© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

THE COMPARATIVE STUDY BETWEEN THE STUDENTS' VOCABULARY ACHIEVEMENT IN LEARNING ENGLISH THROUGH BINGO GAMES STRATEGY AND MEMORIZING STRATEGY AT SEVENTH GRADE STUDENTS OF *MTs NEGERI CISAAT SUMBER KAB. CIREBON*

A THESIS

Submitted to the English Education Department of the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon in Partial Fulfillment of the Requirements for Islamic Scholar Undergraduate Degree in English Education (S. Pd.I)

DEWI NURBAETI WIDIANINGSIH

REG NUMBER: 58430519

THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES CIREBON

2012

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

Dewi Nurbaeti Widianingsih: *The Comparative Study between the Students Vocabulary Achievement in Learning English through Bingo Games Strategy and Memorizing Strategy*

The writer believes that achieving vocabulary is a basic need for using language correctly and properly in communication. Though according to her lifetime experience, she finds that vocabulary has been a problem in English lesson and that it needs improvement in the junior high school. After conducting pre-research, she found that vocabulary problems remained in the seventh grade students of *MTs Negeri Cisaat Sumber*. One of them is the using of memorizing technique as conventional technique that is used by the teacher during vocabulary teaching and learning. Then she found the possible solution to overcome the vocabulary problems by using bingo games strategy. Therefore, she decided to write the thesis about the topic.

This thesis is written to solve problems that appear in the teaching and learning vocabulary so that the students can increase their attention, enthusiasm, and motivation in learning vocabulary, can remember and understand the meaning of words easily, can spell and pronounce words correctly. Then at the end, the students' vocabulary achievement in learning English can be increased by using bingo games strategy.

Vocabulary is the total number of words in language. A bingo game is a game that is very useful for English vocabulary learning. Memorizing is a learner technique in language learning especially vocabulary learning.

The method used in this research is quantitative method particularly experimental research. The research was conducted from May 21st until July 20th 2012 at the seventh grade students of *MTs Negeri Cisaat Sumber*, Cirebon. The research data are collected by using observation, interview and test. The observation includes the objective condition of school and classroom observation to observe the students' behavior and vocabulary achievement performed by students. The writer interviewed an English teacher about the teaching and learning English at the school. Test includes pre-test and post-test. The data are analyzed through t_{test} formula.

The research findings prove three important things. First, the students' vocabulary achievement in learning English through bingo games technique is 74.25. The second is the students' vocabulary achievement in learning English through memorizing technique is 65.75. The third, there is positive and significant comparison between students' vocabulary achievement in learning English through bingo games technique and memorizing technique. It is supported by the absolute value of the obtained t_{test} (5.29) > t_{table} (1.99) or Ha > Ho.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

PREFACE

Alhamdulillahirobbil'aalamiin. All praise and thanks be only for Allah SWT, the Almighty God that gives His blessing and His help so the writer can finish her thesis.

This thesis entitled in **"THE COMPARATIVE STUDY BETWEEN THE STUDENTS' VOCABULARY ACHIEVEMENT IN LEARNING ENGLISH THROUGH BINGO GAMES STRATEGY AND MEMORIZING STRATEGY AT SEVENTH GRADE STUDENTS OF *MTs NEGERI CISAAT SUMBER KAB. CIREBON*"** is a quantitative research presented to fulfill one of the requirements for Islamic Scholar of Tarbiyah Faculty, English Department of the State Institute for Islamic Studies of *Syekh Nurjati Cirebon.*

In the process of her study, the writer received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the writer to whom she can only express her gratitude:

1. Prof. Dr. H. Maksum Mukhtar, MA., Rector of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.
2. Dr. Hj. Huriyah Saleh, M.Pd., Chairwoman of English Educator Department.
3. Drs. H. Effendi., the writer's first supervisor for his patience, guidance, and suggestions.
4. Drs. Tohidin Masnun, M.Pd., the writer's second supervisor for his patience, guidance, and suggestions.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

5. Hj. Patmawati, M.Ag, the headmaster of *MTs Negeri Cisaat Sumber* for facilitating the writer in collecting the data.
6. Hermawan, S.Pd, the English teacher of *MTs Negeri Cisaat Sumber* who has helped the writer in doing the research.
7. The students of the seventh grade of *MTs Negeri Cisaat Sumber* for the cooperation during the research.
8. H. Sahudi and Hj. Nining Aningsih, the writer's parents for their love, supports, helps, prayers, understandings, and everything that they give to the writer.
9. Her beloved sisters, brothers and little nieces and nephews for their love and supports.
10. Her friends in English Department especially for the students of PBI B in Academic Year 2008/2009 for beautiful relationship.
11. Her dearest for all things he has given to her.

The writer realizes that the thesis still has many mistakes and inaccuracies. Therefore, she accepts gratefully every suggestions, criticisms and comments from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially those who are interested in the similar study.

Cirebon, on July 2012

Dewi Nurbaeti Widianingsih

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

TABLE OF CONTENT

TITLE PAGE
RATIFICATION
APPROVAL
OFFICIAL NOTE
LETTER OF AUTHENTICITY
ABSTRACT
MOTTO
DEDICATION
AUTOBIOGRAPHY
PREFACE
TABLE OF CONTENT
LIST OF TABLES
LIST OF FIGURES

CHAPTER I INTRODUCTION
A. The Background of Study 1
B. The Identification of the Problem..... 8
C. The Limitation of the Problem 9
D. The Question of the Research..... 9
E. The Aims of the Research..... 9
F. The Use of the Research 10

CHAPTER II THEORETICAL REVIEW
A. The Basic Principles of the Students' Vocabulary Achievement in Learning English..... 11
1. The Definition of Vocabulary..... 11
2. Aspects of Teaching Vocabulary..... 13

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

3. The Techniques in Teaching Vocabulary 18
4. Vocabulary Achievement in Learning English..... 23

B. The Basic Principles of Bingo Games Strategy and Memorizing Strategy.....
.....24

1. The Definition of Games..... 24
2. The Using of Bingo Games in Vocabulary Learning..... 27
3. The Variation of Bingo Games in Language Learning..... 30
4. The Procedure of Using Bingo to Increase Vocabulary Achievement 33
5. The Advantages and Disadvantages of Using Bingo Games in Language Teaching..... 35
6. The Definition of Memory..... 37
7. The Using of Memorizing in Vocabulary Learning..... 38

C. Basic Assumption..... 41

CHAPTER III RESEARCH METHODOLOGY

A. The Objective of the Research..... 43
B. The Place and Time of the Research..... 43
C. The Method of the Research..... 43
D. The Variables of the Research..... 44
E. The Population and the Sample of the Research..... 44
F. The Technique of Collecting Data 46
G. The Technique of Analyzing Data 48

CHAPTER IV RESEARCH FINDINGS

A. The Objective Condition of School..... 52
1. The Profile of *MTs Negeri Cisaat Sumber* 52
2. The Teachers Condition of *MTs Negeri Cisaat Sumber*..... 54
3. The Students Condition of *MTs Negeri Cisaat Sumber*..... 59
4. The English Teaching and Learning at *MTs Negeri Cisaat Sumber*..... 60

B. Research Findings 61
1. The Students Vocabulary Achievement in Learning English through Bingo Games Strategy 62
2. The Students Vocabulary Achievement in Learning English through Memorizing Strategy 64
3. The Comparison between the Students Vocabulary Achievement in Learning English through Bingo Games Strategy and Memorizing Strategy 66

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 75
B. Suggestions 75

BIBLIOGRAPHY 77
APPENDICES

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

LIST OF TABLES

1. Table 1: Curriculum Structure of SMP/MTs 1
2. Table 3: The Numbers of Seventh Grade Students of *MTs Negeri Cisaat Sumber* Academic Year 2011/2012 45
3. Table 4.1: The Teacher's Status, Gender, and Education Background 55
4. Table 4.2: The Subjects and Teachers' Names 56
5. Table 4.3: The Students' Number of *MTs Negeri Cisaat Sumber* 59
6. Table 4.4: The Result of Pre-test and Post-test in Experimental Group 62
7. Table 4.5: The Result of Pre-test and Post-test in Control Group 64
8. Table 4.6: Result Gain of Scores Pre-test and Post-test between Control Group and Experimental Group 67

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF FIGURES

1. Figure 2.1: Components, relationships and aspects of a game 25
2. Figure 2.2: Definitions Bingo 31
3. Figure 2.3: Bingo Grammar 32
4. Figure 2.4: Bingo Useful Verbs 32
5. Figure 4.1: Site Plan of *MTs Negeri Cisaat Sumber* 54
6. Figure 4.2: Organization Structure of *MTs Negeri Cisaat Sumber* 58

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

CHAPTER I
INTRODUCTION

A. The Background of the Problem

It is known that language is one of communication tools. It is used by people to communicate each other whether written or spoken. A.S Hornby (1995: 662) defines that language is the system of sounds and words used by humans to express their thoughts and feelings. It means that language is one of important things in humans' life because by using language people can communicate each other.

In order to use language correctly and properly, someone has to master sufficient vocabulary. The writer thinks that many people agree on the previous statement because vocabulary takes a primary part in many issues of both receptive and productive process of language. For example, someone cannot understand both of what he listens and reads if he does not have any idea about the vocabulary which he listens and reads. Someone also cannot express both of what he wants to say or write correctly if he has no idea about what correct words should be used to express it.

In English classroom environment, based on the writer's experience when both she used to act as student and she was acting as teacher often found the following issues. As a student, the writer often found neither herself nor her friends have no idea about some expression said by the English teacher or written in English textbook, or about how to express what they want to say or write. Besides, when the writer was acting as an English teacher in *Program Pengalaman Lapangan (PPL),*

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

the writer often found students did not know the meaning of some words and they often said in common "*Duuh Miss itu tuh artinya apa sih Miss. Kata-katanya ga ngerti susah banget.*" It indicates that students' vocabulary mastery is unsatisfactory. It needs improvement truly.

Teaching English to junior high school students is very important because it will serve as the main foundation for students to learn English at the higher level. Mukminan et al (2002: 70) say that in its development stage, junior high school students are at the stage of rapid growth period, from all aspects such as cognitive, psychomotor and affective. According to Piaget in Mukminan et al (2002: 70), a period that began at the age of 12 years, which is the same as the old of junior high school students, is called as a period of formal operations. At this age, the students have the ability to think symbolically and to understand something meaningfully without the need for a concrete object or even a visual object. It means that students can understand something that is imaginative.

At this stage of development is also developing the seven intelligences in the Multiple Intelligences proposed by Gardner in Larsen (2000: 169-170), they are: 1) Logical/mathematical intelligence; 2) Visual/spatial; 3) Body/kinesthetic; 4) Musical/rhythmic; 5) Interpersonal; 6) Intrapersonal; 7) Verbal/linguistic. The explanation of those Multiple Intelligences are as follows:

1. Logical/mathematical intelligence is the ability to use numbers effectively, to see abstract patterns, and to reason well.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

2. Visual/spatial is the ability to orient oneself in the environment, to create mental images, and sensitivity to shape, size, and color.
3. Body/kinesthetic is the ability to use one's body to express oneself and to solve problem.
4. Musical/rhythmic is the ability to recognize tonal patterns sensitivity to rhythm, pitch, melody.
5. Interpersonal is the ability to understand another person's moods, feelings, motivations, and intentions.
6. Intrapersonal is the ability to understand one and to practice self discipline.
7. Verbal/linguistic is the ability to use language effectively and creatively.

To accommodate teaching and learning of English in junior high school, the authority of education world in Indonesia has established policy about the possibility to include English in the curriculum as subject such as written on the following:

Table 1

Struktur kurikulum SMP/MTs (Curriculum Structure in *SMP/MTs*)

Komponen	*Kelas dan Alokasi Waktu*		
	VII	VIII	IX
A. Mata Pelajaran			
1. Pendidikan Agama	2	2	2
2. Pendidikan Kewarganegaraan	2	2	2
3. Bahasa Indonesia	4	4	4
4. Bahasa Inggris	4	4	4
5. Matematika	4	4	4
6. Ilmu Pengetahuan Alam	4	4	4
7. Ilmu Pengetahuan Sosial	4	4	4
8. Seni Budaya	2	2	2
9. Pendidikan Jasmani, Olahraga	2	2	2

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

dan Kesehatan			
10. Keterampilan/Teknologi Informasi dan Komunikasi	2	2	2
B. Muatan Lokal	2	2	2
C. Pengembangan Diri	2	2	2
Total	32	32	32

Source: Curriculum Structure of *BSNP* (*Badan Standar Nasional Pendidikan*)

Based on *BSNP* (2006: 123), English is a communication tool both of orally and written. Besides, *BSNP* also state that communication mastery in a whole concept is having discourse ability, namely the ability of understanding and producing oral text and written text which are attained in four language skills; they are listening, speaking, reading and writing. Teaching and learning English in junior high school are aimed that students can achieve in functional level that is communicating both of orally and written to solve the problem. According to the explanation above, the writer concludes that the ideal condition for students of junior high school learn English is they can develop their communication competencies orally and written for achieving functional literacy level well.

There are four skills in English, they are listening, speaking, reading, and writing. To increase those skills, one needs to master vocabulary. Vocabulary achievement is a fundamental requirement in learning a second language. According to Norbert Schmitt (2010: 4) that one thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

Besides, Based on Harold Jarnicki (2005: 6), all the words you know make up your vocabulary. The bigger your vocabulary, the more words you know and the more fun you can have speaking, reading and writing.

Based on the statements above, the writer concludes that vocabulary is an important component of language use especially in language learning. By mastering sufficient vocabulary, it can help both students and teachers in teaching and learning process. Besides, by having more vocabulary and knowing more words, people can speak, read and write better.

While attempting to increase students' vocabulary, teacher should prepare appropriate method to teach vocabulary in order the learning process and results are better. Talking about the appropriate method with the condition of the class, it is questionable to claim that certain method works well with any circumstances of language teaching and learning. It seems because classroom context may different to one another.

Likewise, *MTs Negeri Cisaat Sumber,* Dukupuntang, Cirebon, has a distinct context from other schools. After having observation and doing interview with an English teacher there, the researcher finds some problems, for example:

1. The class activities depend on the textbook, even though all students are yet to have the book so that the lesson does not run well and it often makes both students and teacher get bored with the lesson.
2. Students get difficult to spell and pronounce vocabulary correctly.
3. Students also get difficult to remember the meaning of the words.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

4. The less motivation of students in the teaching learning process because the teacher does not provide the teaching aid to be more fun and attractive. As a result, many students could not concentrate on the materials.
5. The teacher uses conventional method to teach vocabulary in which students have to memorize a set of vocabularies as it is with less teaching media.

Vocabulary is not explicitly taught in classes, and students are usually expected to learn vocabulary on their own without much guidance. Therefore, when vocabulary is taught in classes, the teacher presents word list for memorization. To acquire a number of fundamental vocabulary words in the target language, the students are taught to memorize native and target language word pair using vocabulary list. According to those facts, the researcher thinks that the main problem is the using of conventional strategy that is applied by teacher while teaching vocabulary process. The English teacher often asks students to memorize a set of vocabulary in learning process. So, some students were unsure of many vocabulary learning strategies other than memorization.

The researcher remembers that she has played some games while learning process at her institution. According to Hornby (1995: 486), game is a form of usually competitive play or sport with rules. Besides, Sanchez et al (2007: 50) state that a game is considered a valuable strategy, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

Using game in language learning gives some advantages. Andrew et al (2006: 2) state that games help and encourage many learners to sustain their interest and work. Games help the teacher to create contexts in which the language is useful and meaningful. Based on the definition of game and its advantages above, it can be concluded that a game is a valuable strategy that established by a teaching-learning objective and used to help both of teacher and learner in learning so that the learning process runs enjoyable and meaningful.

According to the explanation above, the researcher thinks that one of good ways to teach vocabulary is by using games technique. Bingo game is a game that can be used as a technique in learning vocabulary. Jeannie (1999: 1201) states that vocabulary bingo is a game for the whole class that encourages students to study and review their vocabulary words. Bingo games can be used as one of strategy to teach vocabulary.

Finally, based on the problem and the potentials of bingo games in improving the students' vocabulary achievement, the researcher would like to conduct the research entitled, **The Comparison Study Between The Students' Vocabulary Achievement through Bingo Games Strategy and Memorizing Strategy at Seventh Grade Students of *MTs Negeri Cisaat Sumber Kabupaten Cirebon*** in Academic Year 2011/2012.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

B. The Identification of Problem

The problem in this research is classified into following sections:

1. The research area

   The researcher does a research about vocabulary. The researcher tries to describe how the students' vocabulary achievement in learning English is.

2. The kinds of the problem

   The researcher identifies the kinds of problems such as:

   a. The students are less interested in the English class.

   b. The students get difficulties to spell and pronounce vocabulary correctly.

   c. The students get difficulties to remember the meaning of the words.

3. The main problem

   The main problem of this research is that the students' vocabulary achievement in learning English is still low. In this research, the researcher describes the students' vocabulary achievement in learning English through bingo games strategy and memorizing strategy.

C. The Limitation of the Problem

In this research, the researcher will limit the problems as follows:

1. The teaching of vocabulary in seventh grade of junior high school will be focused on meaning and spelling and pronunciation.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

2. The media which are used in teaching and learning process will be focused on using bingo games and a list of vocabulary to increase the students' vocabulary achievement in learning English.
3. The research will be focused on the material of English noun vocabulary especially expressing the name of professions.

D. The Questions of the Research

The problems of the study that will be analyzed are:

1. How is the students' vocabulary achievement in learning English through bingo games strategy?
2. How is the students' vocabulary achievement in learning English through memorizing strategy?
3. Is there any positive and significant comparison between the students' vocabulary achievement in learning English through bingo games strategy and memorizing strategy?

E. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. For the students in general, the study could increase the students' vocabulary in learning English.
2. For teachers, the study gives input in enriching their teaching techniques to be implemented in the classroom.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

3. For the researcher, the study could bring her to know the students' vocabulary achievement in learning English through bingo games strategy, the students' vocabulary achievement in learning English through memorizing strategy, and the positive and significant comparison between the students' vocabulary achievement in learning English through bingo games strategy and memorizing strategy. Besides, the study could become a kind of references to conduct the same type of research for other researchers.

F. The Use of the Research

The uses that will be acquired in this research are to solve the problems that appear in the teaching and learning vocabulary so that the students get better understanding about some words, can remember, can spell and pronounce words correctly. Then at the end, the students' vocabulary achievement can be improved through bingo games strategy.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

BIBLIOGRAPHY

Allen, Virginia French. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press.

Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.

Ary, Donald., et al. 2010. *Introduction to Research in Education*. *Rev. ed*. New York: Wadsworth Cengage Learning.

Blachowicz, Camille., and Donna Ogle. 2008. *Reading Comprehension Strategies for Independent Learners. Rev. ed*. London: The Guilford Press.

Cambridge Advanced Learner's Dictionary. 2008. Cambridge: Cambridge University Press.

Cohen, Louis., Lawrence Manion, and Keith Morison. 2007. *Research Methods in Education*. Canada: Routledge.

Fraenkel, Jack R., Norman E. Wallen., and Helen H. Hyun. 2009. *How to Design and Evaluate Research in Education. Rev. ed*. New York: Mc Graw Hill.

Freeman, Diane Larsen. 2000. *Techniques and Principles in Language Teaching. Rev. ed*. New York: Oxford University Press.

Gairns, Ruth., and Stuart Redman. 1986. *Working with Words*. New York: Cambridge University Press.

Haycraft, John. 1978. *An Introduction to English Language Teaching*. England: Longman.

Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English. Rev. ed.* New York: Oxford University Press.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

Jarnicki, Harold. 2005. *Vocabulary No Boring Practice Please*. New York: Scholastic Inc.

Jones, Peter Watcyn. 1993. *Vocabulary Games and Activities for Teachers*. England: Pearson Education Limited.

––––––––––––––. 2001. *Vocabulary Games and Activities 1. Rev. ed*. England: Pearson Education Limited.

Lewis, Gordon., and Gunther Bedson. 1999. *Games for Children*. New York: Oxford University Press.

Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies, Inc.

Lo, Jia-Jiunn., and Fang-li Tseng. 2011. *A Bingo Game for English Vocabulary Learning*. Taiwan: Communication in Information Science and Management Engineering Report Vol. 1 No. 8

Mukminan, et al. 2002. *Pedoman Umum Pengembangan Silabus Berbasis Kompetensi Siswa Menengah Pertama (SMP)*. Yogyakarta: Program Pascasarjana UNY.

Oanh, Duong Thi Hoang., and Nguyen Thu Hien. 2006. *Memorization and EFL Students' Strategies at University Level in Vietnam*. Vietnam: Teaching English as a Second - English Journal Volume 10 Number 2.

Phye, Gary D. 1997. *Handbook of Classroom Assessment Learning, Adjustment, and Achievement*. New York: Academic Press.

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Richards, Jack C., and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching & Applied Linguistics*. *Rev. ed*. England: Pearson Education Limited.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

Sadiman, Arief S., et al. 2002. *Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: PT RajaGrafindo Persada.

Schmitt, Norbert. 2000. *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

––––––––––––––. 2010. *Researching Vocabulary*. New York: Palgrave Macmillan.

Silbermen, Mel. 2005. *101 Ways to Make Training Active*. Rev. ed. San Francisco: Pfeiffer

Smed, Jouni and Harri Hakonen. 2003. *Towards a Definition of a Computer Game*. Finland: Turku Centrefor Computer Science/TUCS Technical Report No 553.

Thornbury, Scott. 2002. *How to Teach Vocabulary.* England: Pearson Education Limited

Ur, Penny. 2009. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.

Weisskirch, Rob. 2009. *Playing Bingo to Review Fundamental Concepts In Advanced Courses*. California: International Journal for the Scholarship of Teaching and Learning Vol. 3, No 1

Wright, Andrew., David Betteridge., and Michael Buckby. 2006. *Games for Language Learning. Rev. ed*. New York: Cambridge University Press.

Yulianto. 2010. *"The Use of Software Games to Improve Students' Vocabulary Mastery."* A thesis of Teacher Training and Education Faculty of Sebelas Maret University, Surakarta.

http://novelinks.org/uploads/Novels/DiaryOfAWimpyKid/Vocabulary%20strategy.pdf (Diary of A Wimpy Kid. *Vocabulary Bingo*.) is accessed on February 29, 2012 at 09.10 a.m

http://litbang.kemdikbud.go.id/content/Buku%20Standar%20Isi%20SMP%281%29.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

df (Badan Standar Nasional Pendidikan. 2006. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah. Standar Kompetensi dan Kompetensi Dasar SMP/MTs*.) is accessed on March 7, 2012 at 11 a.m

http://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CFQFjAA&url=http%3A%2F%2Fdialnet.unirioja.es%2Fservlet%2Ffichero_articulo%3Fcodigo%3D2929437&ei=An3oT_7pBojLrQf97KmMCQ&usg=AFQjCNFZdxxoI6lfAqN0nJWU9H_hTAI8Q&sig2=4ixvPMrn97eJw_l6V7YdQQ (Sanchez, Maritza Maribel Martinez, et al. 2007. *Interactive Games in The Teaching-Learning Process of a Foreign Language*.) is accessed on March 10, 2012 at 10.00 p.m

http://teachers.net/lessons/posts/1201.html (Jeannie. 1999. *Vocabulary Bingo #1201*. Norristown PA.) is accessed on May 18, 2012 at 09.18

http://mnwelementarydaily5andcafe.wikispaces.com/file/view/Vocabulary+Games+for+Middle+School%5B1%5D.pdf (Wolters, Ann. 2010. *Middle School Vocabulary Activities*.) is accessed on May 28, 2012 at 02.30

http://www.mcrel.org/pdf/literacy/0121MM_systematic_vocabulary_instruction.pdf (Stone, Bj., and Vicki Urquhart. 2008. *Remove Limits to Learning with Systematic Vocabulary Instruction.*) is accessed on June 3, 2012 at 10.12