CHAPTER 1
INTRODUCTION

A. Background of Study

Many countries all over the world, including Indonesia, regard English as the first foreign language to learn. English is as a means of communication in almost all countries, including Indonesia. English is then assumed as being an important subject that must be taught at schools. In the context of Indonesia, English as a foreign language is a compulsory subject to be taught in all schools from junior high to senior high schools. Even in a number of elementary schools, English is offered as an elective subject or local curricular content.

There are some reasons why English is offered as an elective subject or local curricular content. First, in line with the government’s plan on the nine-year basic education, English has been taught at elementary school. The function of learning English in elementary school is as follows: by studying English, the students are expected to have a means to develop their knowledge of science, technology, and culture so that they can grow up with Indonesian personality. Later, the students are expected to be able to support the development of tourism industry (GBPP Mulok SD, 1995: 1). The objectives of teaching English to elementary school students as a local content course of study are: “The students are expected to have the skills of scrutinizing, speaking, reading, and writing in simple English, with emphasis
on communication skills using selected topics related to their environmental needs such as tourism industry at Central Java” (GBPP Mulok SD, 1995: 2).

Second, the aim of teaching English in the elementary school is to motivate them to be ready and self-confident in learning English at higher level of education. English in the elementary school is as an introduction of a new language. So, it is still as local curricular content.

Dealing with English as a local curricular content, the students of elementary school also learn vocabulary as one of the language components. Vocabulary is one of the important four language components in learning language, especially English. It is an important element that cannot be separated from the other component in language learning process. No wonder, it becomes so important for them to learn and master it. It happens when one who is learning a language has a great mastery on vocabulary, he will succeed in using the language being studied either in the context of spoken or written language. By learning vocabulary first, the students will be able to communicate in English. By mastering the vocabulary, the students can speak English fluently. The students do not need to be shy in communicating with others.

However, the students of elementary school especially the students of grade four still have limited vocabulary stocks because they learn English for the first time in the grade four. Moreover, they have not got English lesson before. So, they have not known and understood many English vocabularies yet. The students in elementary school are difficult to learn something new.
For example in English lesson, they are difficult to memorize the meaning and spell the letter in learning vocabulary. They can usually memorize the vocabulary if the vocabulary is short word. If the vocabulary is long word, they are difficult to spell and write the vocabulary. The more vocabularies they learn, the more they get a low memory of the previous vocabulary. So, they should have a high motivation to learn from the time to the time.

Besides that, there is little effort to use media that support them in learning English, such as English songs, video about English lesson, etc. As we know that, the students in the elementary school are visual and auditory learners. They prefer learning something by doing something to reading a book. They learn what they see and what they listen to.

Based on a pre-observation result conducted by the writer to the students of grade four at SDN 2 Purbalingga Lor, in the academic year 2010/2011, the common problem was then teacher did not apply the appropriate method and interesting media in teaching vocabulary, so the students feel bored and uninterested in joining teaching learning process.

Actually, there are a lot of efforts to overcome the problems. One of them is using O-Bingo game. O-Bingo game can be used as a medium in teaching learning process. Students will study vocabulary from this game. The writer will use this game for keeping interest and motivating up the students.

O-Bingo game is a vocabulary game which is modified from Bingo game. Actually, both of them are the same, but the procedure of each is
different. O-Bingo game is suitable to teach vocabulary. In this game, the students learn how to write the words, how to listen and scratch the words with the words that they listen to. In this case, the teacher has important roles to be a leader and motivator. As a leader, the teacher should determine the theme of vocabulary that will be taught. It is appropriate with the update syllabus. This game has some advantages such as, it can encourage all students to be active in the class, and it doesn’t need much equipment to play it.

So, the writer did a research in SD Negeri 2 Purbalingga Lor to find out the effectiveness of O-Bingo game in teaching English vocabulary.

B. Reason for Choosing the Topic

There are some reasons why the writer is interested in choosing the topic and doing a research:

1. Vocabulary is an essential element in a language. It can improve the four language skills (listening, speaking, reading, and writing). So, it is important to find out how to teach using O-Bingo game to make students fun in learning vocabulary.

2. O-Bingo game is easy to do because it just chooses the vocabulary and scratches if the vocabulary is the same as the leader. It needs a little equipment. It only needs a piece of paper and stationary.
C. The Problem of the Study

The problem of this research is stated by a question: Is O-Bingo game effective to teach English vocabulary at grade four students of SDN 2 Purbalingga Lor in the academic year 2010/2011?

D. The Aims of the Study

The aim of the research is to know the effectiveness of O-Bingo game in teaching English vocabulary at grade four students of SDN 2 Purbalingga Lor in the academic year 2010/2011.

E. Clarification of Terms

The title of this research is “The Effectiveness of O-Bingo Game in Teaching English Vocabulary at Grade four at SDN 2 Purbalingga Lor in the Academic Year 2010/2011”. To avoid any possible misunderstanding, the terms are clarified as follows:

1. Vocabulary

Vocabulary means the total number of words, which (with rule for combining them) make up a language (Hornby, 1974: 957)

2. O-Bingo Game
   a. Game

Games also help the teacher to create contexts in which the language is useful and meaningful. According to Andrew Wright, David Betteridge and Michael Buckby, the learners want to take part
and participate in playing game because by playing game especially O-Bingo game, the students are fun and active in the class.

According to Ayu Rini (2008: 11), English games can be a cognitive games or action games. Action games are based on Total Physical Response activities, where students give a response to a sequence of instructions, questions or drawing without speaking. Action games are very appropriate given the students at the elementary level.

b. O-Bingo

According to Ayu Rini (2008: 67), O-Bingo is a modification of the Bingo game, where players will also select vocabulary that they want and then match with a vocabulary selected by the leader game.

3. Effectiveness

According to Tuckman (1985: 152), effectiveness occurs based not on the specific of interaction but, rather on the simple fact that the experiment is being conducted.

F. The Contributions of The Research

The effective contributions of O-Bingo game which are expected from this study are:
1. For the Teacher

Hopefully, O-Bingo game can be an alternative activity especially in teaching English vocabulary. As we know that the vocabulary materials in Elementary School are so many kinds. The students still get difficulty in understanding the meaning and remembering the vocabulary. So, the researcher hopes that it will be effective media in teaching English vocabulary for the students of grade four.

2. For the Students

By applying this game, the researcher hopes that it will be a new breath in the activity of teaching and learning process. Students are easy to get bored in following the lesson. O-Bingo game can be a way to motivate them. The most important one is that the students can mastery to understand and remember English vocabulary by playing O-Bingo game.