

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

English as an International Language is spoken almost all over the world. Nowadays, English takes an important role as a communication language used in many sectors of life such as trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another.

Therefore, people should understand and master English to gain broader knowledge, information, and technology. In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading, and writing all together. To communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transfer for a better life.

Vocabulary is one of the English sub-skills that must be taught to the students because vocabulary has an important role in all language skills. David Wilkins in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding of the teacher's speech, class discussion, and other speeches.

In reading, students' vocabulary affects their ability to understand and comprehend a text. Harrison and Dolan (1979: 112) state that reading is not only a single skill but a set of related skills, namely: Word recognition and mastery of vocabulary. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English. Vocabulary has an important role in English learning. It is one element that links the four skills of speaking, listening, reading, and writing altogether (Huyen and Nga, 2003). Especially on this research; To master reading skills, the students need to have good vocabulary mastery.

This problem also happened when the writer did field experience program (PPL) SMP Negeri I Gajah mada the researcher found some problems related to the vocabulary teaching and learning process. When the researcher read some text in the English language the student difficulty translated definition text to the Indonesian language, the writer found 11 of 35 students get a score of 70 in test vocabulary and another student gets just 50-60 scores.

The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery because they have difficulty using and distinguishing the countable nouns and uncountable nouns, especially in reading. Students have difficulty in Irregular nouns: child> children ; man> men ; person> people ; mouse> mice, and so on.

Students have difficulty distinguishing the use of: how many - how much ; these - this ; many - much, and so on.

This can be seen from the student assessment table in reading skills, there are still many students who get low scores because of vocabulary skills, especially students have difficulty distinguishing countable and uncountable nouns , as below :

The class activities depend on textbook and LKS (Lembar Kerja Siswa), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class. Those problems must be solved because it can be difficult for students to continue for the next level or grade. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they had boredom in English class.

Previous studies conducted in several schools, obstacles and obstacles in learning vocabulary were overcome through the use of Bingo Games. Retno Supiyanigrum's research (2019), namely Improving Students' Vocabulary Using a Vocabulary Bingo Game Strategy (Classroom Action Research at SMPN 1 Jenangan Ponorogo). Erna Watiningsih (2018) examined the use of bingo games in teaching vocabulary at SMP N 15 Purworejo, Mirayana (2018) also examines the effect of using the Bingo game on students' vocabulary mastery in the first semester of eighth grade at SMP Negeri 1 Bandar Lampung. By using the Bingo Game, it can be concluded that the Bingo game can improve students' vocabulary mastery. Bingo game is the right method that can improve vocabulary mastery in learning English.

Based on the phenomena above, one method that can be applied is Bingo Game. It's an effective solution to improve the students vocabulary by using Bingo Game in the teaching-learning process. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons why Bingo Game as the media to improve their vocabulary mastery, are :

- a. First, Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students attention and their involvement in the teaching and learning process.
- b. Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other.
- c. Third, Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning.
- d. Fourth, Bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it.

Based on the problems and the potentials of Bingo Game in improving students' vocabulary mastery, the researcher interest to know how implementation Bingo Game in the grade VII. Therefore, this study is important for SMP Negeri 1 Gajah mada in order to improve the students' vocabulary mastery in the teaching and learning process.

So from the description above, the researcher is interested in examining how the application of students' vocabulary mastery through the Bingo Game, whether it can improve word mastery or not. Then the researcher carries out a

study entitle **“Improving Students' Vocabulary Mastery Through Bingo Game for Grade VII SMP Negeri I Gajah Mada”**.

1.2. The Problems of the Study

Based on the background of the study above, the researcher formulates research question; Does Bingo Game Improve Vocabulary Students' Achievement in Reading for Grade VII at SMP Negeri 1 Gajah Mada?

1.3. The Objective of the Study

Based on the above research questions, this research aimed at finding out the objective of the study are as follows: To know whether Bingo Game can Improves vocabulary students' achievement in reading or not in Grade VII Students of SMP Negeri 1 Gajah Mada

1.4. The Scope of the Study

The scope and limitations of this study are to research and describe the implementation of Bingo Games to improve vocabulary students' achievement in reading skill. In reading skill there are soft skill to improve one of them is the writer just focus vocabulary, vocabulary there are just focus countable and uncountable noun.

1.5. The Significance of the Study

By doing this study there is much benefit that can be reached. The result of the study, hopefully can give positive contribution for general and educational word. It is expected that this research contribute some significant progresses in teaching vocabulary. The significances of this research are:

1. For the students in general, the study could enhance the students'

motivation and improve vocabulary the students' achievement in reading.

2. For teachers, the study gives input in enriching their teaching media to be implemented in the classroom.
3. For the school, the study enriched teaching media in the school.
4. For the researcher, the study could bring to a better understanding of improving vocabulary students' achievement in reading and give practical contributions to how to improve vocabulary students' achievement in reading through Bingo Game.
5. For other researcher, the study could be a kind of references to conduct the same type of research.

CHAPTER II

REVIEW OF LITERATURE

There are some previous study and some pertinent in this research that should be defined and related in this research. The terms are:

2.1. Theoretical Framework

2.1.1 Definition of Reading

According to Alyousef (2005:144) reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. While Grabe (1991:9) Astikaningrum (2013) : argues that reading can be seen as an active process comprehending where student need to be taught strategies to read more efficiently, for example, guess from context, define expectations make inferences about the text, skim a head to fill in the context, etc. On the other hand, Paran opposite view on reading. He says reading as an activity involving constant guess that are later rejected or confirmed, (Paran,1996:25). The sentence above means students do no read all the sentence above means student do not read all the sentence in reading but they find some cues or words to get the idea of the text.

It can be concluded: reading as an interactive process between the reader and the text that leads to automation or fluency in reading to find out the contents or themes written in the text.

2.1.2 Reading Comprehension

Grellet (1981: 3) defines reading comprehension as Understanding a written text means extracting the required information from it as efficiently as

possible. Teachers assume that to be able to comprehend, students should do comprehension exercises to improve their reading skills. Students tend not to read a text for overall meaning but rather to read at a point in the text at which a cue word in a question suggests the answer may be found (Mackay, 1979).

In Harrison and Dolan as cited in Mackay (1979: 21), the other way to develop reading comprehension is through organized small group discussion of texts. The activities aim to give support to the students to do close reading in a non-competitive atmosphere. Usually, the group discussion contains six or eight students. The number of students is enough to allow the members to participate. Harrison and Dolan (1979: 112) state that reading is not only a single skill but a set of related skills. These include:

1. Word recognition and mastery of vocabulary.
2. The ability to see in the material the structures of the sentences, paragraphs, and longer passages that form the whole units.
3. The intelligence to follow the thought development in the result of presenting and making any relevant deductions, inferences, or critical assessments.
4. The ability to concentrate on the reading task.

So, reading comprehension means that understanding written texts and extracting the necessary information, seeing possible possibilities, understanding sentence structure and the essence of sentences.

2.1.3 Reading Skill

A definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the

assessment result, the researcher indicated and categorized the students into some categories. It guided the researcher to decide what the researcher should do to them.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader's goals. Every reader has their way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of the reading activity.

In the academic field, reading aims at some things new to learn. Learning is successful when there is a change in mind by knowing something from the unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in real-life or at least they can pass their school exam. To gain this successful process, the students should have the skill to bring them into a good comprehension in reading a text. As stated by Brown (2004: 187-188), there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals. Having a skill makes the students can solve any problem in reading a written text.

Reading skills also can increase the pleasure and effectiveness of the reading activity. When the students master skills of reading, they can be helped in all other subjects and the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually

any time to produce a good reader to be a good concept maker from the information gained from the text read.

So it can be said that there are two main skills in reading. They are micro skills and macro skills. They have to any activity gradually any time to produce a good reader to be a good concept maker from the information gained of the texts.

2.1.4. Definition of Vocabulary

Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. There are some definitions of vocabulary according some experts:

- a. Linse (2005:121) stated that vocabulary is the collection of words that an individual knows.
- b. Neuman and Drawyer as cited in Bintz (2011:44) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).
- c. Hornby (2006:1645) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language specially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is

all the words in a particular language that an individual knows or uses to communicate effectively.

2.1.5 The importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading and writing all together (Huyen and Nga, 2003). In order to master all those skills, the students need to have good vocabulary mastery.

Adequate numbers of words which is acquired by the students enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery. Moreover, Dellar H and Hocking D (in Thornbury, 2002:13) also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English.

However, the significant improvement can be seen if someone learns more words and expression. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning. In this case, the role of vocabulary is not less important than grammar.

So it can be concluded that the role of vocabulary is very important in learning English because vocabulary supports students in mastering English skills. The lack of vocabulary brings many troubles to the students in learning English because without good vocabulary mastery they get difficulties to communicate their ideas.

2.1.6. The Eight Parts of Speech

There are eight parts of speech in the English language; noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The parts of speech indicate how the word function in meaning as well as grammatically with in the sentence. And individual words can function as more than one parts of speech when use different circuntence. Understanding parts of speech is essential for determining the correct a word when using the dictionary.

1. Noun

A noun is the name of a person, place, thing, or idea. A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

2. Pronoun

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called it's antecedent. In the sentence above, the antecedent for the pronoun she is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

3. Verb

A verb expresses action or being. The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. (She can sing. Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

4. Adjective

An adjective modifies or describes a noun or pronoun. An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.

5. Adverb

An adverb modifies or described, an adjective, or another adverb. An adverb describer or modifies, and adjective, or another adverb, but never a noun. It usually answer the question of when, where, how, why, under what condition or two what degree. Adverb often and in-ly

6. Preposition

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

7. **Conjunction**

A conjunction joins words, phrases, or clauses. A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

8. **Interjection**

An interjection is a word used to express emotion. An interjection is a word used to express emotion. It is often followed by an exclamation point. So there are eight parts in English to speak, write, and to understand and make sentences in English, namely; noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. And they can function as more than one part of speech when using different situations. Understanding the part of speech is very important to determine the correct word in the language.

2.1.7 The Aspects of Vocabulary

According to Lado as cited in Mardianawati (2012:11) there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes and (5) Word Use. Those aspects are explained bellow:

a. **Meaning**

Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in a different context. For example, the word present as a noun has meant a period that

is happening now. The word present as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, the students need to know the meaning of the word, because it will help them to use and understand the message from that word when it occurs in a different context. A word's meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word to know the negative or positive meanings that occur in the word.

1. **Synonym:** The term synonymy derives from Greek: syn- + -nymy. The two parts mean same and name. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is word whose denotation is the same but has different connotation.
2. **Antonym:** Antonym is the opposite of meaning. It derives from Greek, ant- and -nymy, the two parts mean opposite + name. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.
3. **Denotation:** Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative

meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

4. Connotation: Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. Spelling

When the students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word look like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for the students to know the spelling of the word.

c. Pronunciation

When the student learns vocabulary, they also need to know what a word sounds like (its). It will help the student to understand what the other mean to say. If a word sounds incorrect, it will be difficult for someone to understand it. Therefore, it is essential for the students to know how to pronoun a word correctly because it will avoid misunderstanding in spoken communication.

d. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012:11).In this research the teaching-learning process will be focused on the aspect of meaning, word use, and pronunciation. It is because those aspects

become the focus on hot seat game, and they are suitable for hot-seat game that will be implemented in the class.

e. Word Classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified into some categories such as noun, verb, adverb, adjective, and preposition. The classification of the words of a language in this way depends on their function in communication.

So it can be concluded that there are five aspects of vocabulary which are needed to be learned by the students, namely:

- 1) Meaning (synonym, anonymous, denotation, connotation);
- 2) Spelling;
- 3) Pronunciation;
- 4) Word Classes, and
- 5) Word Use.

2.1.8. The Four Basic Language Skills

One definition of language is a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language. Another way to describe language is in terms of the four basic language skills: listening, speaking, reading, and writing. In your teaching, you will need to address each of these skills. And, whenever possible, you should utilize activities that integrate all four skills since each reinforces the other. People generally learn these four skills in the following order:

1. Listening: When people are learning a new language they first hear it

spoken.

2. Speaking: Eventually, they try to repeat what they hear.
3. Reading: Later, they see the spoken language depicted symbolically in print.
4. Writing: Finally, they reproduce these symbols on paper.

2.1.9. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learned. Learning is important because to be able to speak, write, and listen. Learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their language (John, 2000: 16). In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as several vocabularies (words) in a language which contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

Vocabulary mastery is not a spontaneous process that is easy to be done. The process of vocabulary mastery begins when someone is still an infant. The baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in the English teaching and learning process. The students cannot do well in comprehension without a large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

In short, it can be concluded that vocabulary mastery can be defined as several vocabularies (words) in a language that contain information about their meaning, form, and use in the context of communication. This is the basic knowledge that students must master before mastering English. Vocabulary learning is a major problem for learning English because it consists of basic English sentences.

2.1.10. The Principle of Vocabulary Teaching and Learning

Several principles should be kept in mind When teaching or learning vocabulary. Cameron (2001:93) writes down the general principles to help children for learning vocabulary as follows:

- a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of

alphabetical order and lots of practice with it.

- c. Classroom task can include structured opportunities for using strategies.
Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies in determining the meaning of words.
- e. Engaged in “unplanned” vocabulary teaching.

So it can be concluded that teaching or learning vocabulary can go through general principles to help students learn vocabulary by using drawing strategies or with other tasks; as guidelines of communicative instructions in teaching and learning vocabulary above.

2.1.11. Definition of Games

Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun.

2.1.12. Kinds of Language Games

There are many definitions about games on language learning, as follows:

1. Games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game (Byrne in Deesri 2002:1)
2. Game as an activity that you do to have some fun (Hornby 1995: 486)
3. Game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language (Jill Hadfi Richard and Schmidt 2002: 580).
4. Games as an activity with rules, a goal and an element of fun (Jill Hadfield in Deesri 2002:1)
5. Games involve many factors: rules, competition, relaxation, and learning, in particular (Deesri 2002:2)

From the above definitions, the researcher can conclude that Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun period. Games help and encourage many

learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners who want to take part and to do so must understand what others are saying or have written, and they must speak or write to express their point of view or give information. There are many kinds of games that can be used in teaching English.

Lewis and Bedson (2002: 16-18) divided games according to their general character and spirit. They are:

1. Movement games in which children are physically active.
2. Card games: Games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.
3. Board games: All games which mainly involve moving makers along a path.
4. Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.
5. Drawing games: They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.
6. Guessing games: The aim in these games is to guess the answer of the questions given.
7. Role-play games: They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.
8. Team games: They can belong to other categories but also require cooperative team work.

9. Word games: These kinds of games allow utilizing children' enjoyment with words.

From the classification according to Lewis and Bedson (2002: 16-18) above, which has divided games with a variety of interesting characters and media, thus providing researchers with many alternative game media that researcher will use in the class action research, namely Bingo Game.

2.1.13. Definition of Bingo Game

Bingo Game is a game that lets the whole class or small groups play. The teacher can serve as the caller, or students can take turns serving as the caller. The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition (Lopez 2006:11).

Students will be interested in learning vocabulary because for the winner of the game the researcher will give a prize so that they are happy and do not feel compelled to learn more than before. Groller (1974:97) states that Bingo is often played simultaneously by large groups; the winner being the first contestant is to cover a line of five numbered spaces on his card as selected by chance and announced by the game caller. Richardson et all (2009:246) said that Bingo Game is for the whole class that encourages students to study and review their vocabulary words.

From the theories above, it can be concluded that the Bingo Game is a game played by small or large groups where the first group to mark a complete row of words is the winner and calls Bingo. Games like Bingo are an interesting and motivating way for students to learn a lot about vocabulary.

2.1.14. Kinds of Bingo Game

Bingo Games have four classifications such as Traditional Bingo games; Task Bingo Games have four classifications such as Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games (Ito & Berry (2001:8). Some of the games involve more difficult variations on the standard instructions for Bingo.

Finch (2006:2) said that Bingo Game can be classified as follows:

1. Picture Bingo (picture to word): this type use a picture to describe, what the word that must answer by the participant is. Ex: the teacher gives the picture then students guess what the picture is about.
2. Word Bingo (word to word): this type uses a word to describe, what the word that must answer by the participant is. Ex: the teacher give the clue you need to mentions 3 provinces in Indonesia then the students answer it.
3. Synonym Bingo (similar word – thesaurus): this type use a synonym to describe, what the word that must answer by the participants is. Ex: the teacher gives the students a word then the students need to memorize the synonym of the word.
4. Antonym Bingo (opposite word): this type uses an antonym to describe, what the word that must answer by the participant is. Ex: the teacher gives the students a word then the students need to memorize the antonym of the word.
5. Translation Bingo (Indonesia-English, English-Indonesia): this type uses a translation to describe, what the word that must answer by the participant

- is. Ex: the teacher gives the word in Indonesian, and then the students need to answer it in English.
6. Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.): this type use a matching picture to describe what the word that must answer by the participant is. Ex: teacher gives a sports person then the students need to match the picture with the sport.
 7. 20 Questions Bingo (asking questions about the words) this type uses 20 questions to describe, what the word that must answer by the participant is. Ex: the teacher gives 20 questions then the students need to answer it yes or no, not a long answer.
 8. Riddle Bingo (definitions – dictionary): this type uses definitions to describe, what the word that must answer by the participant is. Ex: the teacher give the definitions of a word then the students need to guest what the definition is about.
 9. Idiom Bingo (explanations): this type uses an idiom to describe, what the word that must answer by the participant is. Ex: the teacher gives the explanation or the meaning of the idiom then the students need to give the suitable idiom.

Bingo games have 4 classifications according to Ito & Berry (2001:8). ; and 9 classification variations according to Finch (2006:2). The above theories will be selected by the researcher as the basis for this research. From the 2 varied classifications above, the researcher will choose the type of Bingo game that will be carried out with Class Action Research in this study, namely Bingo Game

2.1.15. Teaching Vocabulary Through Bingo Game

Bingo game is very interesting and may stimulate the activity of the students in the class. Students can make Bingo cards by dividing a piece of paper into five rows and five columns or four rows and four columns (depending on the command of the teacher) with one free space box where students can determine the position of their free space box (Lopez (2006:11)).

The selected definitions and vocabulary will be written on a sheet of paper and put into the container. The caller pulls the strip from the container, then read the definition; check the word from the list. They will write the correct answer according to the column of numbers or objects that definition read out by the caller. The first group to get BINGO wins the game. A bingo card looks much like an un-filled crossword puzzle with filled and blank squares. Each sub-game is completed when a participant who has filled in all blank squares calls out bingo. For the making, bingo cards can use Microsoft Word or another else. Select the Tables option on the menu bar at the top of the page. Select Insert, then Table, and identify that you want four columns and four rows. Designate the center box as free.

From the steps of learning the Bingo game above, it can describe how to implement teaching with Bingo Games. The teacher can determine the type of Bingo Game variations that will be used based on the classification of Finch (2006:2).

2.2. Relevant Study

1. The research about Bingo Game has done by Retno Supiyanigrum that was *Improving Students' Vocabulary Using Vocabulary Bingo Game Strategy*

- (Classroom Action Research at SMPN 1 Jenangan Ponorogo)*. This research explains about the application of Bingo Game in teaching vocabulary. She conducted the research started on April 4th to April 20th 2011. She used Bingo Games to teach vocabulary in order to improve the students' vocabulary mastery, because by using this media is more effective than just memorizing the words. In fact, the result of the data shows that the result score of students' test that had improvement in each cycle. The average score of students' test in cycle I was 78, the next cycle was 80 and the last cycle was 85. It showed that the students were interested in teaching and learning English in using vocabulary Bingo strategy. By using Bingo Game, the researcher hopes that students will be interested in learning vocabulary and it is easier for the researcher to transfer his knowledge to the students.
2. Yeni Kristiyana, *Improving Students' Vocabulary Mastery through Bingo Games to Elementary School Students*. Based on the research findings, it can be concluded that Bingo games can improve the students' vocabulary mastery. students had positive progress in vocabulary indicators as mentioned in the research findings. Bingo games are the appropriate method that can improve vocabulary mastery in learning English.
 3. Erna Watiningsih (2018), *The Effectiveness of Using Bingo Game in Teaching Vocabulary of the Eighth Grade Students at the Smp N 15 Purworejo in the Academic Year 2016/2017*. Thesis. English Education Program teacher training Education Faculty Muhammadiyah University of Purworejo. This research belongs to experimental research. This research

was carried out at SMP N 15 Purworejo. The total number of the population is 160 students. This research used 64 samples. To collect the data, the researcher used pre-test and post-test as the treatment. Then, the data result analyzed by using t-test formula. The result of the mean of score of post test of experimental group is higher than control group ($80.31 > 66.88$). In addition, the result of t-value is 5.57. Then, the researcher consults the critical value on the t-table using 5% (0.05) alpha level significance and the degree of freedom is 1.697. It means that that the use of bingo game in teaching vocabulary of the rad students at the SMP N 15 Purworejo is effective.

4. Mirayana (2018), *The Influence of Using Bingo Game Towards Students' Vocabulary Mastery at The First Semester of the Eighth Grade of SMP Negeri 1 Bandarlampung in The Academic Year of 2018/2019*. The research methodology was quasi experimental design with the treatment held in three meetings for each class and it consisted of one meeting for pretest, three meetings for treatment and one meeting for posttest. After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using Bingo game towards students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.

2.3. Conceptual Framework

Based on preliminary observation which has been done with the English teacher of SMP N 1 Gajah Mada, there were some problems which faced by the students of seventh grade in learning English. One of them was learning the vocabulary. The students still felt hard to mastery the English vocabulary. Vocabulary is one of the important aspects of learning English. The difficulty faced by students is that they have difficulty distinguishing between Uncountable nouns and Countable nouns in the aspect of Reading. Therefore, the researcher conducted research using Bingo Games, with the type of research used Class Action Research (CAR). The CAR model that was used is Kemmis & Taggart's model, with 2 cycles. The formative test that was carried out includes 50 multiple-choice questions. It is hoped that the second cycle would get better results, and could improve students' achievement in reading through Bingo game.

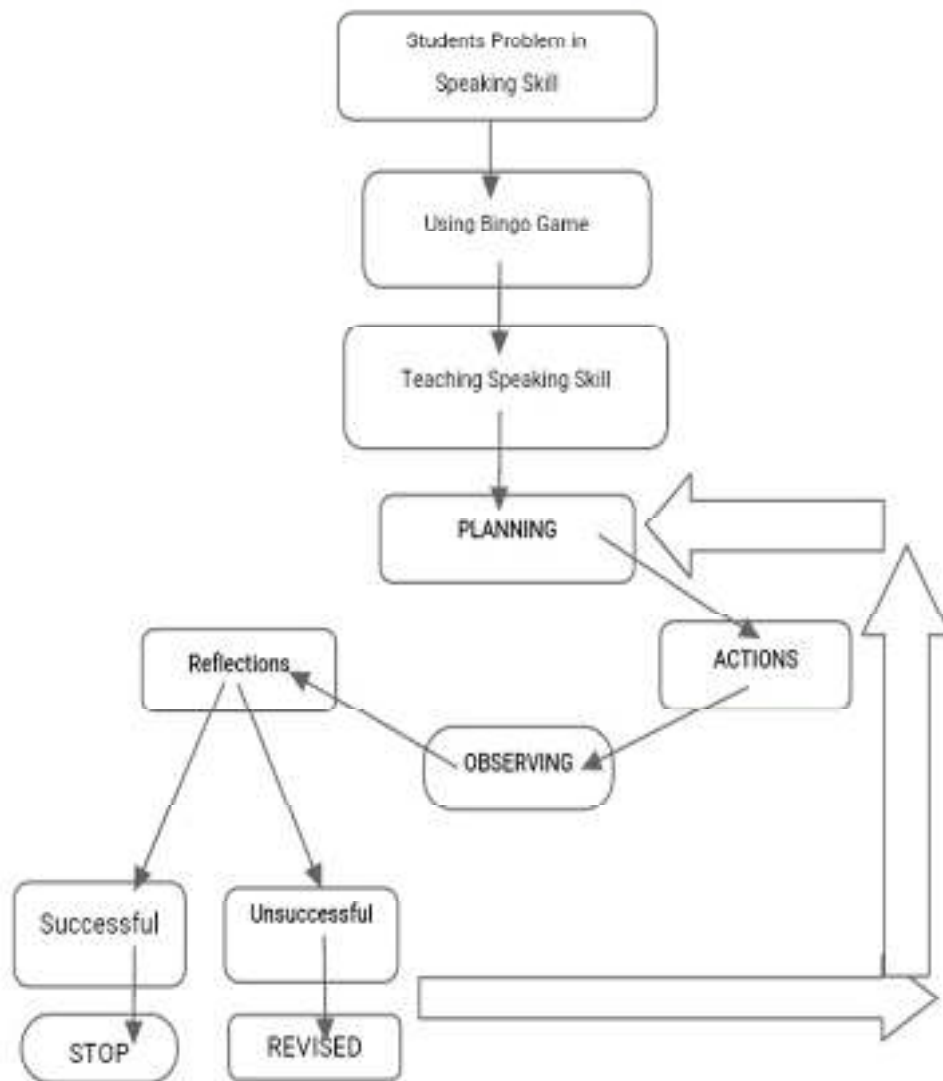


Figure 2.1. Conceptual Framework
Source : Researcher's Analysis, 2021

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research was a type of Classroom Action Research (CAR) is a type of research reflective. Research activities departed from the real problems faced by teachers in the teaching and learning process, then reflected on the alternative solver the problem and followed up with concrete, planned actions and measurable (Sutama, 2011: 134).

There were four important steps in this Classroom action research according to Sukardi (2011: 212-213), namely planning, action, observation, and reflection. Sukardi explained that there are five (5) action research models, namely: Kemmis and Taggart's model, Ebbut's model, Elliot's model, Kurt Lewin's model, and models McKernan (2011: 214). In this research, the researcher used a design classroom action research model of Kemmis and Taggart. The following is Kemmis and Taggart research design chart.

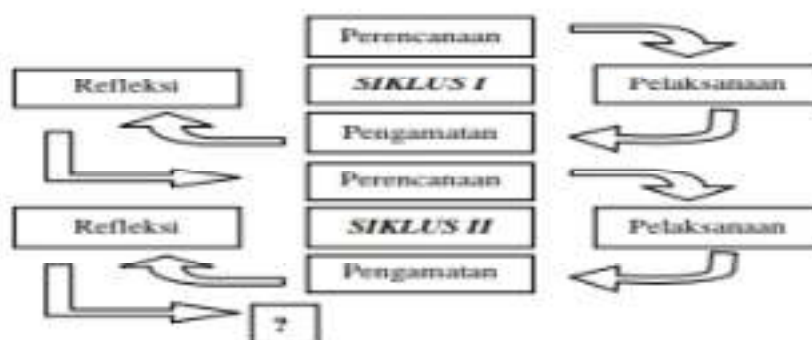


Figure 3.1: Classroom Action Research Design by Kemmis and Taggart Model
(Source: Arikunto, 2008: 16)

Based on the figure above, some cycles have four important components in each of its cycles and rotate in success that is starting from the planning, action, then observation and reflection. In cycle I, which is shown in the figure below top was spin into cycle II with the same

components and continued rotating to the next cycle in succession to the desired destination achieved.

3.2. Settings, Subjects and Objects of Research

This research was conducted at the seventh-grade students of SMP N 1 Gajah Mada Academic Year 2020/2021. It was held for more than less for one month starting from May 2021 till June 2021.

The subject of The Study: In this study, the research subjects were students in class VII-B with a total of 20 students, consisting of 11 male students and 9 female students. The reason for choosing research subjects in class VII-B based on the not yet implemented learning with Bingo games, besides that at the time of initial observation the researcher saw that there were problems regarding the students' low vocabulary mastery. This is because teacher methods in teaching are teacher-centered so learning takes place passively.

Objects of The Study: Vocabulary students' achievement in reading through Bingo Game.

3.3. Research Procedures

This action research was conducted in three stages, namely pre-cycle, cycle I and cycle II. Each cycle includes four main steps, namely planning, action, observe and reflection. This research was carried out in stages in a cycle adapted to conditions in the field. Procedure for implementing actions and implementation at the research location is as follows:

CYCLE 1 :

1. Planning

The activities that was carried out in planning are as follows :

1. Observation

Observation was made to identify problems that arise within class. Identification of these problems were carried out through interviews with teachers, classroom observation and continued by discussing the steps to be taken between the researcher and the teacher.

2. Problem solving

Based on various problems identified, researcher and teacher were acting as a collaborator determined the problem to be resolved. Researcher and teacher agreed to improve students' achievement in reading through Bingo game.

3. Planning determination

Once the specified problem has been resolved, then researchers and teachers compiled a research plan taken. All the information that has been obtained was taken into consideration in determining efforts that was taken in this research.

4. Preparation for action

The following were various preparations for actions that was taken by teacher and researcher;

- 1) Planning of learning vocabulary in English, especially for Uncountable nouns and Countable nouns.
- 2) Preparing the facilities and infrastructure needed for implementation action.
- 3) Preparing research instruments in the form of test questions, observation guidelines, interview guidelines, field notes and documentation.

2. Implementation of actions

The second stage in classroom action research was implementation action. The action was carried out based on the existing planning made (RPP). The action taken was the application of the Bingo Game to improve students' achievement in reading.

3. Observations

Observations were made with the aim of knowing the course of the process learning while the action was being implemented. Researcher and teacher made written observations using field notes daily about the implementation of the action. The results of existing observations were used as a material consideration for the next steps to be taken.

5. Reflection

Reflection was the phase which used by the writer to decide whether the cycle should be continue to the second or no based on the result of post test in cycle 1.

CYCLE 2

The Cycle 2 is basically the same process as in cycle 1.

3.4. Instrument of Data Collection

The instrument serves as a tool for data collection required. Suherman (2013, p.78) expressed the opinion, Composing the instrument is basically compiling an evaluation tool, because it evaluates is obtaining data about something being researched. The instrument used in this research, to get specific information about the Bingo game method applied and the students' responses toward the method. The researcher uses:

1. Written Test / Formative Test

The written test was used to measure or obtain data regarding the learning outcomes of students. The test was used is in the form of 25 multiple choices and 25 missing words. Retrieval of data through this written test carried out after the learning process at the end of cycles I and II.

2. Teacher Activity Observation Sheet

Teacher activity observation sheets were used to obtain data teacher's performance when implementing improving students' achievement in reading through the bingo game. Retrieval of

data with this observation sheet was taken each cycle or meeting so that you got a description change in teacher performance as an act.

3. Student Activity Report Notes

Field notes of student activeness as a research instrument used to obtain data about students in following this lesson

4. Interview Guidelines

This interview guide was used as a reference for obtain data on:

- 1) The teacher's response to this learning
- 2) Teacher responses to student activities in learning
- 3) The teacher's response regarding whether there are improving in students achievement in reading after the implementation of the bingo game
- 4) The difficulty of the teacher in applying this method.
- 5) Student responses to this learning.

3.6. The procedure of Analyzing the Data.

The procedure of analyzing the data was a procedure for obtaining raw data and converting it into information useful for decision making by users. Data was collected and analyzed to answer questions. Here some procedures that were apply in order to analyze the data of the research:

1. Scoring the students' vocabulary in reading test.
2. Counting the student's score cycle I and cycle II
3. Tabulating the student's score cycle I and cycle II
4. Comparing the student's score cycle I and cycle II
5. Making conclusion.

Analyzing data to get student learning outcomes, namely:

1. Students were said to have completed learning individually if the value they reach 75.

$$= \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

2. Class success was seen from the number of students capable complete or achieve a minimum of 75 and at least 80% of the total number of students in the class.

$$= \frac{\text{Capable students}}{\text{Amount of classmates}} \times 100\%$$

3.7. Indicators of Achievement

1. Indicators of Learning Outcomes

Indicators of the success of learning outcomes from this study were based on the minimum completeness criteria (KKM) set at SMPN 1 Gajah Mada for Class VII English subjects, that is, if the participant's score students have an average of 75, while the percentage has been achieved reaching 80% of all students in the class.

2. Student Activity Indicators

The indicator of the success of this research if it occurs increase in learning activities of students at least 80% of the number of students who score more than or equal to Minimum completeness criteria (KKM), namely 75 of all students in the classroom seen from the student activity observation sheet.

