

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to clarify of this chapter, the researcher presents this chapter to review some relevant theories about (a) definition of grammar, (b) types of grammar, (c) teaching grammar, (d) tenses, (e) simple past tense, (e) types of teaching grammar, (f) games, (g) bingo game, (h) previous study

A. Definition of Grammar

According to Thornbury (2006:1), all languages in use can be analyzed at each other of these four levels: text, sentence, word and sound. And the study of grammar consists in part of looking at the way these forms are arranged and patterned. Grammar explain why the sentence *She is buying a dress right now* are acceptable, but why the sentence *Buying she is now a dress right* are not acceptable. It is appropriate with statement of Michael Swan (2005: xix), he said that the rules that show how words are combined, arranged or altered to show some kind of meaning.

Chittravelu, Sithamparam, Choon (2005: 196) said that grammar may be defined as the rules of a language, governing the way in which words are put together to convey meaning in different contexts. Grammar has the rules about how these words change to show different things. For example, “is drinking” shows the action happens now, and “drank” shows that the action happened in the past.

Grammar is essentially about the system and patterns used to select and combine words (Joyce and Burns, 1994: 4). When the people communicate with others, usually they speak in different language, because of it the meaning of the language cannot understand by another. And also, they are using different system. For the other example, when the teacher asked to the students to make good sentences, sometimes they still confused how to make good sentences grammatically. They have to know distinguished about some verbs in the different times. Furthermore, they have to be careful and accurate in make the good sentences. So, they must master grammar well to know their ability in grammar.

Some experts have some the differences about the term of grammar. According to Jeremy Harmer (2007: 32), he stated that the term grammar as the description of the ways in which words are formed and can change their form and can be combined into sentences in order to express different meanings. While according to Hornby (1992: 161), he said that grammar is a description of the structure of the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

Thus, based the explanations above, we can conclude that by studying grammar, we have to recognize the structures, rules, and also the regularity that is the foundation of language so that we can gain the language system. Furthermore, we can know how the words or phrases are combined into sentences by studying grammar.

B. Types of Grammars

Cope (1993) states that Traditional grammar is inherited from the Greeks and Romans. It was passed down through the centuries as a way of helping scholars learn Greek and Latin and so accessed knowledge that was stored in ancient texts and in the contemporary Latin texts of the time. During the Renaissance period, Latin was the language of international scholarship in Europe. Also during the Renaissance era, Traditional grammar was applied to vernacular languages such as English, and began to be used in schools. In eighteenth century, England the use of grammar was an important issue, since English dialects were often so different that speakers from different parts of the country, or from different social classes, could not understand one another. Thus, Traditional grammarians were concerned with establishing a standard written English language shared across speakers of different spoken dialects.

The main thing that Traditional grammar set out to teach was the parts of speech, or what linguists would refer to centuries later as the names of word classes; noun, verb, adjective, adverb, preposition, conjunction and so on (Cope, 1993). Parts of speech tend to be defined semantically, such as a noun is the name of a person, place or thing; a verb is an action word and so on. However, Christie 1981 (cited in Cope, 1993) describes Traditional grammar as a “jail” for teachers who teach this kind of grammar, because those teachers will be bound to teaching language structure without any reference to the learning context. Traditional grammar continued to be taught until the progressive education movement came

to a rise in schools globally in the 1970s and a Formal grammar style was developed and became rapidly popular.

Like Traditional grammar, Formal grammar looks at classes of words, including classes of phrases. Formal grammar is concerned with description of the structure of individual sentences. Formal linguists are strongly influenced by the work of Noam Chomsky. Beginning in 1950s, Chomsky (cited in Cope, 1993) created a revolution with Formal linguistics by showing how the grammar of a language could be represented as a kind of algebra; an abstract list of rules such as those used by the mathematicians or logicians. Chomsky 1965 (cited in Cope, 1993) argued that these rules could be used to explore the limits of language, and that limitations were neurological in origin. Unlike animals, Chomsky suggested, humans were born with an innate language faculty, and it was the job of formal linguists to find out just what this faculty was.

This enterprise excited the interest of linguists around the world and preoccupied linguists for more than a generation (Cope, 1993: 139). Hence, Chomsky's theory views grammar as a set of rules which allow or disallow certain sentence structures. Knowledge of these rules is seen as being carried around inside the mind of each person. Ultimately, more so than Traditional grammar, Formal grammar concentrates on structure, that is the way in which classes of words and phrases are combined. Through this period of teaching both types of grammar some linguists, were thinking to generate one more developed grammar which is Functional Systemic Grammar (Halliday et al, cited in Cope, 1993). Unlike the Formal linguists, who were mainly interested in the relationship

between grammar and mind, Functional linguists were more sociological in orientation, such that they were more concerned with relating grammar to its function within society.

Throughout this period Functional linguists have pursued a range of complementary interests with regards to best practices of teaching grammar. For example, globally, educators have been strongly influenced by the work of Michael Halliday, Professor Emeritus of Linguistics at the University of Sydney. Unlike Formal linguists, Functional linguists have generally dedicated themselves to addressing practical concerns of the application of grammar. Thus, Functional grammar seeks to solve problems such as using words “in context” (Halliday et al 2004). This has led Functional linguists to develop semantically oriented grammars which show how people use language to make meaning in order to navigate their social on their lives (Cope 1993: 139).

According to Thornbury (2006: 7), he stated that types of grammar is divided in two types, they are spoken grammar and written grammar. Spoken grammar is used in casual formal language. Spoken grammar has closely studied that arguments have been advanced in favor of teaching.

C. Teaching Grammar

According to Richards & Renandya (2002), Grammar is the simplest way of learning to reconstruct a foreign language. Grammar teaching formed such as an essential part of language instruction that other aspects of language learning were ignored. Moreover, language teaching was dominated by analyzing

structures and applying rules under the argument that if you knew the grammatical rules of language, you would be able to communicate in the language (Bambang & Utami, 2011: 87).

Joyce and Burns (1999: 29) stated that teacher need to decide whether they see grammar as a set of predetermined rules or whether they see grammar as a systematized resources which language users draw on differentially to meet their communicative needs. There are many ways to view the grammar of a language, and many ways to teach it. For language teacher, there is essential decision which will influence the way they approach grammar in the classroom

Learning grammar rules helps us to make our communication coherent and logical. Understanding the use of noun, verb, adverb, adjective, phrase or clause helps us to write English better. When we write a letter, we need to know the rule of sentence structure and the customs in letter writing. Basic grammar helps a lot to understand literature better. News, stories or poems have a lot of long sentences. By analyzing the grammar of sentences and paragraphs, the readers can enjoy their reading with clarity.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: first, students need overt instruction that connects grammar points with larger communication contexts; second, students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task; third, error correction is not always the instruction's first responsibility.

1. Relevance of Grammar Instruction

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. Compare the traditional model and the communicative competence model for teaching the English past tense:

Table 2.1 The Comparison About Traditional Model and Communication Competence

Traditional: grammar for grammar's sake	Communicative competence: grammar for communication's sake
1. Teach the regular <i>-ed</i> form with its two pronunciation variants	1. Distribute two short narratives about recent experiences or events, each one to half of the class
2. Teach the doubling rule for verbs that end in <i>d</i> (for example, wed-wedded)	2. Teach the regular <i>-ed</i> form, using verbs that occur in the texts as example. Teach the pronunciation and doubling rules if those forms occur in the texts.
3. Hand out a list of irregular verbs that students must memorize	3. Teach the irregular verbs that occur in the texts
4. Do pattern practice drills for <i>-ed</i>	4. Students read the narratives, ask questions about points they don't understand
5. Do substitution drills for irregular verbs	5. Students work in pairs in which one member has read story A and the other story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read

2. Error Correction

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence

building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. *First*, when students are doing structured output activities that focus on development of new language skills, use error correction to guide them.

Example:

Student (*in class*) : I buy a new car yesterday.

Teacher : You bought a new car yesterday. Remember, the past tense of buy is bought.

Second, when students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them.

Example:

Students (*greeting teacher*) : I buy a new car yesterday!

Teacher : You bought a new car? That's exciting! What kind?

D. Tenses

Verb tenses receive a lot of attention in English instruction, in fact; they receive perhaps more attention than any other aspect of grammar. Verbs in

English actually have two parts: the time and the aspect, or way of looking at that time. Time is a universal concept which can be realized as past, present and future. Although the concept of time is universal, time-tense relationship is not. In many languages of the world, there is no syntactic relationship between time and tense.

Tense is any of the forms of a verb that show the time, continuance, or completion of an action or state that is expressed by the verb (Longman Dictionary of Contemporary English, 2000). According to Carter and McCarthy (2007: 405) tense gives information about time, while aspect gives information about the speaker's perspective on time. Thus it could be said that aspect expresses how the speaker views an action. Aspect is a grammatical category that reflects the way which the action of a verb is viewed with respect to time (Greenbaum and Quirk, 1990: 51). Swan (1992) emphasizes the fact that when we want to express whether the action is continuing or a past situation is connected with the present moment, we speak about changes in verb-forms. Changes of this kind are often called changes of aspect (Swan, 1992: 605). There are two aspects in English: progressive and perfect. Both aspects can be combined with all forms of verbs indicating either present, past or future.

1. Comparison of Tenses

There are sixteen tenses in teaching English. The following structure shows the usage of a particular tense and the meaning it conveys when it is used.

Type – I Simple Present Tense is used for expressing habitual action / situation that we see as permanent, whereas **Present Continuous Tense** is used to express a situation that we see as temporary.

Table 2.2 Comparison between Simple Past Tense and Present Continuous Tense

Simple Present Tense	Present Continuous Tense
(+) S + V1 + s/es + O (-) S + Do/Does + Not + V1 + O (?) Do/Does + S + V1 + O Ex: I work at Seema Engineering College.	(+) S + to be (is/am/are) + Ving + O (-) S + to be (is/am/are) + Not + Ving + O (?) To be (is/am/are) + S + Ving + O Ex: She is asking questions in the class.

Type – II Present Perfect Tense is used to describe the past event without mentioning the definite time, whereas **Present Perfect Continuous Tense** is used to describe an action which was started long ago and continued at the time of speaking and time adverbial phrase is used.

Table 2.3 Comparison between Present Perfect Tense and Present Perfect Continuous Tense

Present Perfect Tense	Present Perfect Continuous Tense
(+) S + Have/Has + V3 + O (-) S + Have/Has + Not + V3 + O (?) Have/Has + S + V3 + O Ex: I have taught English in Vaagdevi College Engineering for ten years.	(+) S + Have/Has + Been + Ving + O (-) S + Have/Has + Not + Been + Ving + O (?) Have/Has + S + Been + Ving + O Ex: Ali has been studying English for eight months

Type – III Simple Past Tense describes the action that was already completed, whereas **Past Continuous Tense** is used to describe the action that commenced in the past and was in progress at that time.

Table 2.4 Comparison between Simple Past Tense and Past Continuous Tense

Simple Past Tense	Past Continuous Tense
(+) S + V2 + O (-) S + Did + Not + V1 + O (?) Did + S + V1 + O Ex: My mother went to Malang yesterday.	(+) S + to be (was/were) + Ving + O (-) S + to be (was/were) + Not + Ving + O (?) To be (was/were) + S + Ving + O Ex: They were swimming yesterday night.

Type – IV Past Perfect Tense describing the two past events in a clause structure, the first completed action must be described in the Past Perfect Tense, the action that is completed later in the Simple Past Tense, whereas **Past Perfect Continuous Tense** there are two time expressions, one denoting the duration of an action and another denoting the end of an action (time expression).

Table 2.5 Comparison between Past Perfect Tense and Past Perfect Continuous Tense

Past Perfect Tense	Past Perfect Continuous Tense
(+) S + Had + V3 + O (-) S + Had + Not + V3 + O (?) Had + S + V3 + O Ex: We had left to Surabaya by plane.	(+) S + Had + Been + Ving + O (-) S + Had + Not + Been + Ving + O (?) Had + S + Been + Ving + O Ex: She had been finishing her job since this afternoon.

Type – V Simple Future Tense is used to talk about things we cannot control. It expresses the future as fact, whereas **Future Continuous Tense** to talk about actions which will be in progress at a time in future.

Table 2.6 Comparison between Simple Future Tense and Future Continuous Tense

Simple Future Tense	Future Continuous Tense
(+) S + Will/Shall + V1 + O (-) S + Will/Shall + Not + V1 + O (?) Will/Shall + S + V1 + O Ex: I will go to South Korea next year.	(+) S + Will/Shall + Be + Ving + O (-) S + Will/Shall + Not + Be + Ving + O (?) Will/Shall + S + Be + Ving + O Ex: She will be singing tonight at 07.00

Type – VI Future Perfect Tense is used to talk about actions that will be completed by a certain time in future, whereas **Future Perfect Continuous Tense** is used for actions that will begin in future, will be in progress over a period of time that will be in continuation in future.

Table 2.7 Comparison between Future Perfect Tense and Future Perfect Continuous Tense

Future Perfect Tense	Future Perfect Continuous Tense
(+) S + Will/Shall + Have + V3 + O (-) S + Will/Shall + Not + Have + V3 + O (?) Will/Shall + S + Have + V3 + O Ex: Annie will have finished reading geography boom by the end of this week.	(+) S + Will/Shall + Have + Been + Ving + O (-) S + Will/Shall + Not + Have + Been + Ving + O (?) Will/Shall + S + Have + Been + Ving + O Ex: You will have been working at USA company by the end of this month for five years.

Type VII – Past Future Tense is to explain about activity/ies which will happen in the past when there is another activity in the past, whereas **Past Future Continuous Tense** is used to express about the idea that in the past action/event was predicted, planned, promised, expected, or obliged to be happening (being continued) in a certain period in the past future.

Table 2.8 Comparison between Past Future Tense and Past Future Continuous Tense

Past Future Tense	Past Future Continuous Tense
(+) S + Would/Should + V1 + O (-) S + Would/Should + Not + V1 + O (?) Would/Should + S + V1 + O Ex: My mother would go to Mecca last year.	(+) S + Would/Should + Be + Ving + O (-) S + Would/Should + Not + Be + Ving + O (?) Would/Should + S + Be + Ving + O Ex: He would be sewing his cloth.

Type VIII – Past Future Perfect Tense is used to describe some action that has happened earlier which results in something not to the satisfaction of the doer, whereas **Past Future Perfect Continuous Tense** is used to express an action or imaginary situation that would have been happening in the past.

Table 2.9 Comparison between Past Future Perfect Tense and Past Future Perfect Continuous Tense

Past Future Perfect Tense	Past Future Perfect Continuous Tense
(+) S + Would/Should + Have + V3 + O (-) S + Would/Should + Not + Have + V3 + O (?) Would/Should + S + Have + V3 + O Ex: She would have arrived at station.	(+) S + Would/Should + Have been + Ving + O (-) S + Would/Should + Not + Have been + Ving + O (?) Would/Should + S + Have been + Ving + O Ex: They would have been sleeping.

E. Simple Past Tense

According to Oxford learner's pocket dictionary (2003: 445), Tense is verb form that shows the time of the action or state: the present/ past/ future. Tense which has relation with time in English is divided into three types: they are present tense, past tense and future tense. While, tense which has relation with perfection level there are four types: they are indefinite, continuous, perfect, and perfect continuous.

Aspect concerns the different perspectives which a speaker can take and express with regard to the temporal course of some event, action, process, etc. (Kelin, 1994: 16). In other words, aspect refers to how speakers see the event. According to Cowan (2008: 351) Aspect expresses how the speaker views the action of the verb; for example, an action that is seen as bounded and complete is perfect in aspect. If the action is seen as incomplete, it is imperfect in aspect, if seen as repeated, it is iterative, if seen as occurring regularly, it is habitual. The following examples distinguish between tense and aspects:

	Tense	Aspect
1. She is reading now	present	progressive
2. She has eaten the mango	present	perfect

Examples 1 and 2 are in present tense; yet, we understand the difference between them through aspect, not just based on tense as both are in present time. Hence, in order to understand both the form and functions, we must understand

the aspects along with tense. Flora & Hasan (2012: 89) claim that tense without the aspectual distinction fails to convey the difference in meaning between ... two sentences [belonging to same tense], and therefore, aspect is as important as tense in the study of English Grammar.

In this research, the researcher will discuss about simple past tense. Past tense is the form of a verb used to describe actions in the past (Hornby, 1995: 847). For verbal sentences, simple past positive is formed for regular verbs by adding *-d* or *-ed* to the root of a word. For example, word watch:

	Singular	Plural
First person	I watched	we watched
Second person	you watched	you watched
Third person (masculine)	he watched	they watched
Third person (feminine)	she watched	they watched
Third person (neuter)	it watched	they watched

Whereas, irregular verb forms in simple past tense have to learn by memorizing, some are below:

Root (Infinitive)	Simple Past
Buy	Bought
Bring	Brought
Eat	ate
Drink	drank
Swim	swam
Go	went
Run	ran
Sweep	swept
Sleep	slept
Choose	chose

In negative form is produced by adding did not and the verb used verb infinitive, and for question form started with *did*. But, in the nominal sentences for simple past positive use was/were. And then, for negative form was added with not after was/were. For question form of nominal sentences started with was/were too. Below is the formula of verbal and nominal sentence in simple past tense:

Table 2.10 The Formula of Verbal and Nominal Sentence

Verbal sentence	Example
(+) S + V2 + O	(+) Ana made a cake yesterday
(-) S + did + not + V1 + O	(-) Ana did not make a cake yesterday
(?) Did + S + V1+ O?	(?) Did Ana make a cake yesterday?
Nominal sentences	Example
(+) S + to be (was/were) + O	(+) His mother was a doctor
(-) S + to be (was/were) + not + O	(-) His mother was not a doctor
(?) To be (was/were) + S + O?	(?) Was his mother a doctor?

F. Game

Sadiman (1993: 80) states that game is one of learning media education. Game is a form of play, especially with rules, for example, tennis, football, cards (Hornby, 1974: 353). Game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas. However, the distinction is not clear. Many games are also considered to be jobs, such as professional players of spectator sports/games, or art such as jigsaw puzzles.

A game is an activity with rules, a goal and element of fun. In a game there are competitions which the players or teams race to be the first to reach the goal, but sometimes players or teams have the same number of strategies work together cooperatively towards a common goal. Now, game is usually used to teach language, especially a foreign language. English, as the foreign language is

taught since the early age in Indonesia. Language games transfer comfortably to the foreign language study. Therefore, useful games are those encourage learners to recall preferably (Thornbury, 2002: 102).

1. Types of Game

There are two types of games, they are:

a. Accuracy – focused games

In these games the aim is usually to score more points than others and there is often a clear “winner”. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils’ memories.

b. Fluency – focused games

This type of game tends to focus on developing fluency and collaboration with others. These games are an important part of the communicative and actively-based approaches and are usually done in pairs or groups (Brewster *et.al.*, 2010: 175).

2. Advantages of Games

Smaldino *et.al.* 2008: 39) explain the advantages of game, as follows:

- a. Involvement. The students involved quickly in learning through play.
- b. In accordance with the results. The game can be simplified to fit the learning objectives.
- c. Diverse atmosphere. The game can be used in a variety of classroom setting, ranging from the entire class to the individual activities.

- d. Getting attention. The game used to be an effective way to get the attention of the students to learn about a specific topic or skill.

G. Bingo Game

Nowadays, Bingo game starts to be applied in education world. Ward (1997) states that bingo is often used as an instructional tool in American schools and in teaching English as a foreign language in many countries. Bingo as known as gambling game using numbers. Bingo is a gambling game in which players cover numbers on individual cards as the numbers are called out in no special order (Hornby, 1995: 107).

The winner in this game is the first person who covers all her or his numbers. Susser (1979: 63) states that bingo is a popular game which has been used for language teaching in many forms. Bingo for language teaching is available commercially under names like Lingo, Lotto, and Quizmo. Bingo game is based on people marking off space on their card until they fill in a row or column fully. This fun game can be tailored to students of all ages. Teachers begin by developing bingo cards that contains different instructions such as find a sentence written in the active voice.

The students are given a common resource, such as the latest issue of the Wall Street Journal, and must race to see who can get 'BINGO' first. Cards for elementary school students may contain more basic questions related to nouns, pronouns, and verbs, whereas cards for older students will focus on more complex

word usage and sentence structures. Short exercise like this one can be done on a regular basis in the classroom to keep grammar fresh in the minds of students.

1. Types of Bingo Game

There are some types of bingo game that have different variations and procedures, they are:

1. Bingo Noun Game

a. Bingo Part 1

Type : Individual

Tool : Paper and Pencil

Procedures :

Before starting the game, ask students to mention some verbs based on the materials that they have just learned. For example, Irregular verb; such as sold, bought, brought, took, etc. Then, write down the irregular verbs on the board. Ask students to choose five verbs that are written on the board and rewrite on their book. The teacher writes each word in small cards, so in one card there is only one word. Take five cards are read loudly one by one in front of students. Each student will scratch out the word which is the same as the word read by teacher. The winner of this is that who has list of words that have little streak (Rini, 2009: 32).

b. Bingo Part 2

Type : Individual

Tool : Paper and Pen

Procedures :

Before starting the game, the teacher as the leader of the game have to prepare some cards containing a list of approximately sixteen verbs covering group of irregular and regular verbs. Ask students to make a big box which divided into sixteen small boxes. Then, ask them to write down in a box based on the specified classification that the teacher asks in ten minutes. Next, the teacher reads list of words in teacher's card; students will across the same words with the teacher's words. Student who makes four crosses sign in one line (across, down, or diagonally) may shout "BINGO!" and he or she will be the winner (Rini, 2014: 17).

2. Bingo Verb Game

Type : Group

Level : Intermediate

Aids : Card size 3x6 cm and 3x20 cm

Procedures : This game is about changing verbs, infinitive to past tense.

The procedures are:

Make some groups consisting of 3-5 students. Give each group one card which contains some "infinitive" verbs. The teacher takes one card which contains "past tense" verb and shows to all

groups quickly. Then all groups should look for “infinitive” verbs on their card which is equal with the “past tense” of the teacher’s card. A group who gets the matching word earliest rises their hand and shouts “BINGO”, then reads infinitive verb on their card and is sign on the word (Walidi, 2006: 62).

2. Steps of Bingo Game

There are many steps can be used for implementing bingo game to teach grammar (past tense). In this research, the researcher apply bingo verb game as a treatment for the students. The researcher chose bingo verb game, beacuse the researcher wanted to know the students’ grammar mastery on past tense and also the reseracher wanted to know the students’ understanding to change the verb between regular and irregular verb. According to Walidi (2006: 62) said that the steps in implementing bingo verb game are:

- a. Make some groups consisting of 3-5 students.
- b. Give each group one card which contains some “infinitive” verbs.
- c. The teacher takes one card which contains “past tense” verb and shows to all groups quickly.
- d. Then all groups should look for “infinitive” verbs on their card which is equal with the “past tense” of the teacher’s card.
- e. A group who gets the matching word earliest rises their hand and shouts “BINGO”, then reads infinitive verb on their card and is sign on the word

3. The advantages of Using Bingo Game

Using bingo game as a technique in teaching grammar (past tense) has some advantages. According to Koprowski (2006) said that the advantages, there are:

- a. Bingo game is a game that suitable for all ages.
- b. More motivation for using while learning how to play.
- c. Able to help the students remember some vocabularies (verbs) which are difficult to be memorized.
- d. Improve the ability to cooperate with each other (if using groups).
- e. Invites students to think quickly.
- f. Influences students to be more creative and active.

H. Previous Study

There are previous studies about bingo game. The previous study is written by Yusuf Akhyar Jauhari from Semarang State University with title The Use of Bingo Game Technique To Improve Students' Vocabulary Mastery (A case Study of Eighth Grade Students of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015). He used quantitative approach with experimental study by using two groups that are control and experimental group to improve vocabulary mastery in Junior High School. He used pre-test and post-test to examine the students' comprehension. The finding of this previous research is the t-test calculation from the result of pre-test and post-test. There was a significant difference of score between the experimental and the control groups, because the

experimental group got better achievement, the average increased 16.14 point (from 58 to 74.14), whereas the control group only increased 9.12 point (from 51.32 to 60.44).

Other research was The Effectiveness of Bingo Game toward The Fifth Grade Students Vocabulary Mastery at MI Podorejo Sumbergempol Tulungagung in The Academic Year of 2015/2016. She used quantitative approach with pre-experimental research design by using one group pre-test and post-test to know the effectiveness of using bingo game in Elementary School. The finding of this previous research is the t-test calculation from the result of pre-test and post-test. On the output of paired sample test shown that the score of t_{table} was 7.247 with the df 32, the score of level significance was 0.000 and the score of t_{table} for standard significant 5% (0.05) and df 32 was 2.021. Based on the data, the researcher known that t_{count} higher than t_{table} ($7.247 > 2.021$) means the null hypothesis (H_0) was rejected, alternative hypothesis (H_a) was accepted; and the level of significance less than 0.05 ($0.000 < 0.05$) means the null hypothesis (H_0) was rejected, alternative hypothesis (H_a) was accepted. So, there was any significant different scores of students in vocabulary before and after they were taught by using Bingo game.

There was difference between two previous studies above with this research. In this research, the researcher used Bingo game to improve students' grammar mastery on past tense. It was different with those previous studies because those previous studies used Bingo game to improve students' vocabulary.