

**TEACHING VOCABULARY BY USING COOPERATIVE LEARNING
THROUGH BINGO GAME AT THE FIFTH ELEMENTARY
STUDENTS' OF SDN 61 TONDOK ALLA JAYA PALOPO
(A Classroom Action Research)**



A THESIS

*Submitted to the English Language Program of S1 Tarbiyah Department of
The States College for Islamic Studies of Palopo in Partial Fulfillment
for S.Pd Degree in English Education Study Program*

By,

**NURMIATI S
08.16.3.0142**

**ENGLISH EDUCATION PROGRAMM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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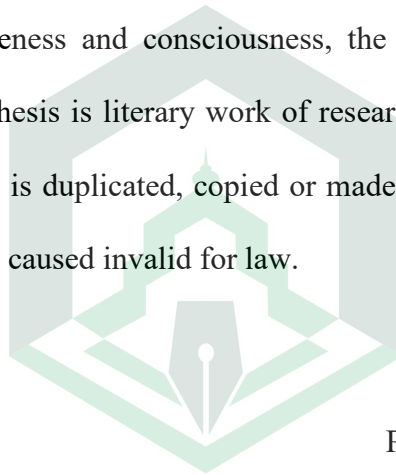
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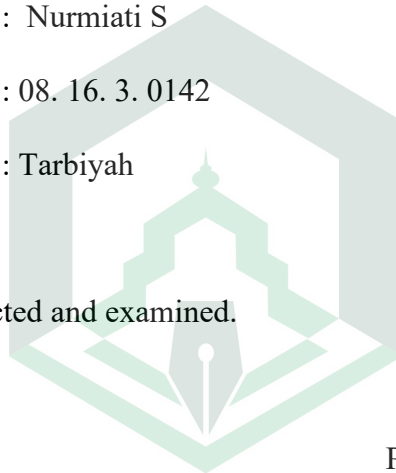
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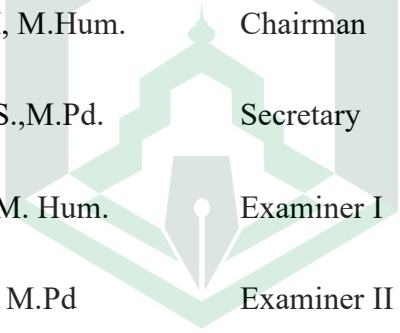
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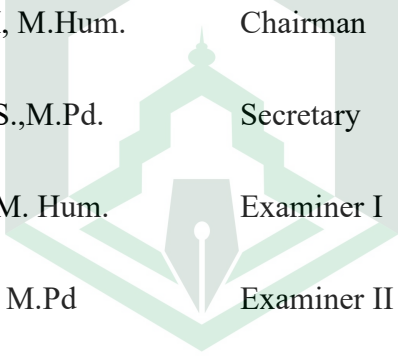
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All praises to Allah swt, the almighty. Who has given the writer divine direction and guidance, so the writer can finish this thesis although in a simple form. As one of pre requirement to finishing study of scholar (S1) at The State College Of Islamic Studies (STAIN) Palopo. Shalawat and greeting to the prophet Muhammad Saw, along with in close intimate friends and all his family.

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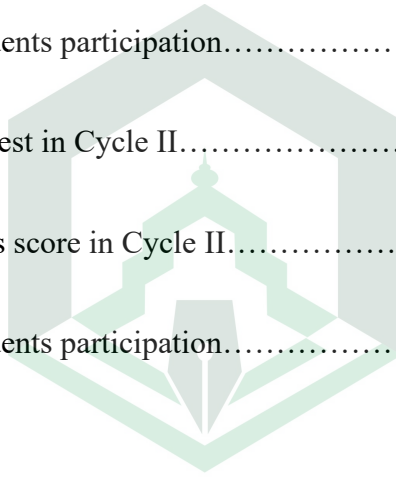
Finally, the writer pray to the God, May Allah swt., give reward to all people who have helped me, the writer hope this thesis can be usefull and give contribution for the readers, religion, nation and state. Amien.

Palopo, 23 February 2013
The writer

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TABLE OF LIST

Table 1 Score the result of the test in Cycle 1.....	46
Table 2 Diagram result of the test in Cycle 1.....	47
Table 3 The Observation of students activity in Cycle 1.....	49
Table 4 Diagram the students participation.....	50
Table 5 the result of the test in Cycle II.....	54
Table 6 Diagram students score in Cycle II.....	55
Table 8 Diagram the students participation.....	57

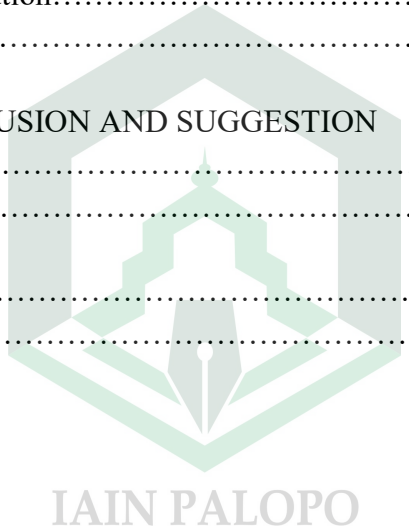


IAIN PALOPO

TABLE OF CONTENTS

TITTLE PAGE.....	i
LEGALIZATION SHEET.....	ii
NOTA DINAS PEMBIMBING.....	iii
CONSULTANT APPROVAL.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENT.....	vi
TABLE OF LIST.....	vii
ABSTRACT.....	viii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective Of The Research	3
D. Significance Of The Research	4
E. Scope Of The Research	4
F. Definition Of Term	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Studying	6
B. History of bingo game	6
C. Vocabulary	7
D. How to teach vocabulary	10
E. Types of vocabulary	12
F. How to learn vocabulary	16
G. Teaching young learners	18
H. Teaching English to children	21
I. Media	22
J. Game	27
K. Conceptual framework	29
CHAPTER III THE RESEARCH METHOD	
A. Methodology of the research	32

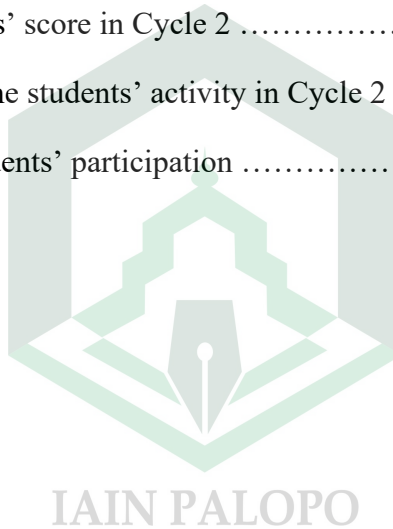
B. Setting of the research	32
C. Design of the research	32
D. Research participant	34
E. Technique and instruments of collection data	34
F. Data analysis	35
G. Procedures of the research	36
H. Working indicators	38
 CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings	39
B. Final Result.....	57
C. Problem and Solution.....	59
D. Discussion.....	60
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	68
B. Suggestions	69
 BIBLIOGRAPHY	70
APPENDIX	71



IAIN PALOPO

TABLE OF LIST

Table 1 The result of test in Cycle I	44
Table 2 The result of the test in Cycle I	47
Table 3 The observation of students' activity in Cycle I	49
Table 4 Diagram the students' participation	50
Table 5 The result of the test in Cycle 2	54
Table 6 Diagram students' score in Cycle 2	55
Table 7 Observation of the students' activity in Cycle 2	57
Table 8 Diagram the students' participation	57



ABSTRACT

Nurmiati S, 2013 Teaching Vocabulary Through Bingo Game By Using Cooperative Learning at the Fifth Elementary Students Of SDN 61 Tondok Alla Jaya Palopo. A thesis of English Studies Program of Tarbiyah Departement of State College for Islamic Studies (STAIN) of Palopo. Under Supervisor (1) . Muhaemin, M.A. (2) Amalia Yahya, SE., M.Hum.

Key Word : *Vocabulary, Bingo games using cooperative learning*

The research aims to find out the appropriate way in teaching vocabulary through Bingo Games. The writer limit the discussion by stating the following problem: “What is the appropriate way in teaching vocabulary through Bingo Games and How is the students’ partisipation during the use of Bingo Games in teaching Vocabulary at the Fifth Elementary School Of SDN 61 Tondok Alla Jaya ?”

This thesis employed Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consists of four step, namely planning, action, observation, and reflection. There were four meeting during the research cycle. The sample of this study was class V consist of 25 students. In collecting the data, the writer used the observation guide, interview and vocabulary test in evaluation (reflecting).

This research used classroom action research (CAR) method; the target of this research is the fifth elementary school at SDN 61 Tondok Alla Jaya palopo in 2012/2013 academic year. The procedure of the research used two cycle namely cycle I and cycle II to find out of the mastery vocabulary students.

The analyzed of the data, it was found out that the mastery of improve vocabulary students in the cycle II very well. The appropriate way in teaching vocabulary through bingo game by using cooperative learning and some picture is recognize some of word. This technique can make students in order to be involved actively learning process, the students enjoyed and fun the class of playing bingo using cooperative learning as a material because the technique that was implemented in the class was new and comfortable for the students and make students were enthusiasm during the lesson. The result of analysis of the research showed that using cooperative learning in the classroom can improve the mastery students skill.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of language elements that need to be acquired by English learners vocabulary is a vital aspect in language. It appears in every skill of language e.g. listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. Mastering Vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating. People can write and translate the meaning of words when they know English well. If they do not know the meaning of words, they will not be able to speak, write and translate to speak English. The students can be said gaining progress in English, the mastery of vocabulary.¹

Teaching vocabulary in elementary school, especially for young learners in Indonesia, is not an easy way. The young learners sometimes face some problems in learning English as foreign language. Consequently the teacher should be creative and become a good model in teaching English for their student. The objective of teaching

¹ Frisky Helena Putri. <http://universityofibnkhaldunbogor.indonesia.blogspot.com/2010/01/Importance-of-vocabulary-in-english.html>. accessed.universityofibnkhaldunbogor-indonesia. blogs. 1october 2012

English in elementary is to prepare children to have comparative value in the globalization era and introduce English at early ages.

Vocabulary is central of language teaching and learning. Through vocabulary we can express ideas, emotions and desires. Besides that, through good command in teaching vocabulary on a certain language the students can express ideas effectively and efficiently.

Teaching young learners is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment. So we must give basic vocabulary them understand English. Before continuing the next step the teacher must have preparation to teach children, for example the teacher must prepare a media as the teaching tools

In this study, the writer is interested in teaching vocabulary by bingo game as the media through using cooperative learning. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, Teacher can use bingo game to teach vocabulary to students. Bingo game is one of appropriate ways to create a good atmosphere to make teaching and learning process fresh and interesting.

Bingo game can enrich the students' vocabulary, word comprehension and good understanding of the foreign language. Bingo game also suitable for relaxing

and making the students fun when they are learning and interesting. Bingo game will be able to motivate the students to learn and they will not get bored.

The steps of using bingo game as follow ;

- (a) Ask children to draw a box to the side three rows and three rows down that number into 9 squares (the number of boxes allowed 16 students age appropriate box)
- (b) Write down the boxes with the names of part of body that have been determined teacher Mass themes: body.
- (c) After the kids put the names part of body in a box of at random.
- (d) The game begins! Ask the children to listen carefully to the teacher's name is pronounced part of body.
- (e) Teachers say the names part of body such as leg , students must give a cross in the box that says leg , Furthermore, teachers say children crossed box titled banana etc.
- (f) The winner of this game is a kid who managed to make a diagonal, vertical or horizontal of the boxes that have been crossed.
- (g) When the boy managed to make a line of 3 series crossed-box (be diagonal, vertical or horizontal), say BINGO!

Based on the pre-observation research above, the researcher found out the problem of the students SDN 61 Tondok Alla 'Jaya Palopo in mastering English. There were some factor, one of them is the students still lazy to memorizing word. So, the researcher has initiative to apply a media in teaching vocabulary by using

bingo game. Based on the explanation, the writer is interested in conducting a research about'' Teaching Vocabulary Of The Fifth Elementary Students Of SDN 61 Tondok Alla Jaya Palopo Through Bingo Game''

B. Problem statement

Based on the background above, the writer formulates the research questions as follows:

What is the appropriate way in teaching Vocabulary through the playing of Bingo game using cooperative learning?

C. Objective of the Research

This research has the following objective.

To find out the appropriate way in teaching vocabulary through bingo game using Cooperative Learning?

D. Significance of the Research

The results of this study are expected information so meaningful for:

1. Theoretical information

Can be a reference for the students on how to improve their ability to learn vocabulary through games of bingo

2. Practical information

Can be of practical information for teachers of English as well as a method for guiding students improve vocabulary through games bingo.

E. Scope of the Research

The scope of this research restricted to the vocabulary by using bingo game For the students at SDN 61 Tondok Alla Jaya, it is emphasized on simple vocabulary (such as: Daily action part of body) that suitable for the beginners. Teaching

vocabulary by using bingo game can make learning English fun for the learners. They create a relaxed atmosphere and get learners with and enthusiasm for learning.

F. Definition of Term

Based on the title “teaching vocabulary at the fifth elementary students of SDN 61 Tondok Alla’ Jaya Palopo through bingo game using cooperative learning” The writer gave definition as follow:

1. Vocabulary is all the word that a person knows or uses, all the words in a language, list of words whit their meaning, especially in a book for learning in foreign language.²

2. Bingo game is a game very well known especially in children learning English at elementary level. Bingo games are very effective as a way to enrich student vocabulary. These games do teachers when reviewing learning materials. The leader of this game must be prepared list of column and make 3 or 9 rows to use box of table. Ask children to draw a box to the side three rows and three rows down that number until 9 box, Write down the boxes with the names of part of body that have been determined, teacher prepare the materials about part of body, After the students put the names part of body in a box of at random, The game begins! Ask the children to listen carefully to the teacher's name is pronounced part of body then Teachers say the names part of body such as leg, students must give a cross in the box that says leg ,The winner of this game is students who managed to make a diagonal, vertical or

² Oxford learner’s pocket Dictionary, (1 edition ; New York : Oxford University, 2000)p. 428

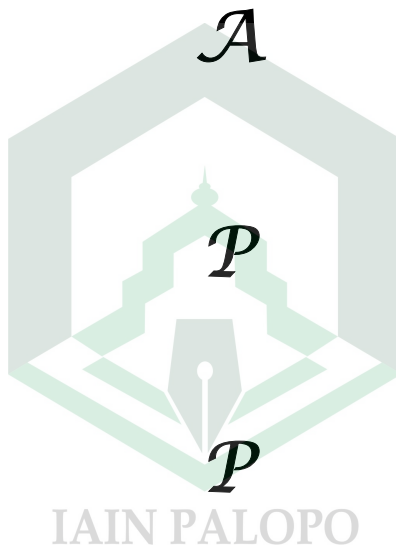
horizontal of the boxes that have been crossed and When the boy managed to make a line of 3 series crossed-box (be diagonal, vertical or horizontal), say BINGO!³

3. Game is structure playing, usually undertaken for enjoyment and sometimes used as an educational tool.⁴



³Roger, Snowden. 2008.3 in I ESL Bingo Package. Online: <http://en.wikipedia.org/wiki/bingo>. accessed on October,2012

⁴ <http://en.wikipedia.org/wiki/Game>.accessed . October, 23



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous studying

In the U.S., bingo was originally called "beano". It was a country fair game where a dealer would select numbered discs from a cigar box and players would mark their cards with beans. They yelled "beano" if they won.¹

The game's history can be traced back to 1530, to an Italian lottery called "*Lo Giocosso del Lotto Italia*," which is still played every Saturday in Italy. From Italy the game was introduced to France in the late 1770s, where it was called "*Le Lotto*", a game played among wealthy Frenchmen. The Germans also played a version of the game in the 1800s, but they used it as a child's game to help students learn math, spelling and history.

When the game reached North America in 1929, it became known as "beano". It was first played at a carnival near Atlanta, Georgia. New York toy salesman Edwin S. Lowe renamed it "bingo" after he overheard someone accidentally yell "bingo" instead of "beano". He hired a Columbia University math professor, Carl Loffler, to help him increase the number of combinations in bingo cards. By 1930, Loffler had invented 6,000 different bingo cards.²

¹ [http://en.wikipedia.org/wiki/Bingo_\(U.S.\)](http://en.wikipedia.org/wiki/Bingo_(U.S.)). Accessed December 2012

²Roger, Snowden. 2008.3 in I ESL Bingo Package. Online: <http://en.wikipedia.org/wiki/bingo>. accessed on October,2012

B. Bingo Game

1. Bingo

Bingo game is very well known especially in children learning English at elementary level. Bingo games are very effective as a way to enrich student vocabulary. These games do teachers when reviewing learning materials. How to play the game is very easy.

- a. Ask children to draw a box to the side three rows and three rows down that number until 9 Box.
- b. Write down the boxes with the names of part of body that have been determined teacher prepared the themes: body.
- c. After the students put the names part of body in a box of at random.
- d. The game begins! Ask the children to listen carefully to the teacher's name is pronounced part of body.
- e. Teachers say the names part of body such as leg , students must give a cross in the box that says leg,
- f. The winner of this game is a kid who managed to make a diagonal, vertical or horizontal of the boxes that have been crossed.
- g. When the boy managed to make a line of 3 series crossed-box (be diagonal, vertical or horizontal), say BINGO!³

³ Roger, Snowden. 2008.3 in I ESL Bingo Package. Online: <http://en.wikipedia.org/wiki/bingo>, accessed on October, 2012

C. Vocabulary

1. Concept of vocabulary

In Oxford, vocabulary is all the words that a person knows as uses, all the words in language, list of words with their meaning especially in a book for learning foreign language.⁴

Vocabulary is vital to communicating with others and understanding what are is reading. We know that information is known to everyone but acknowledge it instead of talking for graded add important goals to your child list of basic skills to masters⁵

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking.⁶

Vocabulary is a code component of language proficiency and provides much of the basic for how well learner speaks.

2. Vocabulary Selection

The teaching vocabulary is an important of language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students.

⁴ Oxford learner's pocket Dictionary, (1 edition ; New York : Oxford University, 2000)p. 428

⁵ Donna Young, "Vocabulary is Important", <http://www.donnayoung.org.forms.help.html>. accessed on October 2012

⁶ Fran Lehr, Online [http://: Online.Prel.org](http://Online.Prel.org). Accessed on November ,2008

To select the important vocabulary means that one choose the actual words can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need.

Learning vocabulary is a basic tool to improve your English. There are at last 500,000 words in English. The native English speaker use an average of 5,000 words in his/her everyday speech. And only 50 words make up 45% of everything written in on English. So, there are many words you need and there are other words that you simple need to understand when you read or hear them. Finally, there are words which you need to be able to use our self.

The vocabulary needed by student is the vocabulary that can be used the language performance for example vocabulary for thinking for communication or for human relation in the class particularly and society generally. From the selection of the vocabulary, the learning process more efficient.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that is does not over helm other essential part of the course. The best way to avoid this is for the teacher and course the designer to have a set of guiding principles that can be applied in a variety to teaching and learning situation. The participles they are :

- 1). Focus on the useful vocabulary first.

Some words can be used in a wide variety of circumstances. Other have must limited use. For example, the words can be used to ask for help, to describe how

people work with others, to describe how knowledge, tools, and material can make vocabulary give learners to best return for the learning effort.

2). Focus on the vocabulary in the most appropriate way.

Here we look at the most impotent vocabulary learning strategies of using part of words, using word cards and using dictionaries. We will see that teachers need to clearly distinguish the way treat high frequency words from the way they treat low frequency words.

3) Encourage learners to reflect on and take responsibility for learning

There is an important principle that lies behind choosing, learning, and that's the learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to do learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options. ⁷

D. How to Teach Vocabulary

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have it place but there are other issues, too. For example: students are not. So we teach some words (which we need for structure practices,) and not teach other (which occur incidentally in reading texts).

In teaching vocabulary there are many skill can be use to teach, namely:

1. Vocabulary

The teacher select some words given then preliminary discussion so put them

⁷ David Hunan, ‘ *Practical English Language Teaching* ’, p.134

a suitable context, then teach them to the students as if the teacher were presenting them a class. Our aim is to teach those words for active control, so the teacher will have to work out natural ways to elicit the new words from the students and make use it.

2. Remedial vocabulary teaching

After the teacher teach vocabulary and give test then the teachers think how to Explain in English the difference between some of these pairs. Think of examples, two or three for each word, contextualizing them, finally work out ways to check that students can distinguish the meaning of the words can use them

3. Selection vocabulary

Make a group of three or four, each group should take a different unit if the course book and isolate it. Then selection then vocabulary with (a) which lexis will need to be pre-taught for active use (b) which lexis could be pre-taught for passive control the problems, or cause students to panic, (c) which words students can be encouraged to guess at by taking carefully graded questions, (d) the words which are uncommon or just too difficult to teach at this stage, that you may translate, if asked to explain them, but would not bother to teach.

4. Using dictionary

The teachers choose use the different reading passage from the course book and look at in the dictionary that the students use. The words they are likely to look up themselves. Cross check to see if a suitable word or meaning is given in both halves. The teachers prepare explanations for examples to help students to learn the

most important of these words. In each case the teacher write down two or three ways that he could elicit this word, to make sure the students has understood its meaning and it use.

5. A game to play

A game can be made more difficulty by putting longer phrases, e.g. in a suit case making them specific.

According to Michael Graves, there are four components of an affective Vocabulary program:

- 1) Wide or extensive independent reading to expand work knowledge
- 2) Instruction in specific words to enhance comprehension of text containing those words.
- 3) Instruction in independent word-learning strategies.
- 4) Word consciousness and word play activities to motivate and enhance learning.⁸

Based on the explanation above, it can be painted our that vocabulary through must be related to the needs of the students by considering their leverage, environment and anything that relate to their word. In this case vocabulary that will be through to the students must relate to their word as vocabulary for playing, bingo games, etc

⁸ Donna Young, ‘‘Vocabulary important’’,<http://www.donnayoung.org/forms/help/vocabulary.html>. accessed on October, 15 2012

E. Types of vocabulary

In learning vocabulary we know the content words or class words. They are:

1. Active speaking Vocabulary is words that the speakers are able to use in speaking.
2. Passive listening vocabulary, words that be listener recognizes but cannot necessary produce when speaking.
3. Passive reading vocabulary refers to words that a reader recognized but not necessary will be able produce.
4. Active writing vocabulary, words that writer is able to use in writing.⁹

Describes the types of vocabulary or parts of speech such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection, we will probably learn more struggling verb and noun, because only two types of parts of speech is a lot of filling (thicken) English dictionary describe a little bit about the types of vocabulary according to Thorn Bury he explained that there are at least 6 types of vocabulary, fewer than parts of speech,

a. Pronunciation and spelling: The learners has to know what a word sounds like (its pronunciation) and what is look like (its spelling). These are fairly obvious character, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching we need to make sure that both these aspects are accurately presented and learned.

⁹Kji.kitao.and.S.khatlenkitao,*Testing.vocabulary.online:http//vocab.* accessed on September 2008

b. Collocation: The collocation typical of particular items are another factor that make a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of importation about a new item which it may be worth teaching. When introduction words like decision and conclusion, for example, we may note that you take or make the one, but usually came to the other; similarly, you throw a ball but toss a coin; you may talk about someone being dead tired but it sounds odd to say that fatigued.

Collocation also often noted in dictionaries, either by providing the whole collocation under one of the dead-words, or by a note in parenthesis.¹⁰

c. Aspects of meaning (a): Denotation, connotation, appropriateness.

The meaning of words is primarily way refers to in the real words, denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specially, a common domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation; the association, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has connotation of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative association of dirt and inferiority. Within the English language, moist has favorable connotations

¹⁰ Suyanto Kasihani K.E, *English for young Learners*, Jakarta 1997. P, 47

while dank has unfavorable; so that you could describe something as “pleasantly moist” where “pleasantly dank” would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is appropriate one to use in a certain context or not. This is useful for a learner to know that certain words is very common, or belongs to a certain dialect. For example, you may know that weep is virtually synonymous in denotation with but it is more formal, tends to be use in writing more than s speech, and is general much less common.¹¹

d. Aspects of meaning (b); meaning relationships

How the meaning of one item relates to the meaning of others can also useful in teaching. There are various such relationships here are some of the main one.

- a) Synonyms : items that mean the same; for example, bright, clever, smart may Serve as synonyms of intelligent.
- b) Antonyms; items that mean the opposite; rich is an antonym of poor.
- c) hyponyms : items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.
- d) Co-hyponyms or ordinates: other items that are the ‘some kind of thing’. Reed, blue, green and brown are coordinates.
- e) Super ordinates: general concepts that ‘cover’ specific items; animals is the super ordinate of dog, lion, mouse.
- f) translation ;words or expressions in the learners’ mother tongue that are (more or

¹¹ Suyanto Kasihani K.E, *English for young Learners*, Jakarta 1997. P, 47

less) equivalent in meaning to the item being tough.

g) Word information. Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information. Perhaps mainly for more advanced learners.

F. How to learn Vocabulary

To get success in learning vocabulary we must find out how to way learn vocabulary well. According to Wilma, she said that there are seven ways to learn vocabulary as follow:

1. Students need to learn how to commit vocabulary to long term memory. This does not necessarily mean” memorizing”, although some students may find this activity suits their learning style

2. Student must learn to discriminate variation in distribution and new boundaries of meaning. The teacher may give explanations of contrast with narrative language distribution, demonstrate schematically the distribution of meaning of apparently comparable word, or promote activity which requirement for success that the boundaries be respected.

3. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.

4. Students should learn to penetrate disguises. With language of the same family or from where there has been consider interaction, there are many borrowed words and cognates.

5. Student must learn how to discover new words for themselves.

6. If students are not become discouraged, they need to learn that vocabulary is elastic and that they can make much of the little they know paraphrase, circumlocution, and definition as they gradually built up a more precise and varied lexicon.

7. Student must learn how to augment their own vocabulary steadily and systematically. They should begin early to keep individual lists of new word they encounter, word that interest them, and problem word which are continually tripping them up.¹²

- 1) Demonstrating
- 2) Parts of the body
- 3) categories
8. Method of Memorizing vocabulary

Language is words word united. So if we want to study a language we have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. That Indonesia English Dictionary which is made by John M. Cloths and Hassan shadily only consist of 12.000 vocabularies.¹³

The problem is how to keep all of the vocabulary in our brain. English teaching in elementary students right now is especially memorized to vocabularies. State that there are some a way to enrich our vocabulary.

¹² Wilga Rivers, " *Teaching Foreign Language* ", (Chicago and London : The university of Chicago press, 1981

¹³ Hasan hadily, Jhon M Echols. *Kamus Inggris Indonesia*. Jakarta: PT Gramedia, pustaka utama, 1976, p.

Every give little to memorize vocabulary. It is about 3-6 vocabularies. To control your vocabularies you memorize by using card system. You can write 3-6 vocabularies in a card which is prepare before. Take one card, it is about 10x 7 cm and I can the first page you write 3 until 6 vocabularies with pronunciation and its meaning can be written on the second page. The card which has been written some vocabularies is learned by heart. You change it every day with new card and new vocabulary. The cards which have been memorize or empty cards. If we can memorized vocabulary everyday like that so in short time we will have many vocabularies. You can imagine if you memorize 6 vocabularies in a day. So in years your vocabularies will 365×6 is 2190 vocabulary. In two years will 2.190×2 is 4.380 vocabularies and how if it is in there or four years? You can count it by our self.

Thorn Bury, he explained that there are at least 6 types of vocabulary, fewer than parts of speech dong, turn to learn a little bit happy not to play especially if the professor does not enter, the students of today, but do not like it, look at it he the types of vocabulary that Thorn bury mean: Grammar : grammar is teaching in the form of integrated with in statement vocabulary sentence, for example communicative statement in the form of question and answer as intact language form and have of meaning.

G. Teaching Young Learners

1. Characteristics of Young Learners

As group, young learners are very diverse. They come from many different

backgrounds. Have many different profiles and learn English in many varied contexts.

Young language learners vary greatly in terms of their language competence even within the same each group. In addition, learners may vary in terms of the skill they have acquired in their home language (s), depending on their age and how many languages they use in daily communication. Learners may also vary in terms of their proficiency level in the different language skill, reading skill, writing, speaking and listening. Some learners may understand almost everything said in English but may not be able to speak confidently. Other learners may be able to read and write quite well, but become completely lost in casual conversations. In terms of experience with literacy, the differences are huge, some learners demonstrate literacy skill in to instructing for learning their native language while others, even in the same age group, do not. In addition, young learners differ in how they learn best. They also differ in terms of their socioeconomic status, as well as the countries in which they are learning English. All teachers working young learners can benefit from understanding more about the diversity represented in this population.

We explained the distinction between Inner, Outer, and Expanding Circle and discussed the pros and cons of using this paradigm to describe the contexts in which English Language teachers work; therefore, we will not review this discussion here nevertheless for the reasons explained in we will use the paradigm here to describe the characteristics of young learners.

2. Characteristics of learners at each stages of development

In addition to understanding the cognitive stages, it is important to understanding how to translate these stages into learner behaviors at each stage. ¹⁴

a. Preschool (age 2-5)

This is sensitive period for language development. Children at this stage are usually quite good imitators of speech sound. They do not work well in groups and prefer to work alone on something that interest them although they enjoy parallel play (i.e., play alongside other children but not directly with them). They have very short attention spans and love to repeat the same activity over and over again, they need concrete experiences.

b. Grades 3-5 (age 6-10)

At this stage children begin to develop characteristics of concrete operations, such as the ability to understand cause and effect. They are also most open at this age to people, situations, and ideas that are different from their own experiences. Introducing children to information about others cultures and countries at this stage is very important. In additions, children at this age can learn how to work with other students, particularly in groups, and they like writing notes to each other and participating in roles play. Like children in younger grades, they continue to benefit from imaginative and creative play.

¹⁴ Dennis E. Murray and Maryann Christenson. “ *What is Language Teachers Need to Know volume II*”(first edition, 2011)p.14

Based on the assumption above, the simple in this research included to grades 3-5 (age 6-10). In this level the students still like to play so the research used Bingo game to make the students more interested.

H. Teaching English To Children

In language learning context it is believed that children will learn a foreign language more actively under certain conditions. Therefore, there are some assumption about language learning that should be considered when teaching English to children. The assumption below different sources (Larsen, Freeman, Mackey, Richard and Rodgers)¹⁵

1. Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress. Children are believed not to learn language forms directly commons are believed to be helpful for children to interpret meanings.

2. The language should be first presented through sounds, not written symbols. After children can produce the sound with the truth, they may begin to read the symbol in target language.

3. Children more sensitive to anything that touches the senses, they read easily to physical object.

4. Meaning should be made perceptible through concrete object or by the presentation of experience.

¹⁵ Ag.Bambang Setiadi, " *Learning English as Foreign Language* ",(Jakarta Graha Ilmu),p. 179-181

5. The idea that teaching should start from what the students already know in order to encourage association process seems to favor children.

I. Media

1. Definition of media

Media is all the form that utilized to the process of information channeling.¹⁶

Romis Zowski, say that, media is any attention of man which allows him to effect other people who are not in face to face with him. Thus, communication media include let, television, film, radio, printed matter and telephone.¹⁷

Hench say that media is carriers of the messages, is tool to pass on send away for teacher to student.¹⁸

Educational media include a tool that physically is used for telling content of subject matter, which consist of book, tape, record, cassette, video, camera, recorder, film, slide, photo, picture, graphic, TV, and computer. So, we have could say that media is source of learning component or a physical vehicle that content instructional material in surrounding of students that can stimulate students interest

Another definition from Education Association (NEA) define media as things that can be manipulated, seen, hear, read ,or the instrument that use in learning process, can influence the effectiveness of instructional program.

¹⁶Suyanto Kasihani K.E ,‘ *English for Young Learner*’ , Jakarta,Bumiaksara,1967, p .100.

¹⁷ Ibid., p 101

¹⁸ Ibid.,

2. kinds of media

Classified media into four kinds namely;

a) Visual media

Visual aids are things that can be seen. For example film strip, transparencies, micro projection, blackboard, picture, card and globe.

b) Audio –visual

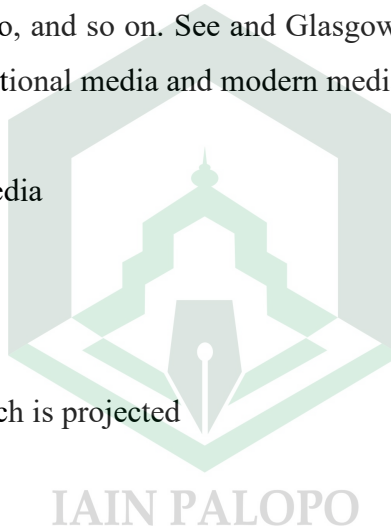
Audio visual aids can be listened and signed, example; film and television.

c) Audio media

Audio aids just can be distended, for example: photograph, record, tramples, electronic, radio, and so on. See and Glasgow in say divide media into two categories, namely : traditional media and modern media as follow :

1). Traditional media

- a) Visual not projected
- b) Audio
- c) .Multimedia show
- d) Dynamics visual which is projected
- e) Printed



2). Modern media

- a) Media based of telecommunication
- b) teleconference
- c) study of far distance

3). Media base of microprocessor

- a) computer assisted instruction
- b) computer player
- c) intelligent tutor system

- d) interactive
- e) hypermedia
- f) compact (video) disc

4) The important of using media

Media in learning process has urgencies as follows :

- a. Media can get student interest
- b. Media can overcome the classroom
- c. Media can give direct interaction between learner and their surroundings
- d. Media can result the homogeny observation
- e. Media can give right base concepts, concrete and real
- f. Media can improve new interest and desire
- g. Can give the integral experience from the concrete to the abstract

3. The function and useful media

Classified media into four kinds namely:

1). Attention function visual of media is core, namely lead and draw students attention to concentrate to the contain of subject matter which related with the meaning that has been showed.

2). Affective function of visual media can be showed from the level of students enjoy when they learn of read a text that have picture.

3). Cognitive function of visual media can be showed from the research previous explanation that visual sign or picture speed to gain a goal in or understand and remember an information or massage that contain in the picture.

4). Compensatory function of educational media can be showed from the result of the research that visual aid or media that give context to understand the text help the students in reading to organize the information in the text and remember anymore¹⁹

Contain the useful of educational media have been explain by the research. Even though we had already aware that there are many useful of using educational media, its receiving and integrating into educational programs going to be late. They explained some the result of research that point out positive effect of using media in learning process. Here the useful of educational media:

- a) In explanation subject will be more standard
- b) The learning process will be interest
- c) Learning process will be interactive by applying the learning theory aid the psychological principles which is received by the students ;here will be feedback from the students.
- d) Can minimize time and it will be an able to understand by the students
- e) The quality of students result after learning can be improved
- f) The explanation can be given in every situation
- g) Can improve the positive students' attitude toward what they learn
- h) Teacher role of educational can be large to be more positive.²⁰

¹⁹Ahmad Rohani, "media pembelajaran", cet.I, Jakarta, RinekaCipta 1997, p. 11.

²⁰Ashar Arsyad, "Media Pengajaran, Jakarta, Graha Media, 1987p. 22.

The advantages of educational media in teaching learning process, as follows:

- 1) Can draw students interest in order to the students will be motivated.
- 2) The subject matter will be learner so the students can understand easily in order to gain goal.
- 3) Teaching method will be more variety not only use verbal communication trough teachers explanation, so the students not feel and teacher will be not lack of power.
- 4) The students more active because they are not only listen teachers explanation but also something demonstrate, etc²¹
- 5). The function of media in learning
Media constitutes assistive tool that at requires for English language learning specifically for children.
 - a). Helping to simple lingual learning process and perfects it.
 - b). Reducing mother tongue or first language purpose.
 - c). Can give to motivation for students
 - d). Increasing English language learning quality
 - e). wording that new concept student gets the picture without handicap and wrong headed.²²

²¹ *Ibid.*, p. 25

²²Syanto Kasihani K.E. *English for Young Learners*. Bandung, Bumi Aksara 1987, p.101.

J. Game

Games is player contest that have interaction me another by followed certain roles to get certain purpose. Games allow students to: work cooperatively, competition which each other , strategize, think in a different way, compare and share knowledge, learn for mistakes ,work in a less stressful and more productive environment, and allow people to have fun. In this item is held as a refreshing for the participants who have been active discuss the problem or the discussion item. So that, their will to relax by holding game together with all the participants. The game usually conducts method of building vocabulary that involves all participants. Such games hope the participants active to join as an entertainment, namely one of the participants lead this game for example, everyone should mentioned, one will be punished. The punishment depends on the participants decision whether one is asked to sing a song of other forms.

Do not forget, learning new language should a fun and challenging experience. So when you take challenge to learn a new language, enjoy it. Have fun, smile a lot, make new friends, talk a lot and play a lot of games.

Games has four components, namely:

- a. Player
- b. Place
- c. Role
- d. Purpose²³

²³Arif sudiman,et.al,*media pendidikan* ,Jakarta: PT.Raja Grafindo persada 1996, p. 80.

Game will be interesting because there is competition; there is hesitation because of first we did not know who will be the winner and the loser.

In learning process ,by using games, teacher's role or tutor is not showed while students interaction become more cons and learning process effectively. By using game the subject matter will be really have a role as facilitator of learning process in group.

Games as educational aid has surplus, as follow:

Games is thing interest to be done, entertain. Game will be interesting since it more complete and challenge.

1) The game can lead the students to learn actively. As we know that, a good learning. The students will full of interaction, on the other hand teacher can be a good facilitator.

2) Game can involve learner effectively. In learning process. Learner interaction will not appear. Skill we get trough common learning explanation. It can be happened because game give chance to learners practicing real action, not just discuss.

3) Game can direct feedback

The advantages of games : (a) games are a welcome break from the usual routine of the language class, (b) games are motivating and challenging students to get involved and participate actively in the learning activities, (c) games provide language practice in the various skills: speaking, writing, listening, and reading, (d) games can help them learn and hang on new words more easily, (e)games usually

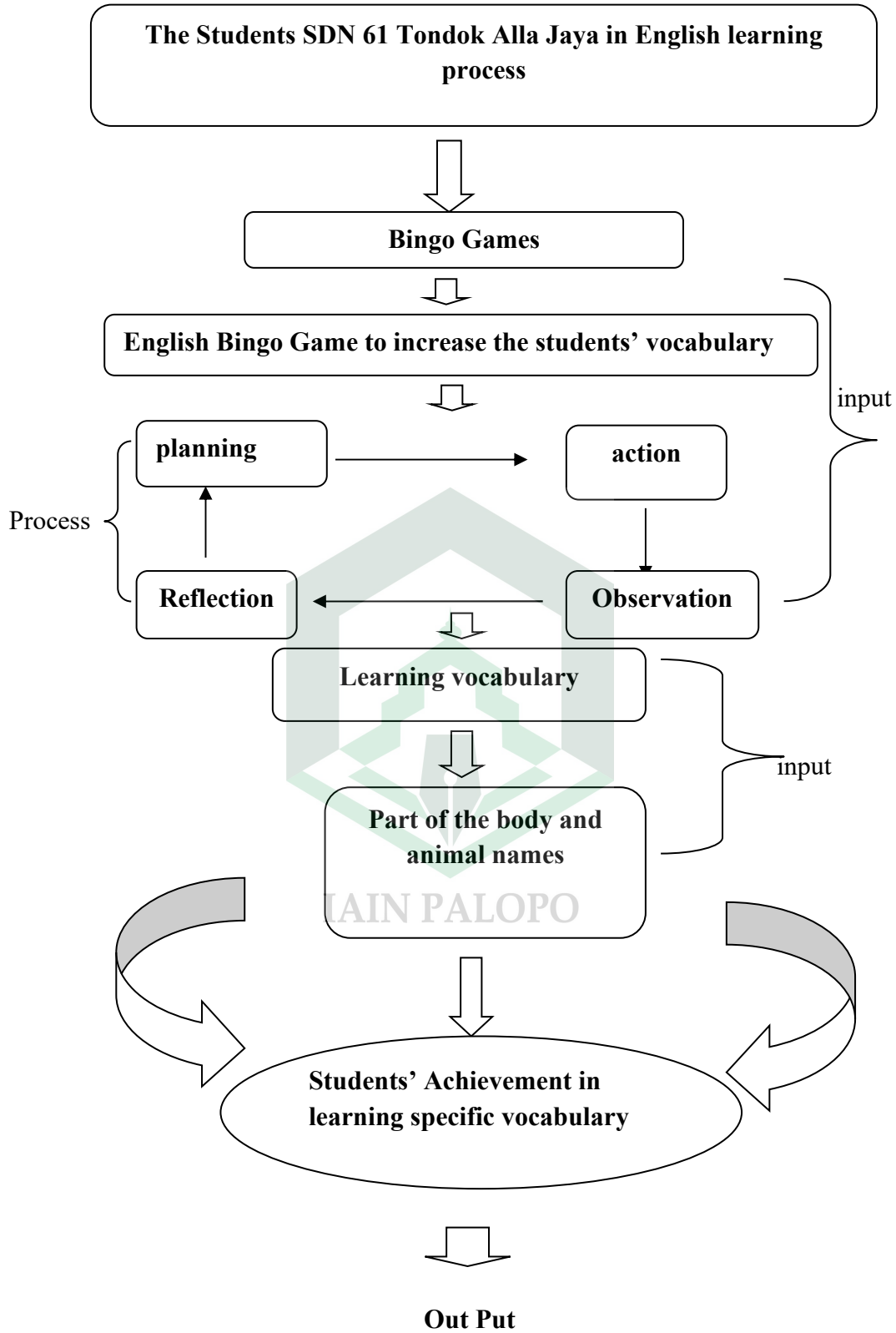
involve friendly competition and they keep students interested in learning the ,and (f) vocabulary games bring real word context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

K. Conceptual Framework

The conceptual framework shows the process of the research to increase the students' vocabulary by using bingo game. In English learning process as input or as English materials will be measure the student vocabulary mastery and the process of learning by using bingo game. English bingo game will be used classroom action research consist of some cycles, the steps have planned to use cycle1 and 2, the teacher make planning, action and observation prepares teaching material, then the teacher should give the topic contains some vocabulary; they are part body , and students should be master the material.

The teacher observer the student's response, participation and the last the teacher do reflection process for analyzing, understanding and making conclusion activity in the first action cycle. As a result English bingo game can increase students' vocabulary.

The conceptual framework underlying in this research is given in the following diagram.





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CHAPTER III

THE RESEARCH METHOD

A. Methodology of the research

This research follow the principal working of Classroom Action Research (CAR). That contains of four stages, they are: planning, action, observation and reflection. This research conducted for two cycles. They were first cycles and second cycles and each cycle is the series of activities which have close relation.

B. Setting of the research

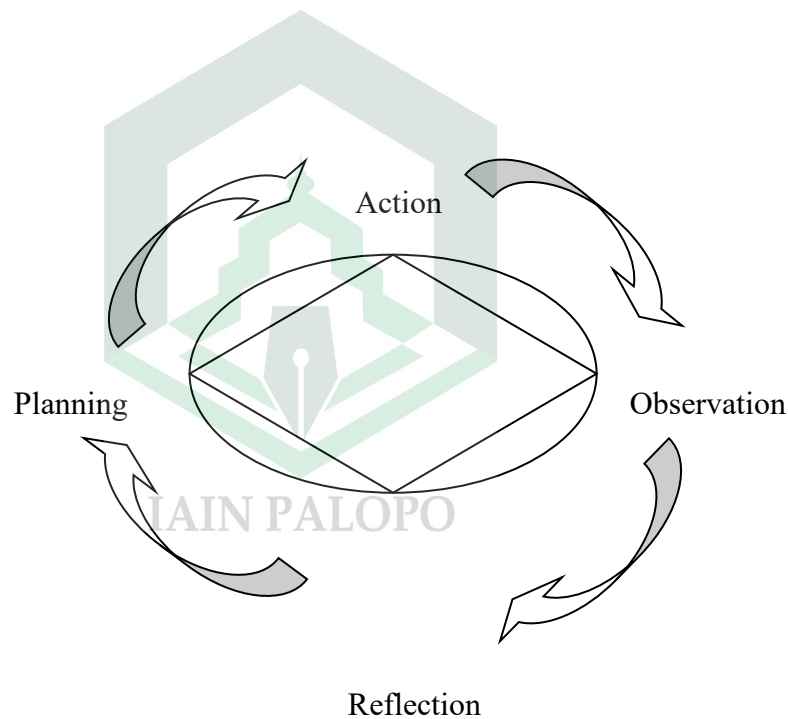
The researcher did him research in SDN 61 Tondok Alla' Jaya Palopo, which will on Kec. Wara Utara Kota Palopo. The subject in this study will be the class V in 2012/2013 academic year consisted of 25 students. The researcher choose the class because the researcher found the students in the class were lazy to memorize so that they were claimed lack of vocabulary. But the students had talent and more active than the other class. It made the researcher interested to apply a method called English bingo game, and the method was assumed suitable to the problem and the level of the students.

C. Design of the Research

This research will be done some cycles. In order to find out the best way to teach vocabulary through using Bingo game by using cooperative learning to students. The research would like to present a model or action research stated by Kurt Lewin that there are four stages in the prosedure of this research, as follow: planning,

action, observation, and reflecting. The basic competence has been focused in this classroom action research, namely the competence in mastering vocabularies through Bingo Game. ¹

The relation of the first until the fourth items show an action cycle or recur program. This cycle has been the characteristic of the classroom action research that it has run in cycle form. If drawn in visualization, this Kurt Lewis theory is clearly defined as follow.



Picture 3, *CAR Design Kurt Lewis Theory*²

¹ Kustianti, "Teaching Vocabulary By Using Jack Card Game", thesis STAIN Palopo (action research given to the students at the tenth year of MAN Palopo) ,p,43

² Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Rineka Cipta: Jakarta, 2006), P. 92

D. Research participant

The participant of the research as follow:

1. English teacher

English teacher is a collaboration of the researcher in research, where the English teacher does observation when the researcher teaching in this class and evaluator.

2. Students the position of students in this research as subject of research, where researcher hopes after researching the students can improve their vocabulary.

3. Headmaster

The position of headmaster in research is facilitator.

E. Technique and Instruments of Collecting Data

1. Techniques

The collecting data techniques in this classroom action are:

- a. Test: To find out the students' score.
- b. Observation: To find out the students participation during the using play

Bingo games in teaching vocabulary.

- c. Cooperative learning(make some group students)

2. Interview: To find out the level of successful in implementing the teaching vocabulary through Bingo games.

3. Discussion : Among the researcher as teachers with the collaborators, As a way to make reflection in each cycle.

4. Observation list: it will be useful to observe the students' participation during the playing through Bingo games. The basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.

1) Guide interview list: To find out the level of successful in teaching Vocabulary through Bingo games

2) Discussion: Result among the teachers.

F. Data analysis

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1) Vocabulary Test result : Students' score of vocabulary test was counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

2) Activities of students during the learning process: This was analyzed by Considering the students' participation and classified into passive and active classification

3) Implementation of learning vocabulary through Bingo game by analyzing The successful level implementation, then it categorized into success, less success and not success.

G. Procedures of the Research

The action research was conducted through four activities: in which each activity consisted of four steps, as follows;

1. Planning

Planning was the first step of the research procedure, the researcher and collaborator could find a good saluting to solve the problem.

- a. In this section, the research teacher prepares the materials that would be given to the students.
- b. Making a lesson scenario or lesson planning based on the curriculum, and arrange the material of lesson planning
- c. Making the observation paper for observing the condition of learning process.
- d. Arrange the test to know the increasing of the result study after they studied by using bingo game.

2. Acting

After recognizing the possible cause of problems faced by the students at the fifth elementary students of SDN 61 Tondok Alla' Jaya Palopo, the students have difficult in learning English because they have low vocabulary, the action was decided in advance. The action was aimed to solve the problem.

- a. Engage; giving material and picture then they were asked relating to the materials. The students looked at a picture and responded each uses part of the body
- b. Activate; making the students most active in the class trough playing bingo, the students describe and explain the things on the picture.

c. Study; the teacher writing works by correction the vocabulary and the use of certain expressions and asking the other students they are understand or not about the picture.

d. So, by doing the way the teacher know that the students are able to explore their vocabulary through playing bingo.

3. Observing

a. Identification and make note about all of problem that the teacher get when teaching and learning process

b. Doing evaluation which uses the result of the study to know how far the students have improvement

4. Reflecting

The result of the data have been done, it will be continued until can be made as the reflection after action research. The reflection will be discussed with a guidance lecturer while the teacher should make planning for the next cycle. The research plan is the plan for the next cycle which repaired from cycle 1.

In relation with the implementation of action research, the research made some preparation in order to find and implement an appropriate strategy of bingo game instructions for SDN 61 tondok alla jaya. The preparation includes

a. Setting out procedure

b. Developing the main instruments of bingo game.

c. Designing lesson plans

d. Selection vocabulary

- e. Specifying the criteria of success and developing research instruments

H. Working Indicators

The using of Bingo games succeeded if students' average score was ≥ 75 .

The quality of learning and teaching process increased from some cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.





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CHAPTER IV

FINDING AND DISCUSSION

This part of the data presentation and the researcher discuss of the appropriate teaching vocabulary through Bingo game. The data presentation covers of the teaching and learning process and the data of students' performance in writing. Mean while, In the discussion the teaching of Vocabulary through Bingo game and using cooperative learning method in the effort improve vocabulary students.

A. Findings

The action conducted in two cycles covered four meetings. There are two meeting for first cycle and two meeting for second cycle. The obstruction and failure found in the first cycle and then looked for the solution and applied to the next cycle. The result of the research at every cycle could be reported as follows:

1. Cycle 1

The first cycle of this classroom based research consist of planning, acting, observation and reflection.

a. Planning.

In planning stage, some preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score skill students improved vocabularies. This cycle was planned for two meetings. The first meeting focused on giving how to memorized vocabulary. Meanwhile, the second meeting was the time for assessing the students' performance to memorizing their vocabulary.

The treatment was conducted after the subject matter finished to be given, so the students were able to know what the topic had been learned about. The steps done by the teacher were as follows:

1. Asking the students about the subject matter discussed in previous meeting
 2. Prepare some vocabulary to bingo game and blank board. Give the children time to write vocabularies to blank board and asking the students make draw a box to the side three rows and three rows down that number into 9 squares.
 3. Helping students to find out some vocabulary part body
 4. Guiding students to memorizing vocabulary through bingo.
 5. Gave motivates and facilitation to students' in learned groups
- b. Acting

The implementations of the planning during two meetings at the first cycle are as follows. In the first meeting, the teacher started the activities by giving some vocabulary and uses in the body. The steps done in this first meeting were improving vocabulary students'. In this step the teacher can building knowledge their vocabulary through bingo game. Then teacher give model cooperative learning method. last activity assessing the students' performance in memorizing vocabulary students The second meeting some with first meeting focused to improving vocabulary students' through bingo.

To the second meeting same with first meeting is building knowledge their vocabulary through bingo game and in the first cycle the researcher divide 5 groups. And the first group without the picture.

c. Observation

The observation was done simultaneously with implementation for first meeting. Therefore, the collaborator and the researcher conducted observation when the teaching and learning process took place.

During the teaching and learning process, the researcher observed the student's activities by using the observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned. The result of the observation on student's activities during the teaching and learning process it can be seen in the table:

Cycle I

NO	RESPONDENTS	SCORE
1	001	23
2	002	74
3	003	44
4	004	59
5	005	22
6	006	37
7	007	51
8	008	29
9	009	29
10	010	40

11	011	22
12	012	25
13	013	33
14	014	22
15	015	18
16	016	74
17	017	33
18	018	18
19	019	51
20	020	22
21	021	29
22	022	59
23	023	18
24	024	74
25	025	22
	MEAN SCORE	37,12

Table 1. The result of test in Cycle 1

With:

1. 18 – 36 = The activities of students during the learning process and participant students in the classroom.
2. 37 – 59 = doing interaction into learning process.

3. $60 - 74 =$ working task on the square.

On the basis of the obtained data from the observation, the researcher and the collaborator teacher made analysis and reflection. It was found that most of the students took part and enjoyed in the activity. Soon, after the students had completed the activities or the action in cycle 1, researcher ended the class with the classroom language and gave added motivation to increase the will in vocabulary students in action cycle 1.

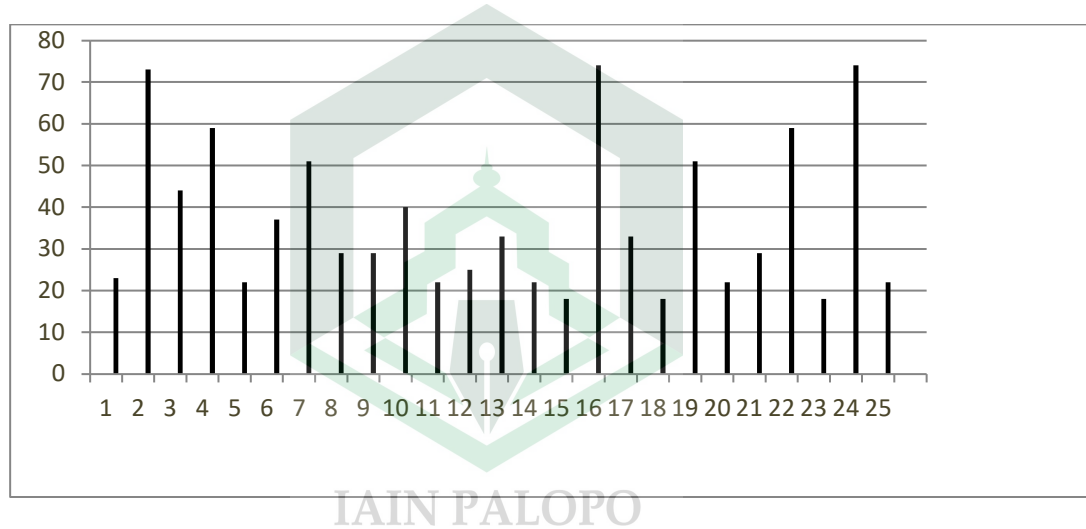


Table 2 : Diagram Result of The test in Cycle 1

1. Evaluation on students' vocabulary showed that the students mastery on vocabulary were mostly in low scores. The mean score was only 37,12

(see table 1)

2. The result of the observation on students' activities during the teaching and learning process.

3. Students' participation during the learning process. The mean score was 40 %
It can be seen in the table below.

OBSERVATION LIST CYCLE 1

NO	RESPONDENTS	STUDENTS PARTICIPATION			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				

13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
24	024				
25	025				
	JUMLAH		15	7	3

Table 3: The observation of students activity in cycle 1

CYCLE 1 Observation

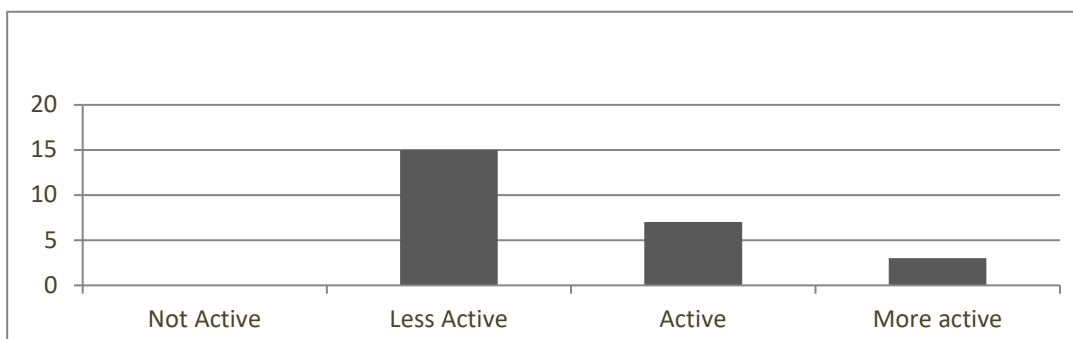


Table 4 : Diagram The Students Participation

d. Reflecting

This step was conducted to know how far the students understand the materials which had been given. The researcher see there is still weakness in the first cycle.

1. Most of the students were still not familiar with the using bingo game. Because they are don't know to play bingo games.
2. Most of the students did not have braveness in learning activities fear to be wrong.
3. Students mostly play than learning.
4. Most of the students less attention clarification of the teacher.
5. Most of the students less active because the factor lazy to learn. They are difficult to pronounce vocabulary in speak English.
6. Most of the students fear wrongly.
7. Most of the students shy to speak English language.

8. From three students is very active they are most happy and understand about play bingo games.

9. From seven students active because they are have seen understand.

10. The student like to play at than learning

11. In the first cycle just three-five vocabulary because the students complaining to memorizing vocabulary.

12. Most of the students answer question 5-6. Because many students do not understanding.

13. Most of the students quiet than give questions.

14. From 25 students 3 students are very active , 7 students are active and 15 students are less active. Students active in the class. (see table 3).

15. The evaluation means score was 37,12 (see table 1).

16. In the cycle 1 the position of the students were arranged in square. But it made the students were less actively participated because they did not flexible.

17. In the discussion, there were only some students active in giving responds.

In order to improve the weakness and to keep the successful in the first cycle, Then the second cycle was planned as follows.

a) In the cycle 2 the positions of the students were arrange into general position.

It can make the students feel flexible.

b) Gave more motivation to the students in order to be active in learning Process.

c) Gave more intensive guidance to the students for understand and pronounce their vocabulary in the bingo games.

- d) Gave more that had relation with the lesson to motivate the students.
- e) Gave awards to the successful person and the most act

2. Cycle II

Similar to the data presentation in cycle 1, in cycle 2 the planning, the implementation of the action, the observation, and the analysis of the reflection are made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the result of the students' memorizing vocabulary and the reflection.

a. Planning

In planning stage, the preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students' to improve their vocabulary this cycles also was planned for two meetings. the first meeting focused on giving picture with cooperative learning method. meanwhile, the second meeting was the time for assessing the students' performance to improve vocabulary through bingo with using cooperative learning.

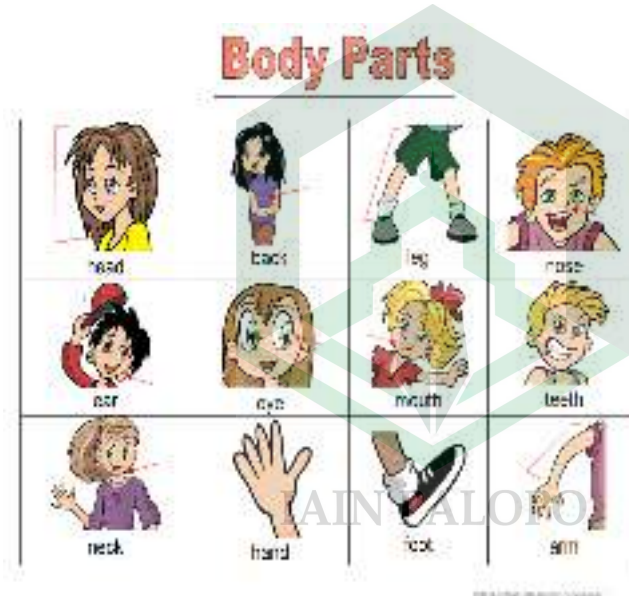
The second cycle to know how far students can improve their vocabulary and to keep the successful in the first cycle, then the second cycle was planned as follows;

1. Give more motivation to the students in study the vocabulary through Bingo game and dividing student in 5 groups.
2. Give chances to the students who got a good score in the previous cycle to share their knowledge about the vocabulary.

3. Giving the time to students to asking.

4. Giving intensive guidance to the students who go difficulties in the first cycle.

5. Prepare some vocabulary to bingo game and blank board. Give the children time to write vocabularies to blank board and asking the students make draw a box to the side three rows and three rows down that number into 9 squares. Beside that the teacher feature some picture body as follow;



6. Giving awards to the successful person and the most active students.

b. Acting

Just like what the teacher have done in cycle 1, this cycle was also implemented in 2 meetings. Based on the acting there are some weaknesses found in cycle 1, in the first meeting, the researcher emphasized to improve vocabulary through picture and using cooperative learning.

The implementation of cycle two have created and the students can interesting the students were enthusiastic in the activities with the classroom language though all of the students understood. However, they seemed to be optimistic that if classroom language is constantly applied. In addition, they were not afraid of making mistakes when they interaction with activities performed. The second, the research performance was higher than the students'. He played role more dominantly than the students in the classroom activities. In order to vocabulary can improve, she should be constantly motivate the students to interact by making the students no bore study on the classroom. in addition, he should complement the students who use picture in playing bingo with through method cooperative learning to answer some questions about uses from part of body and divide students in 6 groups and change the group or random to the students to each groups.

c. Observing

The second meeting was focused on assessing the students' performance in improve vocabulary students' through play bingo game by using cooperative learning method. During the teaching and learning process, the collaborator observed the researcher's activities and the researcher observed students' activities by using the observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned.

CYCLE 2

NO	Respondents	Score
1	001	66
2	002	100
3	003	74
4	004	77
5	005	55
6	006	63
7	007	85
8	008	85
9	009	66
10	009	51
11	011	55
12	012	63
13	013	77
14	014	52
15	015	52
16	016	100
17	017	85
18	018	63
19	019	100

20	020	85
21	021	77
22	022	74
23	023	53
24	024	74
25	025	53
	Mean Score	71'4

Table 5 : The result of the test in Cycle 2.

With :

1. 18 – 36 = The activities of students during the learning process and participant students in the classroom.
2. 37 – 59 = doing interaction into learning process.
3. 60 – 74 = working task on the square.

On the basis of the obtained data from the observation, the researcher and the collaborator teacher made analysis and reflection. It was found that the students' were more active and motivate in teaching learning process.

The score show that the mean of the students' score in writing obtained in cycle 2 was 70. There were 100% or 25 students' got the score greater than or equal to 70 there for, the action research was completed accordingly. The score of the improvement of students' final writing on the first cycle can be seen as follow:

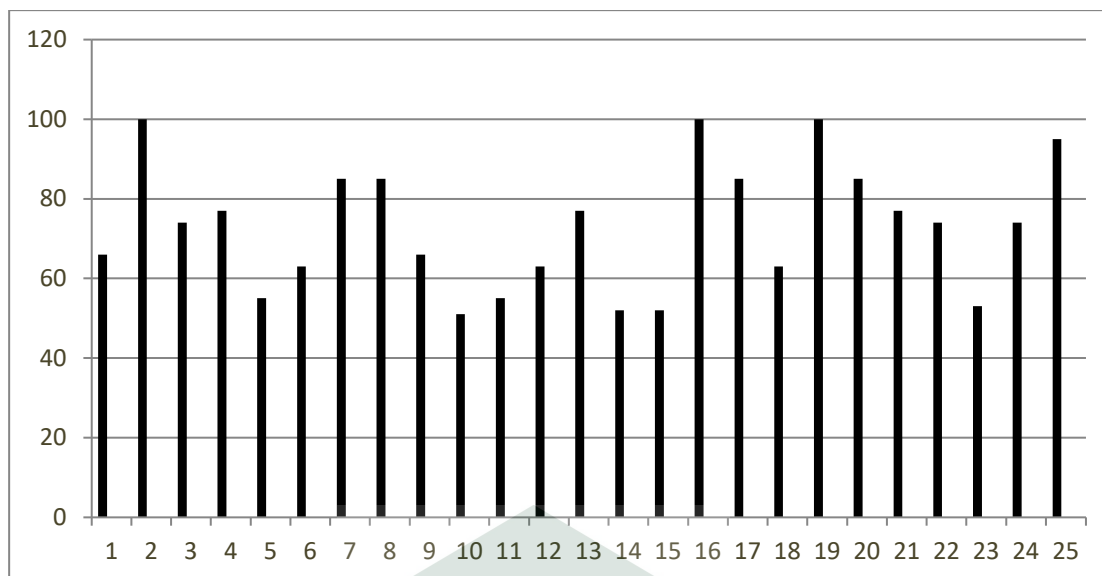


Table 6 : diagram Students Score in Cycle 2

1. Evaluation on students' vocabulary showed that the students mastery vocabulary were mostly in good score. The mean score was 71'4 (see table 5).
2. The result of observation on students' during the teaching and learning process. The mean score 80%. It can be seen in the table below.

OBSERVATION LIST CYCLE

NO	RESPONDENTS	STUDENTS PARTICIPANTION			
		NO ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001				
2	002				
3	003				

4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
24	024				

25	025				
	JUMLAH		5	13	7

Table 7 : The observation of students activity in cycle 2

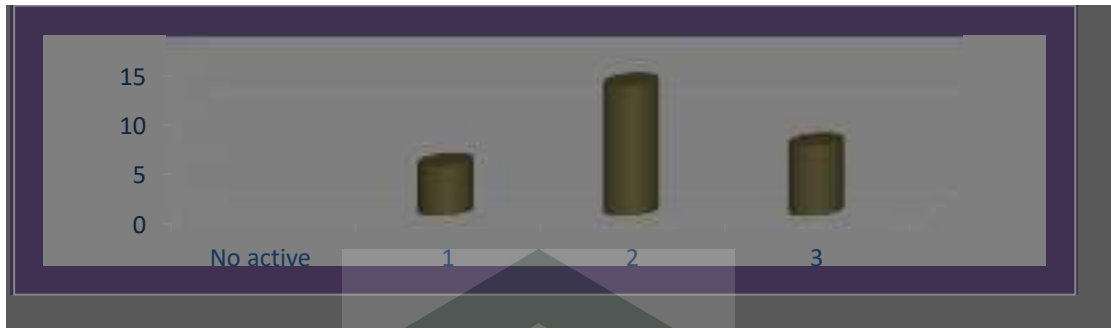


Table 8 : Diagram the students Participation

d. Reflecting

Some successful points in the second cycle as follow:

1. Most of students were familiar with application of bingo game method in teaching vocabulary.
2. Most of the students' ability to learning English are improved
3. The students can understand about learning bingo game.
4. Most of the students paying attention clarification by the teacher. Until the students can understand.
5. Most of the student active learning, because they are fun playing bingo game.
6. Most of the student have is bright.
7. Most of the students are not shy to speak.
8. Most of the students active to learning vocabulary, because they are can understanding about playing bingo.

9. The students can understand and they quicker memorizing vocabulary with using bingo game.

10. The second cycle score students more the best than first cycle. Because the students can memorized vocabulary.

11. The students can understand. What the teacher explained.

12. Most of the students have fun when they answer question.

13. From 25 students, 15 students' are less active, 3 students' are very active and 7 students active in the class. Students'. (See table 7).

14. The students more active learning, 13 students were active, 7 students were very active, 5 students was less active, and none of students was not active

15. The ideal mean score have achievement, in the first cycle was 37,12 then in the second cycle was 71,4.

It means fulfilling pass standard, so the students' score of test in second cycle was increasing and based on result their observation made by observer to activities researcher executing teaching vocabulary by using bingo game was good.

The researcher concluded the best way in teaching vocabulary by using bingo games are:

- a. Give more motivation like giving wise word that can built students' spirit to study hard and to be active in learning process.
- b. Give more intensive guidance to the students about the material
- c. Give some kinds of games which relate to the lesson, so that can motivated students to studies

- d. Giving award such as little gift to the successful and the most active students
- e. It means 80% active in learning process and 20% is not really active. The condition of the class was not noisy. The ideal mean score have achieved: 71,4 in the discussion, some student's active in giving responds to talk about the topic that the researcher.

B. Final Result

Based on the final result above shows that the ability students in improve vocabulary after applied playing bingo in cycle 1 students less active achievement score there are 37,12 and 15 less active and in the cycle 2, all of the students very active although only 5 less active the score in the cycle 2 can improve are 71,4.

Based on the pre-Observation, the researcher got same data about the students' condition of the class, including students the problem. After interview between researcher and the students, many students have difficult in memorizing vocabulary because of low technique of memorizing. The researcher applied bingo game with using cooperative learning technique one of the way to improve their vocabulary and the steps way of the teaching using bingo game as follow;

- a. Ask children to draw a box to the side three rows and three rows down that number into 9 Box.
- b. Write down the boxes with the names of part of body that have been determined teacher prepare the materials about part of body.
- c. After the students put the names part of body in a box of at random.
- d. The game begins! Ask the children to listen carefully to the teacher's name is

pronounced part of body.

e. Teachers say the names part of body such as leg , students must give a cross in the box that says leg ,

f. The winner of this game is a kid who managed to make a diagonal, vertical or horizontal of the boxes that have been crossed.

g. When the boy managed to make a line of 3 series crossed-box (be diagonal, vertical or horizontal), say BINGO!

The data which had been analyzed indicate that there was improvement between first cycle and second cycle, as follow

a. The first cycle

Based on the analysis from the students' test in cycle 1, the mean score in the first cycle is 37, 12. Based on the observation activities made by researcher and observer to the first cycle was found some weakness in the teaching they are: (1) Most of the students were still not familiar with the play of bingo game. Because they are don't know to play bingo games.(2)Most of the students did not have braveness in learning activities fear to be wrong.(3)Students mostly play than learning.(4)Most of the students less paying attention clarification of the teacher.(5)Most of the students less active because the factor lazy to learning don't know . they are difficult to pronounce vocabulary in speak English.(6)Most of the students fear wrongly.(7)Most of the students shy to speak English language.(8)From three students is very active they are most happy and understand about play bingo games.(9)From seven students active because they are have seen understand.(10)The student like to play at than

learning.(11)In the first cycle just three-five vocabulary because the students complaining to memorizing vocabulary.(12)Most of the students answer question 5-6. Because many students no understanding.(13)Most of the students quiet than give questions.(14)From 25 students very active 3, active 7 and less active 15 students active in the class. (see table 3)

(15)The evaluation means score was 37,12 (see table 1). (16) Some students did not understand how to pronounce some vocabularies.

1. The Second cycle

The mean score in the second cycle increased to be 71, 4. The result of the observation student's activities showed that student's activities showed active 80% in learning process. In the second cycle there was a significant increase of students' score. There were 7 students got very active, 13 students active, 5 students less active and 0 students not active. The researcher had known that by applying bingo game method maker and board media, the students understanding in learning vocabulary

From the explanation researcher above, the writer concludes that in the teaching vocabulary, by using bingo game with marker and board media in teaching vocabulary to the students can increase.

C. Problem and Solution

1. The mistakes which were made by the students on the first test, less understand and insufficiently notices the explained from the teacher. But the researcher always gave the explanation, so on the next test the same mistakes can be decreased.

2. Cheating with other students.

The lazy to learning and they are cheating with their friends than produce their own memorizing vocabulary. But the researcher change of the way like apply the picture part of body, until they can find easily mean from vocabulary.

3. Students difficult in the learning.

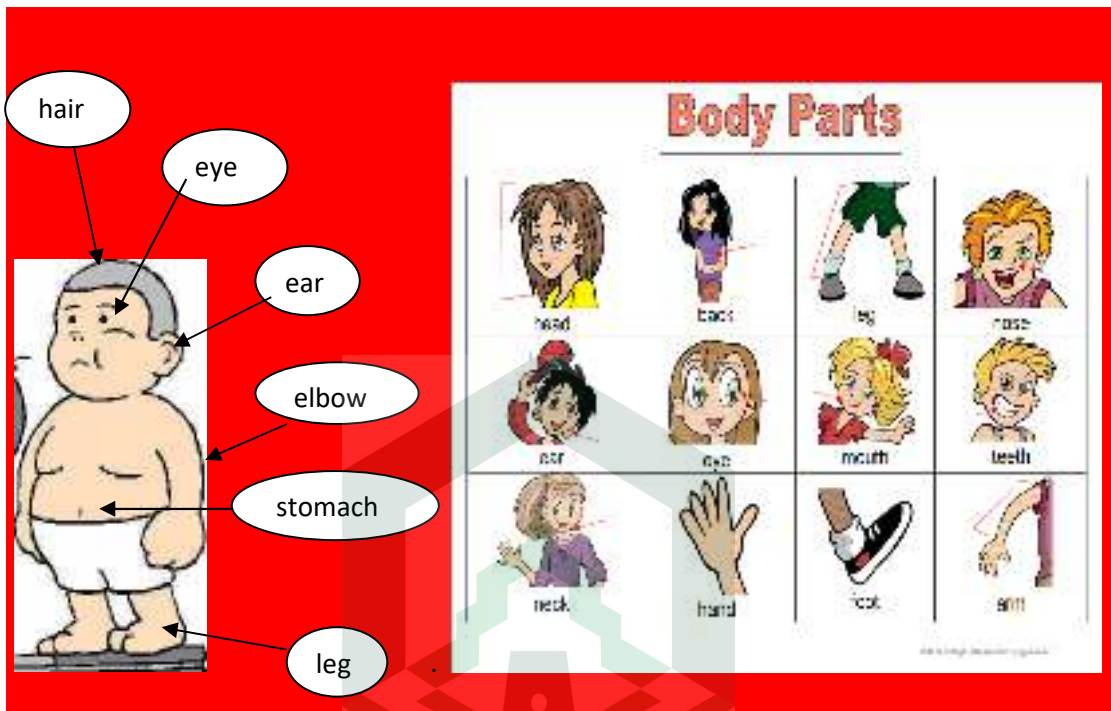
There are some students less understanding play bingo, but the researcher give one of the way is cooperative until merge between students understand and students less understand.

D. Discussion

This part of the discussion of the teaching vocabulary through bingo game with using cooperative learning to implemented and improve the ability in mastery vocabulary students'. The appropriate way in teaching Vocabulary by through Bingo game is using the picture and cooperative learning. All the element that had been proved effective and applicable to improve vocabulary at the fifth elementary students of SDN 61 tondok alla jaya palopo. The researcher has discussion the result of the data analysis according with the scope of the research. The discussion is to know the students improvement in teaching vocabulary through bingo game by using cooperative learning.

Based on the result of data analysis, the researcher find the teaching vocabulary through bingo game can improving with using cooperative learning method and effective in to teaching vocabulary at elementary students of SDN 61

Tondok Alla Jaya Palopo. It can be seen on the table before and after giving treatment.



Based on the picture can help students to know part of body. This is one of the appropriate way to improve vocabulary students'.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, Teacher can use bingo game to teach vocabulary to students. The relation of the vocabulary is bingo games and cooperative learning very influential to improve vocabulary students.

In research the researcher using two cycle, namely cycle I and II. However every cycle there are four indicators that had analyzed namely ;

1. Planning

- a. In this section, the researcher (teacher) prepared the materials that were given to the students.
- b. Making lesson planning based on the curriculum and arranged the material of lesson planning and it should be improve vocabulary oriented.
- c. Making the observation paper for observation the condition of learning process.
- b. Arranging to the test know the students increasing after they studied vocabulary through bingo game by using picture and cooperative learning. In this section, the research teacher prepares the materials that would be given to the students.

2. Acting

- a. Engage; giving material and picture then they were asked relating to the materials. The students looked at a picture and responded each uses part of the body
- b. Activate; making the students most active in the class trough playing bingo, the students describe and explain the things on the picture.
- c. Study; the teacher writing works by correction the vocabulary and the use of certain expression and asking the other students they are understand or not about the picture.
- d. So, by doing the way the teacher know that the students are able to explore their vocabulary through playing bingo.

3. Observing

- a. Identification and make note about all of problem that the teacher get when teaching and learning process
- b. Doing evaluation which uses the result of the study to know how far the students have improvement

4. Reflecting

The result of the data have been done, it will be continued until can be made as the reflection after action research. The reflection will be discussed with a guidance lecturer while the teacher should make planning for the next cycle. The research plan is the plan for the next cycle which repaired from cycle 1.

5. Planning the action

In relation with the implementation of action research, the research made some preparation in order to find and implement an appropriate strategy of bingo game instructions for SDN 61 tondok alla jaya.the preparation includes

- a. Setting out procedure
- b. Developing the main instruments of bingo game.
- c. Designing lesson plans
- d. Selection vocabulary
- e. Specifying the criteria of success and developing research instruments.

In order to decreased the weakness and to keep the successful in the first cycle, then the second cycle was planned as follow ; gave more motivation, gave more chanced to the students who got score to share their knowledge about the

vocabularies, gave more intensive guidance to students got difficulties, and gave an award to the students when highest score.

In the second cycle the result of the test shows that the level students interactive improve their vocabularies. The mean of the best it 71 it means there is an increased score of the mean. it is above the maximum requirement of mastery vocabulary.

To solve the problem the researcher and the teacher planed to fix the lack in the cycle II by giving students different strategy to get maximal score based on the criteria of success.

The problem in the first cycle attracted the researcher and partner continued to In this study the researcher had conducted collaboration classroom action research which means that in conducting this study the researcher involve a collaborator to assist in handling this research. Glenn Huntley say, Teaching of bingo game would be one of the later stages of the process mastery vocabulary. This was relevant and help the collaborator find new idea, the researcher claiming to need of collaboration or cooperation in action research was of paramount importance for the success of the research.¹

The researcher believed that the finding of this study would be more objective that was why, the researcher conducted collaboration with Mrs. Resni, as the teacher of the class and the researcher acted as the observer.

¹ Huntley Glenn, "http://www.teaching_vocabulary_by_young_learners" accessed on February 2013

The analysis students' of SDN 61 tondok alla jaya palopo in teaching English the researcher find that the students had less interest in teaching vocabulary, because the mastery vocabulary still low. So the students' still difficult to mastery their vocabulary.

Teaching young learners are more difficult than teaching teenagers or adults because young learners are very easy to be bored. So, the researcher combination with games.

The using games will make them easier to remember, understand and recognize the vocabularies that will be used. Young learners can be categorized as kindergarten or elementary students. Games is thing interest to be done, entertain. Game will be interesting since it more complete and challenge.²

The first basic in mastering English language is vocabulary, In mastering the English skills the basic thing that students have to learn and understand is vocabulary because vocabulary is a key to learn any language. It is easier to use games and can makes the students feel enjoy in learning vocabulary and it will be easy for them to acquire the lessons.³

The material in this research is the same because the researcher only apply one materials in two cycle but the different in cycle I and cycle II. The first cycle as follow;

² Huntley Glen, '<http://www.Teaching vocabulary by young learners>' accessed on February 2013

³ Hunan David, '<http://www.Practical English Language Teaching>' accessed on January 2013

- a. the first cycle dividing 5 groups so, each groups 5 students.
- b. the first cycle only the playing bingo game and make question to know the mastery students in improve vocabulary.
- c. play bingo without using the picture.

And the second cycle as follow;

- a. the researcher dividing 6 groups each groups 4 students.
- b. the second cycle using the picture part of body.

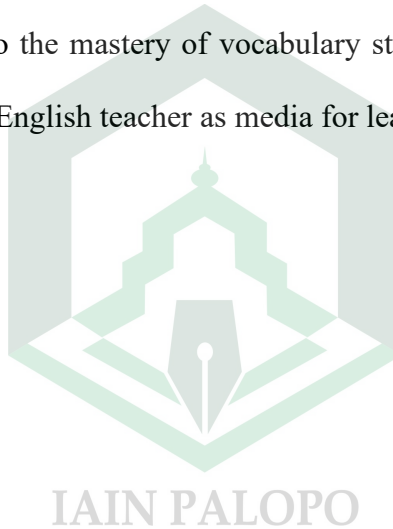
As the writer has explained above that young learners are often being bored when they are learning language especially in learning vocabulary, it will be enjoyable learning if the teacher use varieties method or activities in teaching vocabulary such as games. According to Jones, (Jones in Teaching English to Children) game is played one or more players to compete something or collaborate for playoffs based on the rules that are set. Games are one of interesting method or activities that can be used to teach especially in teaching young learners. In this case, games help the students to learn vocabulary effectively. They will not be bored and will acquire the lessons easily.⁴

The means score of students before giving treatment giving 31, 12 and the score of students after giving treatment is 71, 4 It means that after giving treatment is better than before. Teaching vocabulary through Bingo games is one effective and an

⁴Jones, "Teaching English to Children, "<http://www.scribd.com/noline.Teaching Vocabulary> Accessed on February 2013

interesting way that can be applied in any classroom. Bingo games not only fun but make the students enthusiasm for learning

The data above, the writer concluded the application of bingo game in teaching vocabulary at SDN 61 Tondok Alla Jaya Palopo , very good and the students not bored. However, the application methods in cycle II improve than Cycle I. So, in this research, the researcher found that teaching vocabulary trough bingo game by using cooperative learning can increasing vocabulary students and give motivation in learning English and also the mastery of vocabulary students can improve, so bingo game can be applied by English teacher as media for learning.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

On the basis of the research findings conducted, there are some conclusion can be drawn as the answers of the research questions.

The result of study, the researcher found the problem statement the appropriate way in teaching Vocabulary by using Bingo game, in the first cycle, The was improvement the vocabulary through bingo game using cooperative learning, and the researcher done steps as follow; playing bingo and give some vocabulary that related the materials, then the second cycle the researcher using the picture of the students.

In the second cycle the result of the test shows that the level of students' through bingo game by using cooperative learning and the picture into study There is a big significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning

In the class the students enjoyed the learning process because the technique that was implemented in the class was new for them and made them comfortable. Their seriously in learning process, although there were some students not participated themselves in learning process and make students fun in the class not bored.

B. Suggestions

From the advantages of using Bingo Game in study vocabulary, the writer would like to give some suggestions to be considered by English teachers as follows:

1. To Teachers

The regarding the bingo game using cooperative learning can effectively assess and improve the vocabulary students'. English teacher are recommended to apply this strategy in teaching vocabulary at elementary level by also considering their students' level and the designs of the lesson plans.

2. To Students

The advantage of bingo game using cooperative learning technique at students specially in elementary school to English language more active and not bored, so that this method give benefit which good to them. Besides give opportunity for more creative, can build their vocabulary. Bingo game not only teaching vocabulary but how to teaching work in group.

3. To Future Researchers

This study is action research in which the result is very typical and cannot be generalized, so the researchers give materials to students of bingo game at the same topics in higher level to verify the strength of this model in assessing and improving the students' writing ability. The suggestion from the researcher is don't using of same the topics of the materials in teaching learning.

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