

CHAPTER I

INTRODUCTION

A. Background

English language learning in elementary schools of Indonesia is as a foreign language and a local content. Decentralization of education has encouraged local governments to make their own decisions relative to some portions of some learning hours for what has become known as “local contents” (Jalal & Musthafa, 2001 as cited in Mustafa, 2010). In Indonesia, not all elementary schools take English as a local content. It is not compulsory that all elementary schools have to teach English to their students (Akhlis, 2015).

Teaching English to young learners is mostly focused on vocabulary. Vocabulary plays the important role in learning English because it is the basic element to learn English. It is one element that links the four skills of speaking, listening, reading, and writing all together (Huyen and Nga, 2003).

In teaching vocabulary, teachers should have a suitable strategy to teach young learners. Games can be used by the teacher to teach vocabulary to get young learners’ attention in learning. Using games can also increase young learners’ interest in learning vocabulary. Huyen and Nga (2003) state that games bring in relaxation and fun for students, and they will learn and retain new words easily. As we know that young

learners like something fun and love to play. Thus, games can be the effective strategy in teaching vocabulary to young learners.

There are many games that can be used in teaching vocabulary, one of them is Bingo game. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words (Richardson et al., 2009 as cited in Febriyansyah, 2016). There are many benefits of using Bingo game. Finch (2006) as cited in Febriyansyah, 2016 stated that,

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

Related study of this case was conducted by Bakhsh (2016). He focused on proving that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings. Bakhsh mentioned five games that can be used in teaching vocabulary to young

learners there are Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. In this research, the writer focused on the implementation of bingo game in teaching vocabulary.

B. Formulation of the Problems

Formulations of the problems in this research are:

1. How is the implementation of bingo game for young learners in the classroom?
2. How are the reaction of students and the classroom atmosphere when implementing Bingo Game?

C. Operational Definitions

To avoid misunderstanding, the terms related to the topic of the research are explained, as follows:

1. Teaching vocabulary : conveying the meaning to students and asking them to learn those words by different techniques and activities in teaching English vocabulary to motivate the learners.
2. Young learners : children from five or six years old to twelve years old of age who are in the first year of elementary schooling.

3. Bingo game : a game for guessing word mentioned by the teacher. If the students guess the right word and make a line into vertical or horizontal, they should shout BINGO. This game encourages students to study and review their vocabulary words.

D. Aim of Research

The aim of this research is to identify the implementation of teaching vocabulary by using bingo game.

E. Uses of The Research

1. Theoretical Use

This research gives a contribution to the development of educational theory of using bingo game in teaching English vocabulary for young learners at elementary school.

2. Empirical Use

This research will give empirical sight for EYL teachers to evaluate how actually bingo game implemented and engaged young learners in teaching learning process.

3. Practical Use

The result of this research will form the basis for implementing bingo game in EYL classroom, especially in elementary school.