

# CHAPTER I

## INTRODUCTION

### A. Background

Language is a tool of communication to make human interaction. People communicate and interact with others using language. In some community English has become an international language. Most of the community in the world use English to communicate with others. Because of that English is very important to be taught and learned by the students. Language consists of words and vocabulary is the collection that individual knows. Very young children learn vocabulary items related to different concept they are learning. When the children learn numbers in their native language, they are adding numerical concepts as well as vocabulary items.

Vocabulary development is about learning words. But it is more and much than that. Vocabulary development is about learning more about those words, and about formulaic phrases or chunks, finding words inside them, learning even more about those words. Even the idea what counts as a words start become confused when linguistics try to produce watertight definition (Singleton:1999).

The problems found by the young learners are when the technique is not interesting, they are feel hard to learn English vocabulary. That is why the teacher should prepare the interesting technique to make the student easier to memorize English vocabulary. Vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. A variety of the studies have proven that appropriate vocabulary instruction benefits language student, especially school age. According to McKeown and Beck (2003) it is important to use both formal and informal

vocabulary instruction that engages students, cognitive skills and give opportunities for the learners to actually use the words. Actually, we have to know that vocabulary is very important by student to study since young and it can give the opportunities to the learners. The use of dictionary as a tool for ESL and EFL, instruction has comeback to the style (Thornbury:2002). Young learners can benefit from using dictionaries, very young children, under age of six, can use a picture dictionary where words are grouped into different categories. The other words, beside we use dictionaries to improve vocabulary young learners, we can use games to improve the vocabulary too.

By 'fun and games' I mean all those activities that we loosely think of as involving play and enjoyment. Singing , clapping hands, chanting rhymes, solving puzzle, drawing, colouring, model-making games (Rixon, 1995, p.33).

It is the evident that young learners learn to play easier and they enjoy to learn more. For this statement we know that, young learners need enjoyment environment to learn vocabulary. The teacher can use games to make teaching vocabulary more interesting. Using games are considered as the effective way and helpful, especially for vocabulary learning process. This time, as the researcher will use games in teaching vocabulary as one of the ways to teach the materials for young learners.

Based on the explanation above, this research is given a title **THE EFFECTIVENESS OF USING BINGO GAMES TO INCREASE YOUNG LEARNERS VOCABULARY MASTERY at fourth Grade of SDN Pabaki VIII Bandung.**

## **B. Research Questions?**

Based on background above, here are the following specific problems:

1. What is young learners' ability in mastering vocabulary before using bingo game?
2. What is young learners' ability in mastering vocabulary after using bingo game?
3. How effective is the use of bingo game to increase young learners' vocabulary mastery?

## **C. Purpose of Research**

Based on the specific problems formulated above, the purposes of the study are as follows:

1. To find out young learners' ability in mastering vocabulary before using bingo game
2. To find out young learners' ability in mastering vocabulary after using bingo game
3. To find out the effectiveness of using bingo game to increase young learners' vocabulary mastery

## **D. Significances of Research**

The result of this research are expected to provide some valuable advantages for the teacher, the student, researcher and also for the reader.

1. For the teacher

Teacher is the one of important part in the class and they must manage the student every in the class activity. Teacher is a centered in

the class so to make the student comfortable in every learning process. The teacher must think harder to make the student interesting of the material and they can understand it. Bingo Game one of media can increase young learners vocabulary mastery.

2. For the student

The young learners actually in kindergarten are still like playing, gaming, drawing and colouring. This research about bingo game it is appropriate to young learner's need because this games can increase the vocabulary because important to us to learn English well.

3. Personal advantages

This research can increase more knowledge about teaching English for young learners because after read a few books about t how to teach them and what they need.

4. For the reader

This research will become a reference for people who need data of the research, additional material or comparative study with another technique.

## **E. Rationale**

### Vocabulary

Vocabulary is the important aspects that we have to know before language as communication tool, there is no effectiveness communicating if we do not have vocabulary first, what will happen if we want to say something but we do not

know what should we say to express it. The purpose of learning vocabulary is to know about meaning words themselves.

Vocabulary is one aspect that has to be learned between others language skills. Learning vocabulary is very important because we are able to speak, write, and listen well (in English / foreign language) if we know what vocabulary that we should use. Someone must know the word if they can recognize the meaning when they see it (Cameron, 2001: 75).

### Young Learners

New words got by children when they do not know the meaning and they try to ask for native speakers. The word got by the acquisition of the spoken is faster than acquisition of the word meaning.

Thornbury (2002:56) states that vocabulary learning is learning discriminate progressing the meaning of words in the target language from the meaning of their nearest 'equivalent' in the mother tongue .student which is learn English as their foreign language will find difficulty because they should the equivalent in their target language.

Learning vocabulary is difficult to learned by the students if they use English as a foreign language because there are many different with English as mother tongue and there are a lot of difference meaning of word. In teaching English to young learners this research present the way to make easier learning vocabulary. There is the ways to solve this problem , the best way is to make something which match to teaching young learners. Actually, Bingo Game is one of technique to increase vocabulary mastery young learner.

### Bingo Games

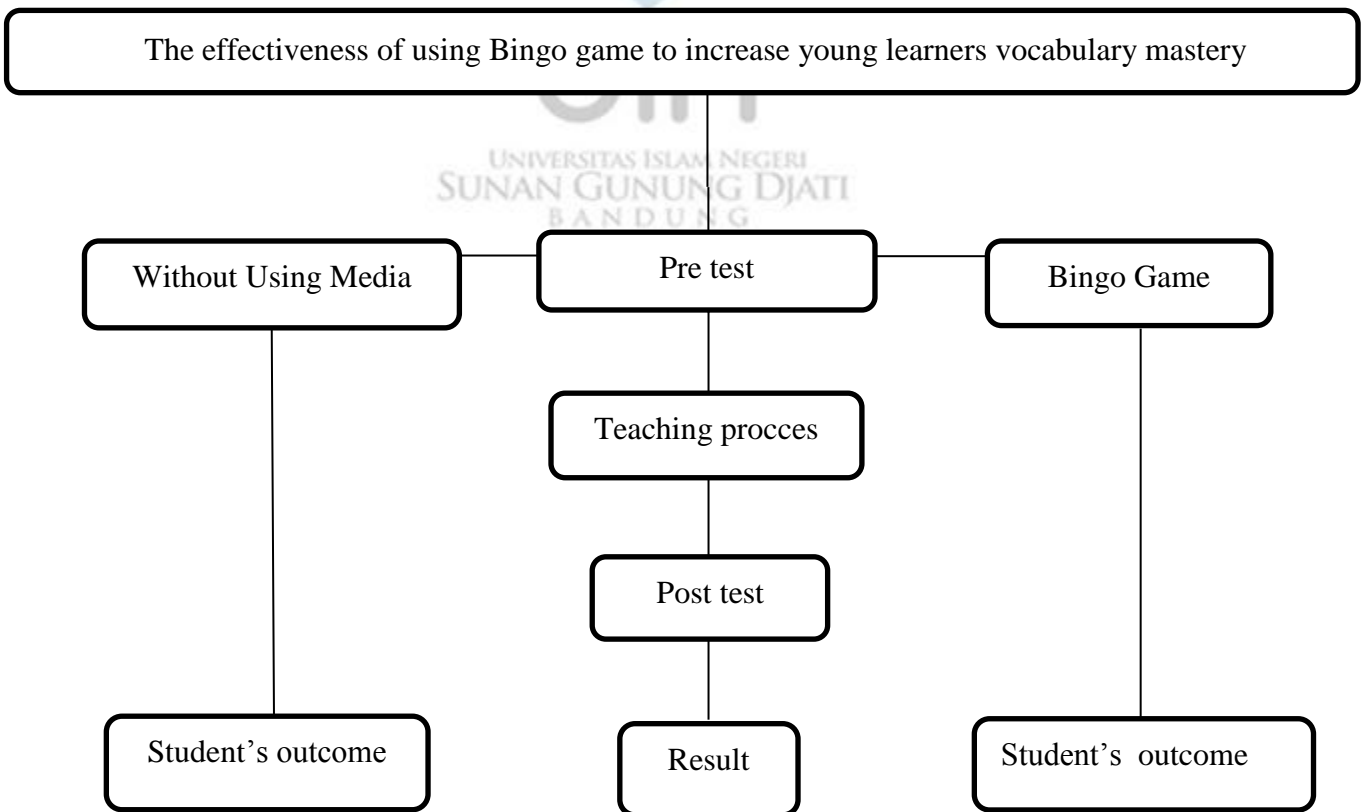
Children naturally want to play games. The activity needs to be creative and exciting so that the pupils learn effectively. They must be actively involved in the game and feel the pleasure and need in order to succeed in learning.

Games are activities that children naturally and universally engage in. There is a certain timelessness in the pleasure children find in games and in how the nature of the games they play changes as they develop, ranging through fantasy, ritual, competition and luck". (Brumfit; Moon; Tongue, 1991: 143).

Games usually lead to social as well as intellectual involvement since players need to communicate in order to compete or co-operate, to organize or argue. In addition playing game can develop they ranging through fantasy, play game can be encouraged student to study actually in bingo game. According to (Richardson and Morgan:2003), the basic idea behind bingo game is to encourage student to study and review the vocabulary. It means that using bingo game as the technique can motivate the students to learn English vocabulary.

**Figure 1.1**

**Table Teaching Process**



## **F. Hypothesis**

Arikunto (2006:71) states, “ The hypothesis is a tentative answer to the problem of research, until proven by the data collected”. Hypothesis must be logical base and a giver of aim to the data collection, hypothesis can be making clear of question will be researched. This research has two variables; bingo game as variable X and Student vocabulary mastery as variable Y.

In relation to hypothesis of this research is proposed as follows: “students’ vocabulary mastery before using bingo game compared with students after using bingo game”

The formulated hypothesis is described below:

Ha : there is a significant difference between teaching vocabulary through Bingo game and conventional technique. This hypothesis is accepted if  $T_{count} > T_{table}$  and rejected if  $T_{count} < T_{table}$  (subana,1999:172)

Ho: there is no significant difference between teaching vocabulary through Bingo game and conventional technique. The hypothesis is accepted if  $T_{count} < T_{table}$  and rejected if  $T_{count} > T_{table}$  (subana,1999:172)

## **G. Methodology**

### **1. Method of Research**

According to Hornby (1995:780), method is the way of doing something. In this research, the method used is experimental, quantitative research. Saul McLeod (2012) states that experiment is an investigation in which the independent variable is manipulated (or changed) in order to cause in the dependent variable.

## 2. Variables of Research

There are independent and dependent variables. The term independent variables mean the same as treatment or intervention and signifies a “casual event that is under investigation”. While dependent variable is also called an outcome or response variable and represent outcome of a treatment (G.Leory, 2011:30). In this research variable, the variable “X” on effectiveness Bingo game, and dependent variable “Y” to increase young learners vocabulary mastery.

## 3. Source of data

### 1. Location of reseach

This research will be conducted at SDN Pabaki VIII Bandung. In this elementary school English is one of materials which the student’s likes, because they learn about vocabulary from their teacher. The teacher in elementary school is often teaching with games because they love game. So, this is reason why does SDN Pabaki VIII to be the location of the research.

- a) In this school the teacher uses conventional method to teaching English
- b) Besides, the purpose of the research to increase the student vocabulary with different technique and Bingo game as the technique to increase young learners vocabulary.

### 2. Population

Population, as quoted by Arikunto (2006:130) from Encyclopedia of Educational Evaluation, is a set or collection of all elements consisting one or



more attribute of interest. The research target, a term which used interchangeably with population, can be in form of the class of objects, phenomena, or tendencies. The objects in a population are investigated, analyzed, and concluded before the conclusion is finally valid to the whole population. Sukardi (2003:53) states, population is all members of class of people, events or subjects. In this study, the population will be all the second grade students at SDN Pabaki VIII.

The population of the investigation is described in the following table.

**Table 1.1**  
**Population of the study**

No	Class	Student
1	4A	40
2	4B	38
Total		78

(source: SDN Pabaki VIII)

### 3. Sample

Sukardi (2003:54) states, that the sample is any group of individual which is selected to represent a population. Sample is a part of representative of population investigated. From the explanation above this research took one class as the sample of this investigation and use the cluster random sampling to choose the sample.

The cluster random sampling is the one of the techniques to choose a sample from the population has been given. It chose on of sample (Fraenkel and Wallen, 1993:136). It must be divided the population to be some parts. And then,

identifying or names. In this part, there are two parts of population. Cluster random sampling was done by writing the names of two classes from the fourth grade at SDN Pabaki 8 in the small piece of paper and than put and mixed in the glass and then took one of them. Based on this technique, this random sampling technique got the students from the class 4A as the experiment class consisting of 40 students.

#### 4. Technique of collecting data

##### Test

The primary data of this research is called as test and it will be divided into kinds of tests, which are pretest and posttest. Test is a tool or procedure used to determine or measure something in atmosphere that the ways and rules is determined (Arikunto:2010) the following is detail of those two kind of data :

##### a. Pre- test

This is the first measure of the condition students understanding vocabulary mastery before they have given of the technique of research. For this pretest is chose matching picture to be technique of test.

##### b. Treatment

The process by teaching vocabulary using bingo games for young learners at fourth grade in SDN Pabaki 8.. This game can help the students to easier memorize English vocabulary. This treatment is to know the effectiveness of bingo games for young learners.

c. Post- test

This will be done after the students experienced the process of teaching learning by using bingo game. The implementation of post-test is conducted in the class. This test is used to know the influence of the experiment being conducted toward experimental class and to know how far the student be able to master English vocabulary through bingo game.

d. Observation

Observation is a technique conducted with carefully supervision and also systematically record (arikunto, 2006:156). Observation in this research is observing the environment of the school and get the data of the school's observation.

## H. Data Analysis

After getting the data, this research computes the data in applying a t-test. Determining the normality, According to Subana (2000), determining the normality of data by conducting the step as follows:

a. Making the distribution table of frequency, with procedures:

1. Determining range (R):

$$R = X_t - X_{r+1} \quad (\text{Subana, 2000: 38})$$

2. Determining class interval (K):

$$K = 1+3.3 \log (n) \quad (\text{Subana, 2000: 39})$$

3. Determining the length of interval (P):

$$P = \frac{R}{K}$$

(Subana, 2000: 40)

- b. Determining central tendency, mean, median and modus:

Determining Mean:

$$X = \frac{\sum fx_i}{n} \quad (\text{Subana, 2000: 66})$$

- c. Looking for the standard deviation:

$$Sd = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \quad (\text{Arikunto, 2009: 266})$$

- d. Arranging the distribution of observation and expectation frequency by using table as follows:

Class Limit	Z <sub>count</sub>	Z <sub>table</sub>	L <sub>i</sub>	O <sub>i</sub>	E <sub>i</sub>	X <sup>2</sup> = count
1	2	3	4	5	6	7

- e. Determining Chi square count ( $x^2$ ):

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i} \quad (\text{Subana, 2000 : 124})$$

- f. Determining the degree of freedom:

$$db = k - 3$$

- g. Interpreting data normality by comparing Chi square count ( $x^h$ ) and Chi square table ( $x^{t2}$ ):

- a. If  $(x^h) < (x^{t2})$  this data is normal

b. If  $(x h^2) > (x t^2)$  this data is not normal

4. Test of Homogeneity:

a. Determine the F value:

$$F = \frac{Vb}{Vk} \quad (\text{Subana, 2000: 171})$$

b. Determining the degree of freedom:

$$db_1 = n_1 - 1$$

$$db_2 = n_2 - 1 \quad (\text{Subana, 2000: 172})$$

c. Determining Homogeneity of the data with criterion:

It is called homogenous if  $F_{\text{table}} < F_{\text{count}}$

It is called not homogenous if  $F_{\text{table}} > F_{\text{count}}$

5. Testing hypothesis by using T test formula as follows:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$X_1$  = mean of post – test experiment class

$X_2$  = mean of post – test control class

n = the total number of cases

dsg =

$$dsg = \sqrt{\frac{(n_1 - 1)v_1 + (n_2 - 1)v_2}{n_1 + n_2 - 2}}$$

$V_1$  = the post test standard of deviation of the experiment class

$V_2$  = the post test standard of deviation of the control class

Coefficient of determination (CD)

$$CD = r^2 \times 100$$

$$r = \frac{N \cdot \sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{\{N \cdot \sum x_1^2 - (\sum x_1)^2\} \{N \cdot \sum y_1^2 - (\sum y_1)^2\}}}$$

Explanations:

N = the number of students

X = the middle score of pre – test

Y = the middle score of post – test

