

## **CHAPTER II**

### **THEORITICAL BACKGROUND**

#### **A. Theoretical Studies**

##### **1. Young Learners**

Young learners are usually children between three to eleven or twelve years old. Thus, young learners are categorized as the students who learn at kindergarten or elementary school. Children start pre-school at about the age of 3, then they start primary school at around the age of 5-7 and they may leave their primary school at around the age of 11 or 12, although in some countries it may happens at around the age of 13 or 14 (Pinter, 2011, p. 2). It means, young learners are the students in the age of 3 until 12 years old who school in the kindergarten or elementary school.

Young learners also have different characteristics. Young learners are active and have limited short attention. Several characteristics of young learners are attention span, their own understanding comes through hands and eyes and ears. (Scott and Ytreberg, 2002, p.2). In the other words, it will be hard to engage them, they tend to do something which catches their attention.

From the explanation above, it can be concluded that young learners from the age five until twelve years old are the students of elementary school that have short attention and get bored easily.

## **2. Teaching Vocabulary to Young Learners**

Teaching English to young learners is very challenging. Young learners have to pay attention on some elements of English, such as spelling, pronunciation, and vocabulary. As we know that vocabulary is one of the important parts in English that should be mastered in the early age. Al-Shawi (2014) stated that vocabulary, however, is the basic element of a language, memorizing vocabulary is very important for English learning. Teaching vocabulary to young learners is needed because vocabulary is basic for communication. To master English skills, students must know the vocabulary of the language i.e. a list of words with their meaning because it supports their skills' improvement (Linse, 2005 as cited in Bakhsh, S. A., 2016). Besides, in order to speak and write English, children need to learn many words. Thus, young learners should know vocabularies and their meaning as much as possible.

Teaching vocabulary to young learners should be attractive in order that young learners do not get bored of learning process. The teacher has to provide them the communicative atmosphere so that young learners can express themselves in learning. Moreover, teacher should develop the suitable method to make young learners enjoy learning. As Munawaroh (2016) stated, the teacher should use technique to convey the material to make students have high motivation, active and enjoy the lesson to make to make the students understand the lesson, especially in vocabulary mastery. The methods of teaching such as implementing games are usually

used to teach vocabulary. This is because games can increase young learners' level of attention and maintenance of learning situations to be more enjoyable and interesting, thus they are interested in learning English especially in vocabulary. Using games can avoid boredom that can make the young learners feel enjoyable in the classroom. Understanding games will help teachers in finding and creating games that make their students learn while they play (Rixon, 1981 as cited in Bakhsh, 2016).

### **3. Bingo Game in Teaching Vocabulary**

Bingo game is a game that can be used in teaching vocabulary. It is for the whole class that encourages students to study and review their vocabulary words. Using Bingo game can make young learners easy to remember the new words (Richardson et al., 2009, p.246 as cited in Febriyansyah, 2016). By listening the definition of a thing spoken by the teacher and guessing the name of the thing, students can get new words. Bingo game has been modified in order to make vocabulary learning active, fun and challenging to make young learners easy to memorize the material.

The important thing in teaching games to young learners is giving the explanation and instruction about the games. Therefore, in this game, Bakhsh (2016) explained how to do bingo game. Here are steps in doing bingo game:

1. The teacher writes 10 words on the board
2. Students choose five words and write them down

3. The teacher selects one word in a random way without saying it and gives students its definition or synonym.
4. If a student guessed the right word, he or she should shout BINGO! And wins the round.

Based on the explanation above, young learners will guess some words that the teacher said by given its definition so that they can memorize and understand the new words.

Moreover, Richardson (2007) stated the steps in playing vocabulary bingo are, as follows:

1. Students make a bingo card from a list of vocabulary items. (The game works best with at least 20 words.) Students should be encouraged to select words at random to fill each square.
2. The teacher reads definitions of the words aloud, and the students cover the word that they believe matches the definition. (It's handy to have the definitions on 3-by-5-inch cards and to shuffle the cards between games.) The winner is the first person to cover a vertical, horizontal, or diagonal row.
3. Check the winner by rereading the definitions used. This step not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.

Bingo game has many types that can be used in teaching vocabulary.

Finch (2006) claims that there are nine types of Bingo game those are Picture Bingo (picture to word), Word Bingo (word to word), Synonym Bingo (similar word – thesaurus), Antonym Bingo (opposite word), Translation Bingo (Indonesia-English, English-Indonesia), Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.), 20 Questions Bingo (asking questions about the words), Riddle Bingo (definitions – dictionary), and Idiom Bingo (explanations).

## **B. Relevant Studies**

This research relevant to the research conducted by Bakhsh (2016) entitled, “Using games as a Tool in Teaching Vocabulary to Young Learners.” Bakhsh (2016) concluded,

1. Teaching vocabulary by using games can help young learners to learn their vocabulary effectively.
2. There are five games amongst many to be used to teach vocabulary e.g. Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo.
3. Any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teacher.

In addition, there is another research that is also relevant to this study. The research conducted by Febriansyah et al. (2016) entitled “Improving Students’ Vocabulary Mastery through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015.” Febriansyah et al. (2016) concluded that the use of Bingo Game could affect the students’ feelings and behaviours. They felt very different learning atmosphere, it created a nice relaxed atmosphere of teaching and learning. They realized that learning could be fun and enjoyable. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study. The English teaching and learning process had become more interesting. It also helped the students memorize and understand new words easily.

The research conducted by Bakhsh and Febrianyah have similarity with the research conducted by the writer. It is on teaching vocabulary by using games, especially Bingo. Besides, there are differences between the two previous researches with this research. The research of Febriansyah implements Bingo game to students of Senior High School, while this research implements Bingo game to young learners. Moreover, Bakhsh stated that there are five games that can be used in teaching vocabulary to young learners. However based on his lesson plan, he used two games in his research. Furthermore, this research specifically takes Bingo game as the tool to teach vocabulary to young learners.