

CHAPTER I

INTRODUCTION

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

A. Background of the Research

Language becomes one of the most important things in human life. We always need language in our daily life to communicate, transfer knowledge, and share our thoughts. Welch and Welch (2008) state that as companies expand internationally and their foreign operations become more dispersed, language demands increasingly become an issue in inter-unit knowledge transfers. In line with the statement before, English become one of a medium to communicate in entire aspects of life that used by most of people all over the world. As Crystal (2012: 6) states that a quarter of the world's population is already fluent or competent in English, and this figure is steadily growing – in the early 2000s that means around 1.5 billion people. This means that it is necessary to learn English for those who want to make a good communication and relationship with other countries, and also to gain broader knowledge.

In order to use language correctly and properly in communication, one has to master sufficient vocabulary in language learning. Vocabulary learning and acquisition is important for every English Language Learner. According to Moeller *et al.* (2009) vocabulary is one of the most pivotal components of

language learning and teaching of a foreign language since it affords learner of the language access to all forms of oral and written communication of the word. In addition, Seashore (2014) states vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. By having a lot of vocabulary knowledge, the four skills in English (speaking, listening, reading, and writing) will go well. It indicates that the role of vocabulary is very important in language learning.

In mastering vocabulary, it is important for teacher to make the learners interested in the learning by using several techniques. Yahoui (2012) in her research argues that teachers have to vary techniques to be used to introduce new lexical items and teachers must be able to create enjoyable environment in the learning to make the learning vocabulary effective. So, it is important for the teacher to make enjoyable learning process so that the learning can effective.

In reality, there are many problems that occur during the process of teaching vocabulary. The students are usually having difficulty to understand what the teacher said and to memorize new vocabulary. As states by Maduratna (2014) in her research,

“The students usually confused in remembering or mastering vocabulary. On the other hand, the students do not understand when teacher explains the material by using English. The less of English vocabulary becomes the prominent problem.”

Based on the problems above, the teacher should find alternative way of teaching or effective technique to teach vocabulary. There are many ways to teach vocabulary that can create enjoyable learning. One of several ways to teach vocabulary that can create an enjoyable environment is game. Game can make the students more interest in learning process and can create enjoyable environment in the learning (Saricoban and Metin: 2000). In addition, Huyen and Nga (2003: 6) state that games are useful and effective tools that should be applied in vocabulary learning. In other words, using game to teach vocabulary is one effective way. So it indicates that game is effective in teaching and learning process.

One of the games that researcher wanted to conduct was Bingo game. Bingo game is a competitive game that usually played for money or prizes (Finch, 2014). Further, Lo and Tseng (2011: 1) state that Bingo is a popular and easy synchronous game without limitation number of players. This game is a student-centered medium that places the students as the center of the learning process and the teacher as the facilitator (Munawaroh, 2016: 5). It can be conducted for small or whole class group. There were some reason why the researcher choosed this game as the media in teaching vocabulary mastery. According to Rosidi and Faliyanti (2017) Bingo game can motivate the students to learn vocabulary, gives the student opportunity to identify the word interestingly, and can train the students to be more concentration and carefulness. In addition, Wahyuni and Syafei (2016) state that bingo game can ease the students in mastering the meanings of vocabularies. Several researches

have been proved that Bingo Game is effective towards students' vocabulary mastery (Liberty, 2016; Puspita, 2016; Jauhari, 2015). Therefore, Bingo Game is hopefully effective towards the students' vocabulary mastery.

Based on the explanation above, the researcher was interested in conducting study entitle "**The Effectiveness of Bingo Game towards the Second Grade Students' Vocabulary Mastery at MTs Darul Falah Bendiljati Kulon**"

B. Research Problems

The formulation of research problems in this research was as follow:

1. How is the students' score in vocabulary before being taught using bingo game?
2. How is the students' score in vocabulary after being taught using bingo game?
3. Is Bingo Game effective towards the second grade students' vocabulary mastery at MTs Darul Falah Bendiljati Kulon?

C. Research Objectives

Based on formulation problems above the research objectives was as follow:

1. To know the students' score in vocabulary before being taught using bingo game.
2. To know the students' score in vocabulary after being taught using bingo game.

3. To know the effectiveness of Bingo Game towards the second grade students' vocabulary mastery at MTs Darul Falah Bendiljati Kulon.

D. Research Hypothesis

The hypothesis of this research is:

1. H_0 (Null Hypothesis): There is no significant difference of students' score before and after being taught using bingo game.
2. H_a (Alternative Hypothesis): There is significant difference of students' score before and after being taught using bingo game.

E. Significance of the Research

The study is expected to have contributions to:

1. Teacher

Help teacher find out the alternative way in teaching and learning English to enrich the students' vocabulary so that the teaching and learning process become effective and enjoyable.

2. Students

Help the students acquire and master new vocabulary in fun and challenging way.

3. Future Researcher

This research is expected to give a new knowledge of the future researcher to do better research of the same teaching and learning cases, it can be one of references to conduct a study about the same topic so the future researcher can make their studies more complete.

F. Scope and Limitation of The Research

The scope of this research is on teaching vocabulary mastery. In addition, this study is focusing on teaching vocabulary mastery by the implementation of Bingo Game in the second grade students of Islamic Junior High School Darul Falah Bendiljati Kulon.

G. Definition of Key Terms

1. Bingo Game

Bingo game is kind of game that played by small or large group which use card and numbers on it and match the cards as the caller called. The winner of the game is the person or group who have all of their numbers called.

2. Vocabulary Mastery

Vocabulary mastery in this study is defined as someone skill or knowledge about the use of words of a language.