CHAPTER I

INTRODUCTION

Following the needs to gear out information in this present study, chapter one presents some basic required information. In this chapter, the writer discusses background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of Study

Listening is one of important skills in social live. Renandya and Richard, (2002) assume that listening is supposed to have more tremendous necessity for foreign language classrooms. It is essential in language classroom because it gives input for the learners. When listening activity is given, the learners get information that is used to construct the knowledge for using the language. When this knowledge is constructed, speaking can be begun. Therefore, listening is important to learn because it is the basis for the other language skill, especially speaking skill.

Listening becomes the difficult skill for the most students who consider English as a Foreign Language. Xu (2011) declares that the students feel anxious when they get difficult task or something unfamiliar to them. When the learners do not understand the correct pronunciation, some of vocabularies, or good grammar, they can get bored and face difficulty in listening process. Hence, the teacher should make the students easier in learning process through a variety of
activities. By using an interesting activity, the students would not get bored in the classroom and teaching and learning process can run well.

“Bingo” is one of activities in teaching and learning process helps the learners easily to catch what they are learning. Newton (2009:29) states that Bingo is an activity that able to adapt in classroom because it serves the students with many listening and vocabularies practice. The game starts with the teacher reading out simple descriptions of certain topic randomly and the learners guess what is being denoted to. The winner is the learner who covers the matching words in a row in any direction. If the students cannot cross the matching words, they will lose from the game. Hence, the students have to focus listening to the teacher’ description if they want to win the game.

Kavaliauskienë (2000) adds that Bingo could be used as a warmer at the beginning of the lesson, or between certain activities, for example between writing and reading or listening. This activity should not last longer than 10-15 minutes. For instance, when the teacher wants to start listening section based on certain topic, the teacher can apply Bingo game to keep the students’ attention in learning process. In the ends of the lesson, the students can feel easier to catch what they have learned. However, they can feel that teaching and learning process become lively and competitive.

Based on previous study, the most students gave positive responses toward bingo game that was applied in class. Suryani (2008) conducted the research about the techniques that were used by the teacher in teaching vocabulary for fourth and fifth grade students of SD AL-Munawarah Plus. She reveals that
“Bingo Game” is one of techniques in teaching vocabulary for fourth and fifth grade students of SD AL-Munawarah Plus. In Bingo game, the teacher gave gestures while dictating the words must be guessed by the students. The students were very interested, enthusiastic and happy when they played “Bingo Game”. The other researcher, Anti (2012) said that “Bingo Game” that was used by the teacher in teaching vocabulary at seven grade students in SMP Negeri 1 Bangsalsari, got positive responses from the students. They felt fun in learning process, especially in learning vocabulary. Moreover, the students became understand and memorize the meaning of vocabulary easily.

In this research, the researcher wants to conduct the research about the implementation of “Bingo Game” in teaching listening within higher level, especially in senior high school. The way that is used by the teacher in teaching and learning process will determine how the students’ responses would be during teaching and learning process. Therefore, the researcher wants to describe how the teacher implements “Bingo Game” in teaching listening and identify the students’ response toward “Bingo Game” at tenth grade of SMA Muhammadiyah 3 Batu. The researcher wants to this research specifically in order to get maximum result in teaching listening.

1.2 Statement of Problems

Based on the background of the study above, this study focuses on finding the answer to the questions:

1. How does the teacher implement “Bingo Game” in teaching listening at Tenth Grade of SMA Muhammadiyah 3 Batu?
2. How is the students’ response toward “Bingo Game” in listening activity at Tenth Grade of SMA Muhammadiyah 3 Batu?

1.3 Purpose of Study

This study is conducted to get the answer of the research questions. Therefore, the purposes of this study are:

1. To describe how the teacher implements “Bingo Game” in teaching listening at Tenth Grade of SMA Muhammadiyah 3 Batu in order to get a reference for those who want to conduct a research in teaching listening by using Bingo game.

2. To identify the students’ response toward “Bingo Game” in listening activity at Tenth Grade of SMA Muhammadiyah 3 Batu in order to help the teacher in recognizing students’ response toward game and make teaching and learning process better than before.

1.4 Significance of Study

From the explanation above, the result of this study is expected to give benefits for the students, teacher, and next researcher described as follows:

1. For the students, this study is useful for them to make their listening comprehension easier and keep interested in listening activity by doing “Bingo Game”.

2. For the teacher, this study is expected to help the teacher in recognizing each student's response toward “Bingo Game” in teaching listening and make the game in teaching listening more efficient and better than before.

3. For the next researcher, the result of this study can be used as a reference for those who want to conduct a research in teaching listening by using “Bingo Game”.

1.5 Scope and Limitation

In this study, the researcher is analyzing the current game called “Bingo Game” in English listening class. The writer focuses on the implementation of “Bingo Game” in teaching listening and the students’ response toward “Bingo Game” in listening activity. Meanwhile, for the limitation of this study, the writer tries to analyze the implementation of “Bingo Game” in teaching listening and the students’ response toward Bingo Game in listening activity at tenth grade of SMA Muhammadiyah 3 Batu.

1.6 Definition of Key Terms

The definition of key terms of this study is aimed to avoid misinterpretation of the terms that exist in this study. The terms are as follows:

1. Response : a specific behavior that an individual exhibits based on a particular stimulus (Ormrod: 2000).

3. Listening: the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain (Brown: 2000).

To sum up, this chapter has already highlighted the introduction needed to carry out a research namely background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms. These basic information are important for the researcher to give similar understanding about the topic of this present study.