

CHAPTER 1

I. INTRODUCTION

This chapter discusses the background of problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research and significances of the study.

1.1 Background of Problems

In learning English, vocabulary is one of the most important components to be mastered by English learners. Without having enough vocabulary, English learners cannot learn English very well. Many people want to learn English, but they are lack of vocabulary, thus it can make them difficult to master English subject. From that statement, it can be concluded that vocabulary should be taught as soon as possible to make students familiar with it. In contrast, there are still a lot of senior high school students who have difficulty to understand some of vocabularies, this condition makes them do not like English subject. They think English is a difficult subject and that was not interesting.

One of the students in SMA YP Unila said that, they are less to practice, it makes many of the students are unconfident and afraid of talking in front of the class, and finally they do not have sufficient vocabulary in their brain, that is why, they

need to practice, even they have a mistake, but in the fact they still have less motivation to do it, they just look at one or two students who have a good speaking in the class and they do not have the opportunity. According to the book, learning is easy, in order to increase the desire to learn and eliminate the feeling that foreign languages especially English is a difficult subject is to practice it and practice a lot, because without practicing we are not able to master the language itself.

Then, many of the students said “English is difficult, because the written form of vocabularies are different from the pronunciation”, so when the teacher asks students to say some words in English, they are just following their friend or just pronounce randomly, even though some of students know if they have mistakes in pronouncing some English word, it can change the meaning of the word. The next problem is coming from the teaching method, students said, teacher always uses traditional method (answer and question method) in the class and just a clever student who can follow it, because the students in the middle rank and in the low rank know their answer frequently wrong and they feel they are not as competent as the clever students.

These problems are really serious. If the teacher cannot solve it, the students cannot develop their abilities in English. They always cannot memorize any vocabulary. They always think English is a difficult subject. They always feel lazy to learn English as a result. They do not have any interest in English. They need a more motivation. They need more varieties of teaching methods and they need to be more enthusiastic when they learn English. The teacher must create a pleasing

class, but still serious to learn. The teacher must be able to build a good classroom atmosphere.

One of the good techniques to make students have an interest when they learn English is game. Games are believed to make them enjoy the class, not afraid of talking in front of the class, making them active and the class more competitive. The teacher can give rewards to them to make them become more enthusiastic. With this method, it is believed that their ability to use English, especially in vocabulary will increase. There are many games that the teacher can use to teach students, but one of them is really interesting, it is usually called Bingo game. Bingo game is a game for the whole class or for small groups too (Kimberly, 2009). The teacher can serve as the caller, or the students can take turns serving as the caller. The basic idea of Bingo game is to encourage the students to study and review their vocabulary words (Richardson and Morgan, 2003). The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition.

Through this method, the students' problems may be decreased, making them begin to be interested in learning vocabulary. And with this game, the students may not feel forced to learn English, they will be able to memorize some vocabularies even it is difficult words, because they do not have to worry about the mistakes or they are in the low rank of the class, they just think to have to participate in the games, that is why some students who have problems when they have to speak up in front of the class may forget it and enjoy the games.

1.2 Identification of the Problems

Based on the background of the problems the following problems can be identified:

- a. They are lack of practice
- b. They always think English is a difficult subject, because the words in English are different in written and spoken.
- c. They are lack of motivation.
- d. The teacher always uses a question and answer method, and it bores them.
- e. They think English vocabularies are not familiar to them.
- f. The limitation of information sources including dictionaries, on the other hand, the teacher always explains in English without translating it.
- g. The complexity of the word knowledge.

1.3 Limitation of the Problems

From all of the problems that are faced by students, there are three crucial problems and really influence students.

1. Lack of practice.
2. Ineffective teachers' method and strategy.
3. Students' negative attitude when they must speak up in front of the class

There are big problems that make students cannot develop their ability, especially in memorizing vocabulary. Without practicing students will never familiar to speak up outside their L1. They will always think English is difficult. They have

to try, even they have a mistake, they can fix it later. Then, students feel question and the answer method is a boring activity, they need to be more relax, to open their mind that English is an enjoyable subject. And with the games, the teacher can solve those problems, because by using game, the student can be active, not more thinking about mistake, not thinking about confidence, they can talk as much as they want as the participate during the games. And Bingo game is one of the best games that can make the class lively.

1.4 Formulation of the Problems

There are three formulations of the problems, and here they are:

1. Is there any improvement of their vocabulary after being taught through Bingo Game?
2. How is the first grade students' perception of the use of bingo games to teach them vocabulary at SMA YP Unila?
3. What are the problems faced by the students and the researcher during learning and teaching vocabulary through Bingo Game?

1.5 Objectives

There are three objectives of this research, and here they are:

1. To see the students' improvement on the use of Bingo games in teaching vocabulary through Bingo Game
2. To analyze the first grade students' perceptions on the use of bingo games in teaching vocabulary at SMA YP Unila

3. To identify the students' and the researcher's problems when bingo games are used for learning vocabulary

1.6 Significances of the study

There are two types of significances, and here they are:

Theoretical uses:

- 1) To support learning strategy for all of students, when they learn English subject.
- 2) To be a reference for the next researchers that can make students in senior high school as the object of the research.

Practical uses:

- 1) This teaching strategy will contribute to develop the teacher technique when they want to increase student's ability in memorizing vocabulary.
- 2) The result of this research can be useful for the other English teacher in teaching and sometimes practicing vocabulary in senior high school.

This chapter has discussed about the best strategy and some of the problems that students face in learn English subject, especially vocabulary, from the students of SMA YP Unila. The next explanation will be continued in Chapter Two.