

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature. It covers three major sections: vocabulary, Bingo game, and previous study.

A. Vocabulary

1. Definition of Vocabulary Mastery

As stated in the background of the research, vocabulary takes an important role in mastering English as foreign language. Below are some definitions of vocabulary.

According to Hornby (1995: 1331) vocabulary is a list of word which has meaning and is one of language elements considered necessary for language mastery. It means that every word that has meaning can be categorized as vocabulary. Another definition comes from Richards and Renandya (2002: 225), they state vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. So it is important to learn vocabulary first before we are going to learn another component because vocabulary is a core component that links with other skills such as listening, reading, speaking, and writing.

Further, Reading *et al* .(2014) states vocabulary refers to the collection of word a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. Based on Oxford Learners' Pocket Dictionary (2008: 495) vocabulary is list of words with their

meanings, especially in a book for learning a foreign language. So, it can be concluded that vocabulary is a collection of word which has meaning including single words or compound words that might use by individual speaker of a language; it is an important component in language learning.

Meanwhile, according to Oxford Learners' Pocket Dictionary (2008: 271) mastery is a great skill or knowledge. While Hornby (1995) defines mastery as complete knowledge or complete skill. In addition, Alqahtani (2015) concludes that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their interests, needs, and motivation. Hence, it can be concluded that vocabulary mastery is someone skill or knowledge about the use of words of a language.

2. Kinds of Vocabulary

According to Jackson (2002: 28), there are two kinds of vocabulary. Those are as follows:

a. Active vocabulary

The active vocabulary means the words which the student understands, can pronounce correctly and use constructively in speaking and writing.

b. Passive vocabulary

The passive vocabulary means the words that the students recognize and understands when they occur in a context, but which the students cannot produce correctly by themselves.

3. Strategies of Vocabulary Learning

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015: 21). To make it easier in learning vocabulary, the teacher should offer some strategies. Decarrico (2001: 5-6) states there are several strategies in vocabulary learning, those are: Guessing meaning from context, Mnemonic Devices, Vocabulary Notebooks. Furthermore, Decarrico also adds that learner can use other various strategies in learning vocabulary.

English language learner should practice the vocabulary that they have been learned. Teacher could use some strategies to make the learning and practice enjoy and easy to understand. Here are some strategies that teacher can use to help the students practice and learn vocabulary (Haynes and Zacarian, 2010)

a. Thumps-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-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. 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 cards 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 words to be found, the students list of the words to be found, the students

list the words' definitions as clues. When they are done, the students solve each other's puzzle.

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 discussion.

B. Bingo Game

1. Definition of Bingo Game

Bingo is one of the most popular of all games (Richardson and Raymond, 2007: 204). In Oxford Learners' Pocket Dictionary (2008: 38) bingo is defined as a gambling game using numbers. According to Hornby (1995:107) bingo is a gambling game in which players' cover numbers on individual cards as the numbers are called out in no special orders. Based on Finch and Hyun (2007) bingo is naturally a group activity, traditionally played with one caller (the teacher). Coco *et al.* (2001) describe bingo as follows:

Bingo game involves a reader calling out random numbers while participants have record sheets in front of them with a selection of fifteen numbers. The person to win a game is the first person to have all of their numbers called. They call out 'Bingo' and win the game.

Bingo not only used for gambling, but it can also be used to teach vocabulary and other skill in English. Finch and Hyun (2007) state bingo activities can be mixed in many ways according to their learning purpose such as for learning vocabulary, grammar, notions/function and

Task-Based Learning. The game bingo is a useful vocabulary consolidation technique (Kavaliauskiene, 2000). Based on the theories, it can be concluded that 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. Types of Bingo Game

Finch (2014) states there are three types of bingo game which has different variations and procedures, they are:

a. Listening Bingo Games

In this type of game the caller calls out numbers, letters, words, phrases or sentences in the grid on the master card. The players listen to the caller and then find the item on the grid on their own Bingo card. The first player who marks all the squares in a row diagonally, horizontally, or vertically calls out 'BINGO.' Learners who play this type of Bingo are essentially carrying out a dictation activity, and are testing basic listening comprehension. Because of this, this type of Bingo game is henceforth called 'listening Bingo.' This type of Bingo game is helpful in developing receptive comprehension skills in English.

b. Speaking Bingo Games

Speaking Bingo games encourage students to communicate with each other. They encourage learners to listen and speak, and

they are very funny. Bingo-related activities can be used in an interactive way, introducing and reviewing language in an investigative ‘learner-directed’ manner.

- In speaking Bingo, there is no master card, and no caller.
- Instead, there are only participants’ Bingo cards.
- Each player has a different Bingo card and asks other students about a topic in the grid on the Bingo card.
- When the student gets the answer ‘Yes,’ that student asks the other’s name and writes it down in the square of that question.
- The first student does not ask a second question to the same student after getting the response ‘Yes.’
- If the other student answers ‘No’, the questioner may ask one more question. However three questions may not be asked of the same student.
- This rule is helpful in encouraging students to interview as many classmates as possible.
- When a student is successful in filling in a row of boxes diagonally, horizontally, or vertically, she/he shouts ‘Bingo.’

Speaking Bingo is extremely interesting and challenging, in that the input and the outcome are up to the player, rather than the individual Bingo card.

- Speaking Bingo is open and flexible.

- It can use any linguistic items, topics, functions or skills as its source materials.
- Each player chooses a person to ask and takes the responsibility for the result.
- The games are performed in a real communicative setting.
- There is no limit to the exercising of linguistic skills - listening, speaking, reading, writing and comprehending!

c. Self-made Bingo Game

When learners play Bingo games with cards made by themselves in self-made Bingo games, they achieve a sense of purpose, ownership and meaning, thus promoting confidence, motivation and responsibility for learning. The active making of Bingo activities is thus a desirable educational event, and can lead to excellent follow-on activities such as devising and writing the rules for their activity, explaining their activity to other groups, and even making a PowerPoint presentation about their activity.

3. How to Use Bingo Game

Based on the type of Bingo game stated by Finch (2014), in this research the researcher would implement the Self-made Bingo game. The rules of playing the Bingo game were as follows (Thomas, 2014):

- The teacher distributed an authentic text to the students. For example, the authentic text could be an article or story, a blog posting, a cooking recipe, a restaurant menu, or lyrics from a song.

- Ask students to choose words from the text that they think are new, interesting, or difficult.
- Write the selected words on the board and make sure the students know the meaning of each word by asking them to supply definitions, or, if necessary, by supplying definitions yourself. When you have 16 words on the board, the game can begin.
- Ask students to make their own Vocabulary Bingo cards with 16 empty cells (4 columns and 4 rows) and to write the words in the cells, in any order the students wish. Thus, each card will be unique.
- Ask students to take turns choosing a word from the list without telling which word they have chosen. Instead of saying the word, the student gives a clue: a synonym, an antonym, or a fill-in-the-blank sentence. When someone else can identify the corresponding word from the list, everyone crosses out that word.
- The first person whose card has four crossed-out words across, down, or diagonally will say “Bingo!” and become the winner.

4. The Advantages of Using Bingo Game

Using bingo game as a technique in teaching vocabulary has some advantages. Coco *et al.* (2001) explains the advantages, there are:

- a. It enabled all students to participate equally.
- b. Could be used with a number different topics in the same subject and not lose the capacity to motivate students' involvement.

- c. It can be used for large or small group.

Further, Finch and Hyun (2007) state that bingo is suitable for all age, improve the ability to cooperate with each other, invite students to think quickly, help the students memorize the difficult words, and influences students to be more creative and active. Meanwhile Kavaliauskene (2000) explains that bingo game provides a unique opportunity for students to self-asses their progress in learning professional vocabulary and for a teacher to assess students' progress informally without causing stress and anxiety. In addition, Richardson *et al.* (2012: 206) state that playing vocabulary bingo lets teachers work with words in a relaxed atmosphere and it is an excellent game to play as a review in any content area.

C. Previous Studies

There are previous studies about teaching vocabulary using bingo game. The first previous study is written by Nila Shofiyatul Munawaroh from State Islamic Institute (IAIN) of Tulungagung entitle "The Effectiveness of Bingo Game toward the Fifth Grade Students Vocabulary Mastery at MI Podorejo Sumbergempol Tulungagung in the Academic Year of 2015/2016. The research method used in this research is pre-experimental research. The subject of the research is 33 students. The result of this study shows that the mean of students' vocabulary mastery score before being taught by using Bingo Game is (75.6061). The mean of students' vocabulary mastery score after being taught by using Bingo Game iss (92.8030). The mean score after

being taught by using bingo game is higher than the mean score before being taught by using bingo game. It indicates that 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. It can be concluded that Bingo Game is effective in teaching vocabulary to elementary school.

Other research is "*Improving Students' Vocabulary Mastery through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015*" conducted by Imas Febriyansyah. He is a student from Language and Arts Faculty, Yogyakarta State University, 2015. The research method that the researcher uses is Classroom Action Research. The subjects of the research are 28 students of X IIS 3. The researcher uses two cycles, each cycle consist of reconnaissance, planning, action, and observation. The result of his research shows that vocabulary mastery of most students improves after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary score in the pre-test and post-test (64.3 to 89.1).

There are similarities and differences between this research and the previous researches. The similarity between their research and this research was the research focused on teaching vocabulary mastery by using bingo game. The research design used in the first research and this research was pre-experimental research design. Then the differences between their research and this research are: the subject of the first and second research is the fifth grade of elementary school student and the tenth grade of senior high school

student, besides the subject of this research was the second grade of junior high school student; the research design used in the second previous study is Classroom Action Research (CAR), besides this research used pre-experimental research design. In short, it can be concluded that this research was different from the previous studies.