relationship between two pairs, if the correlation is counted by quadrate means the giving treatment has significance role toward different score. In this research, the two pairs were pre-test and post-test. The correlation was $(0.758)^2 = 0.57$. It means that 57% increasing score of pre-test was caused by giving treatment and the 43% was caused by the other factor. According to Widhiarso (2012:6) sig. is level of significance, and the roles are:

- a. If $\text{sig} > 0.05$ there is no influence of giving treatment toward pre-test and post-test score.
- b. If $\text{sig} < 0.05$ there is an influence of giving treatment toward pre-test and post-test score.

In this research, the level of significance was 0.000. It means that the level of significance was less than 0.05 ($0.000 < 0.05$), it can be concluded that there was an influence of giving treatment toward pre-test and post-test score, the total score of post-test was higher than pre-test ($3062.5 > 2495$) means that the increasing score was caused by giving treatment. The treatment was effective to teach vocabulary and effective in increasing vocabulary mastery of elementary student.

Table 4.6. Paired Sample Test

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai Pretest – Nilai Posttest	-17.19697	13.63242	2.37310	-22.03081	-12.36312	-7.247	32	.000

Based on Table 4.6, the output of paired samples test as inferential statistic showed that the mean score of pre-test and post-test were (-17.19697), standard deviation was (13.63242), standard error mean was (2.37310), the lower difference was (-22.03081) and the upper difference was (-12.36312). The result of t_{count} was (-7.247), the result of df was (32), and the significance was (0.000).

The interpretation of data can be done by two methods, there were based on the result of t_{count} and the result of level significance. The interpretation as follows:

- a. Comparing the result of t -count and t -table.

The score of t_{count} is 7.247. And to know the result of t_{table} can be seen from t table. The df is 32, the score of t_{table} on t table for standard significant 5% is 2.021. It be concluded that t_{count} was higher than t_{table} ($7.247 > 2.021$). If $t_{\text{count}} > t_{\text{table}}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant difference in the vocabulary scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

- b. The result of level of significance. The assumption are:

- a) If $\text{sig} > 0.05$ the null hypothesis was accepted.
- b) If $\text{sig} < 0.05$ the null hypothesis was rejected.

The score of sig. is 0.000, it means that the level of significance was less than 0.05 ($0.000 < 0.05$). Thus, it can be concluded that the null hypothesis was rejected means there was significant difference in the vocabulary

scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

B. Hypothesis Testing

The hypothesis testing of this research is as follow:

1. If the score of $t_{\text{count}} > t_{\text{table}}$, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant difference in the vocabulary score of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.
2. If the score of $t_{\text{count}} < t_{\text{table}}$, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. It means that there was no significant difference in the vocabulary scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

Based on the statistical analysis by using paired sample t-test on SPSS 22.00, the output of statistical computation showed that the score of t_{count} was 7.247 with the df 32. The score of t_{table} for standard significant 5% (0.05) and df 32 was 2.021. Thus, the score of t_{count} was higher than t_{table} ($7.247 > 2.021$), it can be clearly concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was significant difference in the vocabulary score of the students on fifth grade by using Bingo Game toward students' vocabulary mastery. The Bingo Game was effective and suggested to be

used to teach vocabulary on the fifth grade students at MI Podorejo Sumbergempol.

C. Discussion

The objectives of the research were to find out the score of vocabulary (vocabulary mastery) of the students on fifth grade students at MI Podorejo Sumbergempol in the academic year of 2015/2016 before and after they were being taught by using Bingo Game and to find out whether there was significant different scores of students in vocabulary before and after they were taught by using Bingo Game.

The researcher conducted some steps to reach the objectives of the research. The researcher used test as instrument of the research to get the data and the method to collect the data was administering test. The researcher did some steps, there were administering pre-test, giving treatment, and administering post-test in four meetings in the class.

The researcher got the data from the score of pre-test and post-test. Then, the data analyzed by using paired sample t-test on SPSS 22.00. The output of paired sample statistic showed that the mean score of pre-test was 75.6061 and the mean score of post-test was 92.8030. It can be interpreted that the vocabulary mastery of the student had been improved after getting the treatment. On the output of paired sample test shown that the score of t_{count} was 7.247 with the df 32, the score of level significance was 0.000 and the score of t_{table} for standard significant 5% (0.05) and df 32 was 2.021. Based on the data, the researcher

known that t_{count} higher than t_{table} ($7.247 > 2.021$) means the null hypothesis (H_0) was rejected, alternative hypothesis (H_a) was accepted; and the level of significance less than 0.05 ($0.000 < 0.05$) means the null hypothesis (H_0) was rejected, alternative hypothesis (H_a) was accepted. It be concluded that there was any significant different scores of students in vocabulary before and after they were taught by using Bingo Game.

From the result of data analysis above, game can be used to teach in increasing vocabulary mastery of the students like Bingo Game. According to Hornby (1995:107) bingo is gambling game in which players cover number on individual cards as the numbers are called out in no special order and the winner is the first person to cover all number. The researcher modified the Bingo Game as technique to teach vocabulary in elementary school. This Bingo Game can be used effectively in the classroom to increase vocabulary mastery of students at elementary school.

This finding was related with the previous study that was using Bingo Game to teaching vocabulary. In the previous study the use of Bingo Game was also effective to improve the vocabulary achievement of the second grade students of SMP IP Assalamah by conducting two cycles on classroom action research (CAR) design (Amanah, 2012: 86). The other previous study showed that Bingo Game also effective to improve students' ability in mastering vocabulary to the eighth graders of SMPN 1 Batealit, Jepara by using experimental research using control group and experimental group (Jauhari, 2015: 34).

Besides the proof gotten from statistical computation, during research the researcher could also see some advantages of using Bingo Game for the students learning. During the research, the students looked focus, interest, and easily understand the material about vocabulary because the researcher as a teacher used Bingo Game as technique and bingo card as media to teaching vocabulary. By using bingo card, the students were interested to join the teaching learning process in the classroom. So the score of the students after being taught by using Bingo Game was increase. This finding was in line of theory from Hadfield (2001:6) states "The idea of a game is probably easier for students to grasp from seeing the cards than from a verbal explanation". The students understand the material easily if the teacher conveys the material by using a card.

Besides the increasing of the students' score of vocabulary, the accuracy of students pronouncing can be increased. During the research, the students could mention some words in the bingo card orally. It makes the student know how to pronounce the word correctly. The student also could produce the new word and understand the meaning of the word. Besides that, the use of Bingo Game could train the students' pronunciation because after the student become the winner of Bingo Game, the students should mentioned the word from their bingo card, if the students cannot pronounce the word correctly, the researcher showed how to pronounce the word correctly. This finding was related with theory from Hadfield (2001:5) states that bingo game is a simple version of matching game and the game is focus on accuracy and focus on produce single word rather than sentences. Richard and Renandya (2002:270) states that given its effect on

vocabulary knowledge, fluency development skill largely an unexplored idea. By using Bingo Game, the students learned how to pronounce word accurately and known the new word easily.

The other finding from this research was the students' motivation. During the research, the students were motivated in joining the class. It can be seen from the students who were enthusiastic to join the game and play Bingo Game. The increasing motivation of the students can be increasing the vocabulary mastery from the students which was seen from the score of the students after being taught by using Bingo Game. This finding was appropriate with the theory from Suyanto (2010:17) explaine that the young learner prefers studying by using game because it makes the students motivated to study English. While Deesri (2002) state that games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. In addition, according to Saricoban and Metin (2000) play and competition that are provided by games enhance the motivation of the students. It means that from the game, the students had high motivation to follow the teaching and learning process and it made the students success in mastering lesson from the teacher.

Based on the explanation above, teaching English word by using Bingo Game was effective in increasing vocabulary mastery on elementary school. From the result of data analysis, there was any significant different score of students in vocabulary before and after they are taught by using Bingo Game. Besides, the researcher gave treatment to the students in eight meetings means that the treatment which was given by the researcher becomes one factor in increasing the

students' score in vocabulary. The treatment that was using Bingo Game in teaching vocabulary gave effect in vocabulary mastery of the students because the treatment was given many times, it makes the students understand the material well and the students' score was increase. It can be concluded that the use of Bingo Game was effective toward vocabulary mastery of the fifth grade students at MI Podorejo Sumbergempol Tulungagung in the academic year of 2015/2016.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of findings presented in the previous chapter, conclusion and suggestion are presented in this chapter.

A. Conclusion

Based on the explanation of the previous chapter, the researcher concluded that:

- a. Before the students being taught by using Bingo Game from 33 students, there were two students got score 32.50 as lower score and two students got score 100 as higher score. The mean score of the student before being taught by using Bingo Game was 75.6061, and the total score of the student before being taught by using Bingo Game was 2495.00.
- b. After the students being taught by using Bingo Game from 33 students, there was only one student got score 40.00 as lower score and eight students got score 100 as higher score. The mean score of the student after being taught by using Bingo Game was 92.8030 and the total score of the student after being taught by using Bingo Game was 3062.50.
- c. From the statistical computation using Paired Sample T-Test on SPSS 22.00. The researcher got the score of t_{count} was 7.247 and the score of t_{table} with df 32 for standard significant 5% was 2.021. So, t_{count} was

higher than t_{table} ($7.247 > 2.021$). If $t_{count} > t_{table}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. And the score of sig. was 0.000, it means that the level of significance was less than 0.05 ($0.000 < 0.05$) so the null hypothesis was rejected. It means that that there was significant difference in the vocabulary scores of the students before they are taught by using Bingo Game and after they are taught by using Bingo Game.

In conclusion, teaching vocabulary by using Bingo Game was effective to improve the students' vocabulary mastery.

B. Suggestion

Based on the result of the research finding, the researcher would like to give some suggestions as follow:

a. For the students

The researcher recommended for the students to use Bingo Game when they are learning vocabulary because it was proved that using Bingo Game the students' vocabulary mastery can be improved. Furthermore, using Bingo Game, students easy to memorize the new word, know how to pronounce word, the motivation to study was high and the learning process becomes fun and challenging.

b. For the teachers

Bingo Game was effective in teaching vocabulary. The researcher recommended for the teacher to use Bingo Game in teaching vocabulary to

increase vocabulary mastery of the students because Bingo Game helps students to learn vocabulary easily by using media that was bingo card, the students learn how to pronounce the word accurately, easy to memorize the word and the students become motivated to join learning process.

c. For the future researcher

This research was limited in teaching vocabulary mastery of the fifth grade students at MI Podorejo Sumbergempol Tulungagung, the researcher hopes for the future researcher conduct similar research by using Bingo Game in different context for example using Bingo Game to teach listening, speaking, reading, writing, grammar, or pronunciation in order to know more advantages of Bingo Game.

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APPENDICES