CHAPTER 2

THEORITICAL FRAMEWORK

This chapter will discuss theoretical points: review of previous research and review of related literature when using Bingo games as a strategy in teaching vocabulary.

2.1 Reviews of Previous Research

There are many more studies using games that are considered effective and really helpful, especially for vocabulary learning process. This time, the researcher will use the games which are still very rarely encountered in teaching vocabulary as one of the game that are effective, that is Bingo game.

Bingo game is a game which lets the whole class or small groups play (Kimberly, 2009). Through this game, students' problems will decrease, and this makes them begin to have interest in learning vocabulary. For the winner of the games the researcher will give them a present, so they will be happy and do not feel force to study harder than before. The teacher can serve as the caller, or students can take turns serving as the caller. The basic idea behind Bingo Game is to encourage 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.

Bingo game came first in Italy 1530. All people call the "Beano", but when they play the game, there was one player who called Bingo not said Beano, since then Bingo games starts to be well known. In beginning of Bingo games many of people said this game had a close relationship with gambling, but over time, Bingo games has been known as one of the educational media. Many children learn to use Bingo game; there are some various types of cards to play this game. They can make with their own creation or usage examples like using picture, or matching a word and that still exist.

In the year of 2011, there was a woman from Indonesia named Puja (Puja, 2011) which conducted some researches with the use of Bingo games to enhance the ability of the fourth graders in elementary school Negri Rajegwes. And with the strategy, it was proven that students were able to increase their vocabulary. Therefore, from that research, the researcher wants to try this game for teaching other levels like students in senior high school.

2.2 Reviews of Related Literature

In this part researcher will be explained review of related literature, and it divided in concept of vocabulary, concept of teaching vocabulary through games, teaching through bingo game, advantage and disadvantages of Bingo games, procedure of teaching vocabulary trough Bingo game.

2.2.1 Concept of vocabulary

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). It means that if we know a word, then we also have to know its meaning and function. Learning a language without learning its vocabulary seems impossible (Khajavi, 2012). According to Gardener (2009) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000). Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (pp. 111–112).

Vocabulary is the knowledge involves knowing the meaning of the words and the purpose of vocabulary test is discovering whether the students can match each word with synonyms, dictionary definition - tape or equivalent word in their own language or not (Red John 2000:16). In learning the vocabulary, we have to understand in using a variety of words that are very different from our native language, such as add - in, or dis -, un or ing in a sentence. Furthermore, According to Nation (Nation, 2001), the *form* of a word involves its pronunciation (spoken form), spelling (written

form), and any word the parts that make up this particular item (such as a prefix, root, and suffix). Within a sentence there are parts of speech, we know as a noun, adjective, pronoun, verb, adverb, which we also use in Bahasa Indonesia

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Vocabulary learning is study to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue.

Ann & Lee (1997) Classified Vocabulary into two terms there are:

a. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive Vocabulary refers to a language item that can be recognized and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

In addition to the terms of vocabulary, there are some kinds of vocabulary, and here they are:

1 Noun : It is one of most important part of speech. It is arrangement with the verb helps to form the sentences core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

2. Verb : It is the word which expresses an action or a help to make a statement.

3. Adjective : It is the word used to qualify noun or pronoun.

4. Adverb : it is a word used for qualifying the meaning of verb, adjective, or another adverb.

5. Conjunction: It is a word used to relate one word to another one, or one sentence to another one.

6. Pronoun : It is the word which can take the place of a noun.

7. Interjection : it is a word put into sentence to express a sudden felling of mind or emotions.

Based on research conducted by Biemiller (Biemiller, 2003) and Paul Nation (Nation, 2008) for a couple years ago, they recognized that vocabulary is a crucial part of learning a foreign language; in this case is English. Both of them are very interested in teaching vocabulary, teaching vocabulary right away and look for solutions to the kinds of problems that exist in the teaching of vocabulary. Nation says in his article deliberately that teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge, but nonetheless it is an important part of a well-balanced vocabulary program. The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any moment.

In this study, Nation and Biemiller are looking from the perspective of a teacher. Different from Paul, Andrew said in his article that he focused more on the study of vocabulary and vocabulary growth. Even their findings and product are very different, but both agreed that learning vocabulary is an important lesson in learning English, because with our ability to memorize and say a few words, we can do other activities such as writing, reading and listening to the language outside of the mother tongue.

2.2.2 Concept of teaching vocabulary through games

Many of the experts claim that the game is a good way to improve vocabulary. Through games, students will learn new things other than the usual way of study with books as the media. The game itself makes the students to be more active and competitive by trying to win games that the teacher gives, so the class will have a more lively atmosphere. Learning while playing is a popular activity nowadays, many researchers use games to teach vocabulary, for example The Than and Thi Thu Nga (Than & Thu Nga, 2003), in the articles they published, they say and describe the benefits of using learning games. Based on the viewpoint of their students who states that using games through the class are not monotonous and boring, they become much more vibrant when using games as a learning strategy or method. They say in their journal "students who have a desire to learn English to deal with foreign vocabulary for their language acquisition".

To remember and to understand the kinds of new vocabulary, the learners must participate and contribute in various activities of the task which is in their classroom. Whether it is the task of guessing, exercise illustrates, or making conversation. Such activities also include vocabulary games which primarily focused on helping students' development by using the words. The most important thing is how to make them easier to remember new vocabulary in different contexts by making learning more enjoyable.

Vocabulary is a major part of learning a foreign language. It also supports the lessons taught in speaking, listening, reading and writing. During the regular lesson, the students using their own vocabulary in their mind and will be introduced to new words given by the teacher and classmates that they apply to classroom activities. For many English learners, every time they think about vocabulary, students will normally think to learn a bunch of new words without a lot of activities to practice it in class as a dialogue with their peers or teachers. Number of learners can share the same experience of looking up words in a bilingual dictionary to find the meaning or definition when they find new words. They may even write new lines, words without knowing what the meaning of the word in a context. Some of the researcher suggests that "When teaching new vocabulary, we should begin by teaching the new item in context, but at a later stage learners should be given the opportunity of dealing with the words out of context" Research and publications have shown that this is not a very effective way to study. DeCarrico (2001) states that the words should not be studied separately or with memorizing without understanding.

In addition, other students may require teachers to give meaning and grammatical function of the words that they do not know. Learners are waiting for the teacher to control lessons to provide new forms of words they write in their books or complete their exercise. This kind of verbal rote memorization is good to a certain extent because it helps the students to learn and use the proper form of the words.

In other words, the students only know how to use vocabulary in proper form, but they do not know how to use it with various shades of meaning in reality. Some experts of language teaching methodology also agree that playing games is a good way to learn vocabulary. In order to enhance learners' learning of vocabulary, they need to be motivated to play a game or to complete a task, and with the enjoyment achieved, learning the lexis occurs smoothly (Moon, 2000).

Based on book *Learning with the approach, active, innovative, environment, creative, effective and attractive* (Uno & Mohamad 2011) there are some conclusions that in a learning process, we need a variety of strategies that can attract students to deepen what they have been learning. Learning through an innovative strategy will give a new thing that has been rarely or never they do before that in the learning process. From the review above, the researcher believes that one of the suitable strategies in learning vocabulary is through the game.

There are so many games that can be used to help students to be able to fix their vocabulary, like, Scrabble, Flash card, Guessing games, Word Trees, Word maps, Alphabet book, and Bingo game. All the games are quite effective in improving

students' ability to understand and memorize a variety of new vocabulary; with the games many students will feel motivated, relaxed, interested and confidenced to speak in front of the class. The words will be easier to memorize even the words that were previously considered difficult and unattractive.

In 2007, Rashed (Rasheed, 2007) has a researched about the improvement of vocabulary through guessing games. This action research was carried out during the first and second semesters of his final years' teaching practice in a boys' primary school in Al Ain in the U.A.E. He observed that the English language teachers in the schools tend to rely heavily on drilling and questioning as strategies for teaching and learning vocabulary. His finding in the action research project made him realizes that language games help students learn vocabulary and help their learning in general. Drilling is not the only way to achieve memorization of vocabulary.

In 2009 the other research used vocabulary as a subject and game as the media is Joklova (Joklová, 2009) observed about teaching students using flash card or picture, in her thesis she says pictures are one of these valuable aids. Pictures bring images of reality into the unnatural world of the language classroom, Pictures bring not only images of reality, but can also function as a fun element in the class. So, she is really sure this strategy can increase students' ability in learning vocabulary, this assumption is based on the perspective as the measurement for her research. After all of the research process, she finds Pictures do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things.

Therefore, from all of the research, the researcher concluded that, games is one of the best term to teach the students especially in vocabulary, it made them can understand and memorized some words, because they are really happy to do that.

2.2.3 Teaching through bingo game

This game is very interesting and may stimulate the activity of the students in the class. First students can make BINGO cards to divide 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. The students can create questions and answers in another paper that is given to the caller (the person who read about). All vocabularies and definitions are written on strips of paper and put in a container. 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 student 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'.

According to Whereas Ito & Berry (2001, p. viii), bingo games have four classifications such as Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games. Traditional Bingo Game**,** Some of the games involve more difficult variations on the standard instructions for Bingo. In Task

Bingo Game, the students are required to do something before they can make a square. Then, in "Talking" Bingo Game, the students have to talk to people before they can mark a square. In Testing Bingo Game, all of the students have the same board. If they all get BINGO at the same time, the teacher knows they have acquired the necessary skills/knowledge.

Finch (Finch, 2006) Agt from National University in his journal this game can be classified as follows:

- Picture Bingo (picture to word) : this type use a picture to describe, what is the word that must answer by the participant. Ex: the teacher give the picture then students guess what the picture is about.

- Word Bingo (word to word) : this type use a word to describe, what is the word that must answer by the participant. Ex: the teacher give the clue "you need to mentions 3 provinces in Indonesia" then the students answer it.

- Synonym Bingo (similar word – thesaurus) : this type use a synonym to describe, what is the word that must answer by the participant . Ex: the teacher gives the students a word then the students need to memorize the synonym of the word.

- Antonym Bingo (opposite word) : this type use an antonym to describe, what is the word that must answer by the participant. Ex: the teacher gives the students a word then the students need to memorize the antonym of the word.

- Translation Bingo (Indonesia-English, English-Indonesia) : this type use a translation to describe, what is the word that must answer by the participant. Ex: the teacher gives the word in Bahasa Indonesia, and then the students need to answer it in English.

- Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.) : this type use a matching picture to describe, what is the word that must answer by the participant. Ex: teacher gives a sportsperson then the students need to match the picture with the sport.

- 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.

- Riddle Bingo (definitions – dictionary) : this type uses a definitions to describe, what is the word that must answer by the participant. Ex: the teacher give the definitions of a word then the students need to guest what the definition is about.

- Idiom Bingo (explanations): this type uses an idiom to describe, what is the word that must answer by the participant. Ex: the teacher give the explanation or the meaning of the idiom then the students need to give the suitable idiom.

These various types and classifications can be employed in various situations and transformations. Bingo can be used in one form or another for most purposes,

according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.). In this way, it is hoped to show that the Bingo concept can be adapted to meet the needs of any group of language learners.

In this case, the task bingo is an appropriate bingo to teach them. Because the regulations on the Task Bingo we have to carry out or do something before marking answers correctly, then the example is: before the boys and girls answer or mark the appropriate answer in their paper, they will ring and the first voice indicates that they have managed to find the right answers to the definition given by the caller. Then the antonym and synonym Bingo are suitable for the senior high school students because they have been learn in Bahasa Indonesia before and it will be useful for them if they know how to use and what kind of the word in the antonym and the synonym. For their level, it is quite enough if the teacher using a synonym and antonym in a questions structure, it can make them have more vocabulary in their mind.

Learning vocabulary is not easy to memorize. In high school students, they are still having a lot of trouble to memorize English vocabulary. Exciting games are effective way to increase interest and enthusiasm. Bingo game are still rarely used in learning vocabulary, with bingo games the students will create a sense of curiosity, how does it work, what are the advantages, is it interesting or not. So that, students will study carefully and they will feel a different atmosphere, yet still fun. Because of that students will be lured to become more active in the classroom. The teacher can also increase the students' spirit and motivation by giving a reward for winner of the game.

2.2.4 Teaching through Synonym and Antonym

Synonyms are the words that share similar meaning, it is important to remember that synonyms are not words that have the same meaning, but rather, words that have similar meanings. This means that by learning synonyms, students learn to differentiate between shades of meaning. Antonyms are the words with opposite meaning, by learning antonyms, students learn the logical opposites of important words, thus enhancing their overall command of language. Synonym and antonym used as vocabulary practice, one possible explanation that they are used as in the class practice is. Synonyms and antonyms are relatively easy for teacher to introduce and for students to understand and they do not take too much time. According to Hedge (2000) by introducing synonym and antonym, students are able to understand the meaning relation among words and related new ones to old ones.

From that statement Task Bingo game with synonyms and antonyms is suitable to be implemented for Senior high School students, because on their stage, they are already familiar synonyms and antonyms even though in their language and using synonym and antonym are easy for them to understand, but they still have difficulty in matching and often still forget some words in the English language at the high school level when they should have been able to master it, then bingo antonyms and synonyms will help them to improve their abilities.

2.2.5 Advantage and disadvantages of Bingo games

Using Bingo games as a strategy have some advantages and they are (Finch, 2006):

1. Bingo game is a game that suitable for all ages.

2. More motivation for using while learning how to play.

3. Able to help the students remember some vocabularies which are difficult to be memorized.

4. Improve the ability to cooperate with each other (if using groups).

5. Invites students to think quickly

6. Influences students to be more creative and active

And Bingo game has advantages too, and here they are:

1. Makes the class difficult to be controlled

2. Students will be asked to make games continuously more than the material.

2.2.6 Procedure of teaching vocabulary trough bingo games

The activity of studying vocabulary by using Bingo Game (Finch, 2006):

Pre-activities:

There are two steps of pre activities and here they are:

a) The teacher greets the students

b) The teacher tries to get students' attention by asking some question about the topic that is related to the material and in here teacher used some words of the antonym and synonym

Whilst activities:

There are eight steps of whilst activities and here they are:

a) The teacher tells the student that they are going to learn about vocabulary which is involve synonym and antonym the words that have they learnt before

b) Then, teacher lists the words on the whiteboard,

c) The teacher asks students that they will play with these words, the games call " bingo games",

d) The teacher asks the students to prepare the paper. The teacher asks for each student's player has a paper with random numbers on it with five equal rows and columns by folding the paper in halves until there are 25 squares on the paper. The students determine where their free space will be and write the word "Free" in one of the spaces on the card, the FREE Square indicates that the player doesn't need to cover this square. On the other hand, the teacher draws the same table in the whiteboard Teacher give the explanations, There is one CALLER, who shouts out the names of the numbers and questions.

e) Teacher asks students to make 3 questions about antonym and synonym that teacher have written before, but the words are divided by the teacher. All the questions in use have different combinations of numbers.

f) The teacher asks all of the students to collect the questions into a container, teacher shakes all of the questions and read it as a caller one by one and randomly, but before students fill their answer they must give sounds "yes..yes..yes" it is a mark they can answer the question very well, and students can get the answer of the question must give sounds "no...no..no" , but the game must still go on even some of groups can't answer it

a) Therefore, the teacher tells that the groups who can answer diagonal, vertical and horizontal line first, they are the winner, and the teacher chooses 3 groups to get the rewards, but before getting rewards teacher must check students answer, whether correct or not.

Post activities:

There are three steps of post activities. And here they are:

a) Teacher corrects all the students' mistake, and evaluates it.

b) Teacher asks students to remember some of the word from the text that they have learnt before because they will play individually next week

2.3 Hypothesis testing

The hypothesis was analysed by using repeated measures T-test through computing with Statistical Product and Service Solutions (SPSS). The hypotheses are formulated as follow:

a. There is no improvement from the students' vocabulary after being taught trough Bingo Game

b. There is improvement from the students' vocabulary after being taught trough

Bingo Game

Those are the explanations in this chapter, the next explanation will be continued in

the Chapter Three.