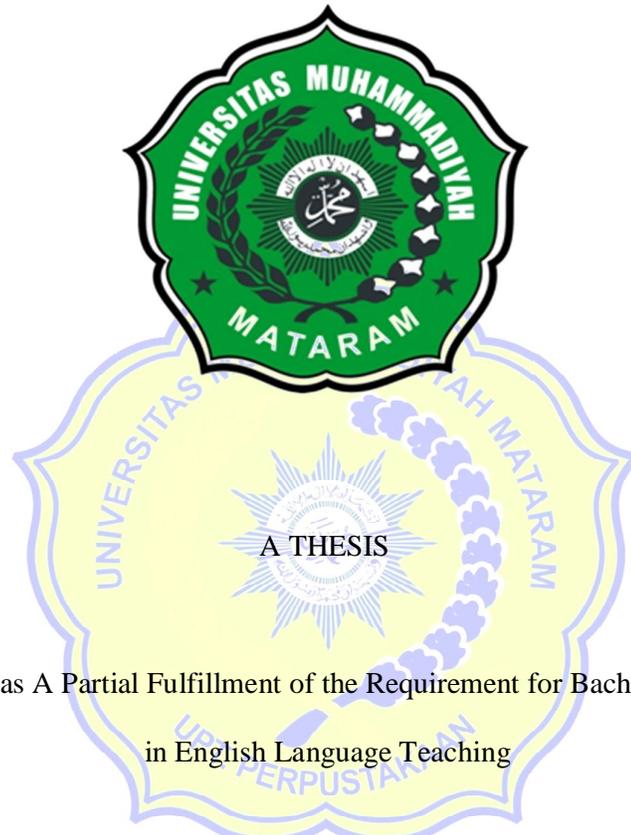


THE USE OF SPELLING BEE GAME IN TEACHING VOCABULARY
AT SEVENTH GRADE STUDENTS OF MTS HIDAYATULLAH
MATARAM IN ACADEMIC YEAR 2018/2019



Presented as A Partial Fulfillment of the Requirement for Bachelor Degree
in English Language Teaching

By

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MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHERS' TRAINING AND EDUCATION
ENGLISH LANGUAGE PROGRAM

2019

APPROVAL SHEET

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A Thesis by : Jusnining
Student Number : 11512A0059
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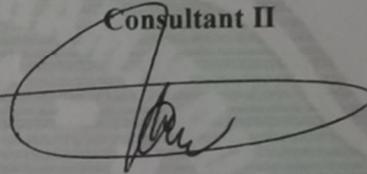
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THE USE OF SPELLING BEE GAME IN TEACHING VOCABULARY
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DECLARATION

I verify that this thesis entitled "The Use of Spelling Bee Game in Teaching Vocabulary at the Seventh-Grade Students of MTs Hidayatullah Mataram in Academic Year 2018/2019." The title submitted as a partial fulfillment of the requirement of bachelor in English Language Teaching is the result of my own work. I am fully aware that I have quoted some statement and ideas from other sources, they were properly acknowledges in the text

Mataram, July 2019

The Researcher



JUSNING
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MOTTO

"Science is like water. If it does not move, then it will become cloudy and rot"

"How happy I am, if all the knowledge that I know is understood by everyone, then with it I get a reward, even though they do not praise me"

~Imam Syafi'i~



DEDICATION

This thesis is dedicated to:

1. My parent, Ismail and Arbiah, who always give love, motivation, suggestion, pray, and the best for my life.
2. My brother and sister, Yayan Purnama and Sriwahyuni.
3. For my beloved class A and B English, all of you are my best partners.



ACKNOWLEDGEMENTS

First, All praise be to Allah the lord of the world. The almighty god for blessing, mercy, guidance and help has given to the researcher until the researcher could accomplish the thesis entitled "The Use of Spelling Bee Game in Teaching Vocabulary at the Seventh Grade Students at MTs Hidayatullah Mataram in Academic Year 2018/2019. And peace be upon to our prophet Muhammad SAW, his family, and his followers

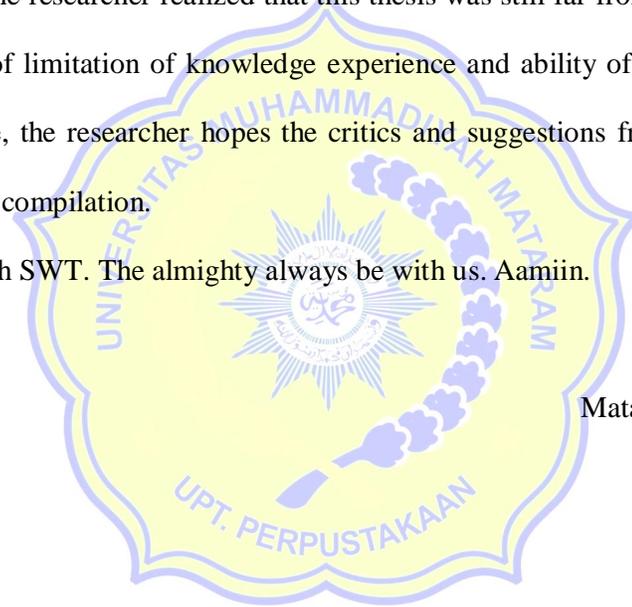
Second, the researcher would like express my deepest gratitude, appreciate, and honor to:

1. Drs. H. Arsyad Abd. Gani, M.Pd. as the Rector of Muhammadiyah University of Mataram who had been given the opportunity to follow study in Muhammadiyah University until this thesis was finished
2. Dr. Hj. Maemunah S.Pd.,M.H., as a Dean of Faculty of Teacher Training and Education Muhammadiyah University of Mataram who has given permission and recommendation for doing this research.
3. The Head of English Education Program Mrs.Hidayati, M.Hum. who has given permission to write this thesis
4. Mrs. Humairah, M.Pd. as the first consultant and Mr. Ilham, M.Pd., BI. as the second consultant who have given their valuable knowledge, time, guidance, patience, as well as valuable understanding in this thesis completion.

5. The lecturers of the English Education Program who have shared their knowledge and taught during study in the Faculty of Teacher Training and Education.
6. My lovely parent who have given motivation, suggestion, support, pray, and the best things of my life.
7. All my classmates in the English Education Program 2019. Thanks for nice relationship and supporting during the process of thesis completion.

Finally, the researcher realized that this thesis was still far from being perfect because of limitation of knowledge experience and ability of the researcher. Therefore, the researcher hopes the critics and suggestions from the readers for better compilation.

May Allah SWT. The almighty always be with us. Aamiin.



Mataram, July 2019
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Abstract

JUSNINING. 2019. A Thesis: "The Use of Spelling Bee Game in Teaching Vocabulary at the Seventh-Grade Students of MTs Hidayatullah Mataram in the Academic Year 2018/2019."

Spelling bee is a competition that asks students to spell the words as well as the sounds of a buzz. The Spelling bee is conducted orally, and it looks at contests of accuracy rather than speed. In this game, the pronouncer should allow students to ask for repetitions, sample sentences, the meaning of the word. The pronouncer has to give them the possible chance of spelling their words correctly. Regarding the definition, the researcher tries to conduct the spelling bee game in teaching vocabulary at the seventh-grade students of MTs Hidayatullah Mataram. The objective of the research is to investigate whether the use of spelling bee game has a positive effect on students' vocabulary or not, and the scope of the study only focuses on noun and verb. This research uses a quasi-experimental design and purposive technique sampling. The researcher takes two classes that are divided into an experimental and a control class. The population of the seventh-grade students consists of 50 students where the control class or VIIA consists of 25 students, and the experimental class or VIIB consists of 25 students. This research uses pre-test and post-test to collect the data. To analyze the data, the researcher uses SPSS program and manual computation in order to investigate whether the use of spelling bee game has a positive effect or not. Based on the result data by using SPSS program shows that the mean score of the experimental class in pre-test is 50.84 which is classified as fairly score, and post-test is 80.96 is classified as Good score. The value of significance 2-tailed of Mann Whitney is 0.000 smaller than 0.05, it means that H_a is accepted. On the other hand, the manual computation shows that The value of $t_{test} = 2.800$, $df = 48$, and t_{table} for sig 0.05 = 1.677, and t_{table} for sig 0.01 = 2.406, it means that t_{test} is higher than t_{table} . Thus, the use of spelling bee game has a positive effect to the students' vocabulary at the seventh-grade students of MTs Hidayatullah Mataram in the academic year 2018/2019.

Key words : Spelling Bee, Game, Vocabulary

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CHAPTER I

INTRODUCTION

This part discussed the background of the study, research question, the objective of the study, significance of the study, the scope of the study, hypothesis, and definition of key terms.

1.1. Background of the Study

Vocabulary is a crucial element in teaching the English language in order to get the competence of four skills such as listening, reading, writing, and speaking. As Jack C. Richard (2002:255) says that vocabulary is a fundamental component of language's mastery, and it can be the basis for learners how to write, speak, read, and listen.

Therefore, the teacher has to use various methods for teaching vocabulary in the classroom in order to get the students' competence of four skills. If students lack in vocabulary, they will feel easy to convey their ideas or opinions and hard to understand some statements.

Based on the researcher did preliminary observation in MTs Hidayatullah, the researcher found that most of the students had lack of vocabulary. The teacher only taught the students by translating the words or sentences from the reading text. They did not have a chance to spell and understand the words in a fun, enjoy, and effective way. Consequently, the students will understand the words quickly.

The teacher to teach English for helping students to improve their vocabulary can use many methods. The teacher has to choose an appropriate

method because it can be an effective way of teaching the English language in the classroom. The method used is a communicative language teaching that focuses on the aspect of performing language game in order to make students understand the vocabulary.

In Jill Hadfield (2003: 4) says that a game is an activity with a rule, a goal, and the element of fun activity. Besides, Andrew Wright et.al (1983:1) says that performing language game has a benefit for students. The benefit of the game is to encourage the students and help the teacher creates language context well.

The game that the researcher tries to offer is spelling bee game. Mcmillan (2012:3) claimed that a spelling bee game is a competition that asked students to spell the words as well as the sounds of a buzz. This game asks students to spell orally, and it looks at contests of accuracy rather than speed. On the other hand, the pronouncer should allow students to ask for repetition, sample sentence, and the meaning of the word itself in order to help students in difficult of homophones in English.

Some researchers have conducted spelling bee games. The first was Ni'Matul Wafa (2017), a student at the English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University Makassar. The result showed that using a spelling bee game was sufficient to improve the student's vocabulary at the second year students of SMPN 3 Sungguminasa Gowa.

The second was Nurul Wahidah (2018), a student at the Faculty of Educational Sciences State Islamic University Syarif Hidayatullah Jakarta. The result showed that the students' achievement has different significance.

The last was Ulfi Desfica (2018), a student at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung. The result showed that spelling bee game has a different significance influence at the first semester of the eight-grade students of SMPN 2 Gadingrejo in the academic year 2018/2019

Relating to the background above, the researcher interests to conduct the research title is "The Use of Spelling Bee Game in Teaching Vocabulary at the Seventh Grade Students of Mts Hidayatullah."

1.2. Research Question

The problem of the research is "Does the use of spelling bee game have a positive effect on the students' vocabulary at the seventh-grade students of MTs Hidayatullah Mataram in the academic year 2018/2019?"

1.3. The Objective of the Study

The purpose of this research is "To investigate whether the use of spelling bee game has a positive effect on students' vocabulary or not."

1.4. Significance of the Study

In this research, hoped to give contributions theoretically and practically, they were:

1. Theoretical Significance

This research would give more information on how to conduct the spelling bee game in the classroom. On the other hand, this research emphasizes on the students' speaking for example about their understanding in pronouncing and spelling, and this research aims to increase in speaking skill.

2. Practical Significant

The practical significance in teaching and learning vocabulary can divide into three terms:

- a. After conducting this research, the students will enrich their vocabulary and encourage in learning vocabulary.
- b. The researcher hopes that this research can be an alternative method for teachers to improve the students' achievement in learning vocabulary.
- c. The researcher hopes that the school will adapt this research on the curriculum of the school in order to solve the problem of the students in learning vocabulary.

1.5. Scope of the Study

In conducting this research, the researcher limits and focuses on the use of spelling bee game in teaching vocabulary where the vocabulary only focused on verb (irregular verb, regular verb, antonyms) and noun (kinds of things and room, kinds of animal, kinds of the profession, kinds of vegetable

and food). The material is taken from the book of Bahasa Inggris: When Rings A Bell Class VII SMP/MTs.

1.6. The Hypothesis of the Study

The hypothesis in this research formulated below:

H_0 = The use of spelling bee game has not a positive effect on students' vocabulary

H_a = The use of spelling bee game has a positive effect on students' vocabulary

1.7. Definition of Key Terms

The title of this research is "The Use of Spelling Bee Game in Teaching Vocabulary at the Seventh Grade Students MTs of Hidayatullah Mataram." These followings were operational definitions to give a clear understanding of the topic: they were,

a) Spelling bee game

Spelling bee is a competition that asks the students to spell the words as well as the sounds of a buzz. The Spelling bee is conducted orally and looked at contests of accuracy rather than speed. In this game, the pronouncer should allow students to ask for repetitions, sample sentences, the meaning of the word. The pronouncer has to give them the possible chance of spelling their words correctly (McMillan, 2012:3).

b) Game

A game is an activity with the rule, a goal, and an element of fun activity (Jill Hadfield, 2003:4).

c) Vocabulary

Vocabulary is a fundamental component of language mastery and offers much of the basis for how well learners speaking, listening, reading, and writing (Richards and Renandya, 2002: 255).



CHAPTER II

REVIEW OF RELATED LITERATURE

This part discusses some related literature of the concept of vocabulary, teaching vocabulary, the concept of spelling bee game, and previous study.

2.1. The Concept of Vocabulary

The researcher tries to explain about the definition of vocabulary, part of the vocabulary, and function of vocabulary.

2.1.1 Definition of Vocabulary

Words are an essential means of communication in every aspect of our lives. We use words to convey what we feel and think. Without words, we feel difficult to express our opinion or argument to the rest of the world. The more vocabulary that we have, the more we can communicate with others because our vocabulary represented our knowledge.

Therefore, a person with an extensive vocabulary has the advantage of self-expression. Richards and Renandya (2002:255) state that vocabulary was a core element of language mastery, and it offers much of the basis for how the students can write, speak, listen, and read. It meant the benefit of knowing more vocabulary, the students are not only able to speak and write well, but also they are easy to listen and read.

By Caroline T, linse (2005:121) states that language consists of words. Vocabulary is a group of words that students' knows. Moreover, Norbert Schmitt (2000) says that we have to reflect and review what we

mean by vocabulary. It means that the individuals have to understand the vocabulary in order that they can communicate well. Besides, they will give valuable information to other speakers.

2.1.2. Part of Vocabulary

In the English language, there are some parts of vocabulary. They are essential elements when the students want to make or arrange some sentences or convey their ideas in the right form. These parts are known as word classes. The word classes are Noun, Pronoun, Verb, Adverb, Adjective, Preposition, and Determiner.

By Scott Thornburry (2007:3) define the word classes above could be divided into two groups, namely.

1. Grammatical words (functions words) are to give contribution to the grammatical structure of the sentence. It is divided into four parts, namely.

a) Preposition

A Preposition is a group of words before noun or pronoun in order to show the relationship of the sentence. It usually is marked of direction, movement, location, and time. For example were *in, on, forward, inside, outside.*

b) Conjunction

A conjunction is a word used to engage similar elements in a sentence. These elements could be words, phrases, or sentences.

Example of Joining Words, Smith *or* John (the term *or* in conjunction).

c) Determiner

A determiner is to show things that come before noun or pronoun. For example are a, an, the, any, and some.

d) Pronoun

A pronoun is substituted the noun form into a different form. For example is a noun for single noun substituted pronoun her, him, or it. The functions of the pronoun were:

- a. A pronoun is used to replace the words for people, places, animals, or things.
- b. A pronoun is used to place of noun form to avoid monotonous repetition.

2. Content word is to give a high light information load. Content words are Noun, Verb, Adjective, and Adverb, namely.

a) Noun

A noun marks a person, place, animal, and things. It classified into the following categories:

- a. A proper noun is label specific people, places, or things. The first letter should capitalize.
- b. A collective noun is general label groups, places, people, or things.

- c. A concrete noun is label things experienced through the senses of sight, hearing, taste, smell, and touch.
- d. An abstract noun is label things not knowable through the senses.

b) Verb

A verb is to show the statement of the subject. It is used to state words showing, expression action, and stating the subject did in the sentence. For example are read, listen, eat, write, and type.

c) Adjective

An adjective qualifies noun or pronoun, and it consists of two groups, they were:

- a. A descriptive adjective is to specify the shape, size, or color of the noun that they modify. For example are a *yellow skirt*, a *white horse*, and a *black car*.
- b. Determiner or limiting adjective is used to identify a specific noun rather than describe. For example, a *diligent student* and a *smart student*.

d) Adverb

An adverb is a modifier of the verb, adjective, another adverb, quality, time, and place, degree of manner or frequency. For example are *rarely*, *every day*, *three times*, *regularly*.

The other aspect of vocabulary, they are:

a) Synonyms

A Synonym is a word that had nearly or the same meaning with the compared word. For example, the word 'replace' and 'change,' they had the same meaning is used to substitute a person or thing

b) Antonyms

An antonym is a word that had the contrast meaning, or it is called as opposite meaning. For example is the word 'open' opposite to 'close.'

c) Homonyms

A Homonym is a word that consists of homographs and homophones. For example, the word 'sea' and 'see.'

2.2. Teaching Vocabulary

Teaching vocabulary has an essential role in helping students to get the vocabulary knowledge. The more vocabulary that they sustain was, the more argument that they convey. Therefore, the teacher has a responsibility to make the students more attractive to learn vocabulary.

2.2.1. Principles in Teaching Vocabulary

In Caroline T Linse (2005:123-127), there are some principles in teaching and developing students' vocabulary: they were.

- a) Emphasize both direct and indirect teaching

Direct instruction is aimed to teach the words and their meaning. On the other hand, indirect instruction is to help the students to learn an appropriate method, so they point out the meaning of the words based on their prior knowledge. For example, figure out the term of un, none was meant not.

- b) Teach vocabulary words before a new activity

A teacher teaches the vocabulary before doing a new activity, so the students acquire the target of language.

- c) Present multiple exposures to new vocabulary items

A teacher helps the students by giving the instructions to repeat the words had learned in order that the students can more understand and remember the words.

- d) Give opportunities for deep processing of vocabulary items

A teacher makes a relation between the students' prior knowledge with the new words. Therefore, the students will understand and remember information.

- e) Have students keep vocabulary notebooks

Vocabulary notebook is used to help, and it provides students to develop their words and control over their learning.

2.3. Some Methods in Teaching Vocabulary

A method known as a whole plan of systematical presentation of language based on the approach had selected. On the other hand, the method was a generalized set of classroom specifications for accomplishing linguistic objectives and tend to be concerned primarily with teacher, students' role, and behaviors (H. Douglas Brown, 2000:29)

By Dianne Larsen (2000:12) stated there some methods, they were:

1. The Grammar Translation Method

It is used to help students to learn foreign language literature as well as the target of language. Therefore, the students become well-know with grammar and write better.

2. The Direct Method

It is used to name things directly through demonstration. This method is not allowed students to translate the words first.

3. Communicative Language Teaching Method

This method may enable students to communicate well. The students are required to understand linguistic forms, meanings, and functions. The teacher teaches them about identifying many different forms but it just states a function. Besides, a single form can reveal a variety of function. The aspects are found in CLT, they were:

1. Reconstructing Scrambled Sentences

It is used to instruct students how to construct a scrambled order sentence into its original order.

2. Using Authentic Material

This technique may require the teacher to use a copy original of newspaper or article as a source for students to learn new vocabulary. Beside it, the teacher assigns students to have homework by listening to the news on radio or television.

3. Performing Language Games

Games give valuable communicative practice. It is frequently designed to make the students enjoyable and understandable in learning vocabulary.

2.4. Types of Game

Performing language games is a genuinely communicative practice of vocabulary teaching because it encourages students to understand the vocabulary in a fun way (Dianne Larsen Freeman, 2000: 135).

According to Jill Hadfield (2003:4) says that a game has a rule, a goal, and element of a fun activity. Besides, Andrew Wright at el (1983: 14) in Puput Nugroho Aribowo (2008:17) conveyed that game gives the advantages for students in reading, writing, listening, and speaking. It is used to teach for all stages teaching/learning sequences such as presentation, repetition, and recombination.

1. Picture Games

Picture game is a game that uses some pictures as a method in teaching vocabulary. This game may involve the students to

identify, describe, and represent the possible relationship between some Story Games

2. True /False Games

True /False Game is a game that requires students to guess the true or false statement. It involves a person who gives a statement, and the other guessed it true or false.

3. Word and Spelling Game

Word and spelling game focuses on the word rather than a sentence. For example are the word 'accept' and 'receive.' This game aims to make the students understand the words and identify words covering their spelling and meaning.

2.5. The Difficulties in Learning Vocabulary

Some students will know some easier words are seemed more accessible to learn than the students who are severe in studying words. As Scott Thornbury (2007:27-28) says that the students have to understand about some aspects of learning vocabulary, and they will not get confused to learn the second language. They were:

1. Pronunciation

It happens when difficult pronunciation words typically contain unfamiliar sounds to students.

2. Length and Complexity

The longer words are more difficult for some students, such as in word families like *social*, *socialize*, *socialization*.

3. Meaning

One word might have more than one meaning. Therefore, the students will confuse to identify them and fit the words with suitable meaning.

4. Grammar

The grammatical rule of the English language is a problem for students because the grammatical rule is severe to understand. There are some differences from some countries, so the students have to learn correctly.

5. Spelling

Spelling commonly is referred on the letters of the word. Some countries might have a different language, a structure, and spelling. Beside it, to spell some words of foreign language, the students have to understand it more so they will not do spelling mismatches.

The aspect of communicative language teaching method that might solve the difficulty in understanding spelling is performing language game. In the spelling bee game, the students are not only to spell the word correctly, but they also will understand the word.

2.6. The Concept of Spelling Bee Game

2.6.1. Definition of Spelling Bee Game

By Mcmillan (2012:3) claims that spelling bee is a competition in which students are asked to spell the words as well as the sounds of a buzz. It asks the students to spell orally, and the contests of accuracy rather than

speed. The pronouncer should allow the students to ask for repetition, sample sentence, and the meaning of the word itself.

There are three important actors in a spelling bee (Mcmillan, 2012:3): they are

1. The Students

The students has to understand and spell the words

2. The Judges

A teacher may play as a judge to give a score for students.

The judges' job is to manage and control the spelling bee running smoothly.

3. The Pronouncers

The pronouncers' job is to pronounce the words. The pronouncer gives time to students to spell and pronounce the words.

The teacher can use some steps before applying spelling bee game. These steps named *Read It, Hide It, and Spell It!* they were:

1. Look at the word and make sure that pronunciation is correct.
2. Students Spell the word, touch each letter by using fingers, and say it out aloud.
3. Students close the word, understand, and memorize it.
4. Repeat the process, and no cheating!

The spelling bee scoring that if the students spell the words correctly, it will be accumulated points according to the number of the

word is spelled correctly. The word spelled correctly = 5 points and the incorrect word = 0 points.

2.6.2. Teaching Vocabulary Using Spelling Bee Game

By Scott Thornbury (2007:13) says if the students study about grammar that their English will not improve too much. Besides, their improvement will increase by learning more words and expressions. He adds that the students can state very little with grammar, but they can state almost anything with words. It means that to learn more about words and expressions can make people more state among anything in speaking or writing. It is done by understanding many words to help people to connect those words in creative ways and any situations.

Penny Ur (1991: 60) claims that the students have to understand what the words sound like and its spelling. In a spelling bee game, this game is used to give the instructions that they have to spell and pronounce the words correctly. If the students feel difficult to define the word, they can ask the definition of the word, the original word, and place of origin if the word is an absorption word.

In playing that game in the classroom, the teacher can convey the procedure of spelling bee game in order the students will understand and recognize the procedure clearly. Without explaining the procedure of the game, the game does not practice effectively.

McMillan (2012:6) says that there can be several ways to conduct spelling bee in the classroom because the spelling bee game is easy to set

up. Formerly, the teacher teaches the students by giving some words on the particular topic. Then, let them memorize and understand the words and their meaning. Furthermore, the spelling bee can begin.

In teaching vocabulary by using spelling bee game, the teacher has to choose the different material for every meeting. For example, Daily Activity (Regular and Irregular Verb), Kinds of Animal, Vegetables, Kinds of Professions, Kinds of Things or Regular Verb, Antonym or Synonym Words, etc.

There are some procedures of spelling bee game, namely:

1. The teacher divides the students into several groups. For example Group A and Group B
2. Next step, the teacher will give the collection of words to the students in the form of a paper by one topic, for example, "Kinds of Profession." Then distributing it for each student and give time for students to memorize and understand the words in order that students do not misspell the words. Next, the teacher will ask the students to follow her to spell the words correctly.
3. Next, the teacher prepares some words that had written on a piece of paper and rolled them. Then, the teacher asked students about were they ready to play or not. After ensuring, the students were ready to play that game. The teacher asks students to stand up or sit down and make a line based on their groups. Then, the game will begin from group A until the last group.

4. Every group will spell the word based on their choice. If they misspell the word, they will stay in the game, but if they spell the word incorrectly, they get out from the game. The correct words will get five scores and zero for incorrect spelling. The next group will follow this way.
5. The end of the game is the group that had most score will be a winner.

2.6.3. The Strengths and Weaknesses of Spelling Bee Game

2.6.3.1. The Strengths of Spelling Bee Game

Spelling bee game has a benefit for students. By McPherson (1984), In Anisa Rohmawati (Journal of English and Education 2015:2) states the advantage of spelling bee game is to help students to understand the correct spelling words. It meant spelling bee game is a method to help and solve the problem of children in learning words in the classroom.

McMillan in Spelling Bee Handbook (2012:3) states that spelling bee game help students to improve their spelling, and they are able to pronounce a word on the basis of its written form is a useful speaking skill. On the other hand, they would understand the vocabulary, and develop correct English usage. In learning express (2006:15) states that if the students write the words the way the words' sound, they will get some peculiar spellings. On the other hand, if the students sound and pronounce every word the way it was written, they will come up with

odd pronunciations. It means that spelling had a primary role in writing and speaking beside in improving the vocabulary of students.

Olivia O' Sullivan and Anne Thomas (2007:19), their case study claimed that the students who have early competent in spelling also have competent in reading. These students will enjoy reading as a source of learning about vocabulary, and they have a wide range of opportunities to write

The researcher concluded that the benefit of spelling bee game is to help students to spell the words correctly and guide the students to write the words with the right form (spelling). Beside, the spelling bee minimizes the mistake in writing the word by writing the words based on their sound, and to practice the students' speaking and pronunciation correctly.

2.6.3.2. The Weaknesses of Spelling Bee Game

The weakness of spelling bee game as a method of learning vocabulary was about time allocation and the level of complexity words. To apply this game, the teacher needed more extended time to help the students to memorize and understand the words.

2.7. The Previous of Study

The first study was from a thesis of Ni'matul Wafaa, 2017, a student at Alauddin State Islamic University Makassar. This research discussed is "Teaching Students Vocabulary by Using Spelling Bee Game of The Second Year Students at SMPN 3 Sungguminasa Gowa." The

problem statement in this research was to what extent spelling bee game improves students' vocabulary. The objective of this research was to find out the improvement of the students' vocabulary after using a spelling bee game.

This thesis will discuss "The Use of Spelling Bee game in Teaching Vocabulary at the Seventh Grade Students of MTs Hidayatullah Mataram." The statement of problem was "does the use of spelling bee game has a positive effect on the students' vocabulary at the seventh grade students of MTs Hidayatullah Mataram," and the objective of this proposal was to investigate the positive effect of students' vocabulary after using spelling bee game at the seventh-grade students of MTs Hidayatullah Mataram.

The researcher used a quasi-experimental design with non-equivalent control group design. The population of this research was the second year students of SMPN 3 Sungguminasa Gowa. It consisted of 50 students which divided into two groups of class where 25 students from VIII C as experimental class and 25 students from VIII D as a controlled class. The independent variable of this research was a spelling bee game, and the dependent variable of this research was students' vocabulary mastery.

This thesis uses a quasi-experimental design and a purposive sampling technique. The population of this proposal was the seventh-grade students of MTs Hidayatullah Mataram consist of 50 students. They will be divided into two classes where VIIA class will be experimental class, and VIIB class will be controlled class.

The instrument of this research was a vocabulary test used in pre-test and post-test. This research used a purposive sampling technique. The finding indicated that there was a significant difference between students' pre-test and post-test in experimental class and controlled class. On the other hand, the instrument of this thesis will use a vocabulary test, and the kind of test is a matching test used in pre-test and post-test.

The mean score of pre-test in experimental class was (48.96) which classified as poor, but the mean score of post-test was (77.76) which classified as good. The mean score of pre-test in controlled class was (39.04) which classified as very poor, but the mean score of post-test was (56.32) which classified as fair. Moreover, the result of the t-test also shown that there was significant from the students, the t-test (6.617) was higher than t-table (2.021) at the level of significance 0.05 with the degree of freedom (df) = 48.

The result of the research, the researcher concluded that H1 was accepted and H0 rejected. Besides, the use of spelling bee game was an effective way to improve the students' vocabulary at the second-year students of SMPN 3 Sungguminasa Gowa, but the result of this research proposal, the research will conclude the achievement of the students after conducting this research by using spelling bee game.

The second relevant study was Nurul Wahidah, 2018, a student at State Islamic University Syarif Hidayatullah Jakarta. Her title was The Effectiveness of Spelling Bee Game on Students' Vocabulary Mastery. The

objective of this research was to examine the effectiveness of using spelling bee game on students' vocabulary mastery. The researcher did this method at the eighth-grade of SMP N 10 South Tangerang.

On the other hand, the title of this thesis is The Use of the Spelling Bee Game in Teaching Vocabulary at the Seventh-Grade Students of MTs Hidayatullah Mataram. The objective of this thesis is to investigate the positive effect of students' vocabulary by using the spelling bee game. The researcher conducted the spelling bee game at the seventh-grade students of MTs Hidayatullah Mataram.

The subject of this research was enclosed 40 eighth-grade students' that divided into 20 students from the experiment class (VIII A) and 20 students' from the control class (VIII-B). The method used in the research was quantitative method with the quasi-experimental design. The purposive sampling technique used to select the experimental and controlled classes.

The subject of this proposal consists of 50 the seventh-grade students that will be divided into two classes 25 students of experimental class VIIA and 25 students of control class VIIB

The instruments used in this research were tests consisting of pre-test and posttest. Those were calculated and analyzed by using SPSS. There were two results of this research firstly, scores of pre-test and post-test were collected from twenty-five multiple-choice questions, and then, it analyzed by using the t-test.

Whereas, the instrument of this proposal was the vocabulary test consist of pre-test and post-test. The collecting data will analyze by using SPSS. There will be two results of this proposal were scores of pre-test and post-test.

The finding of this study showed that teaching vocabulary using a spelling bee game was effective. It proved from the data that *t-count* (2.258) were higher than the *t-table* (1.685) in the significant level of 0.05. It considered that H_0 (null hypothesis) rejected and H_a (alternative hypothesis) accepted. Therefore, there was a significant difference between students' achievement in mastering vocabulary taught by using spelling bee game.

The last researcher was Ulfi Desfika, a student at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung 2018. Her title was The Influence of Using Spelling Bee Games to Improve Students' Vocabulary Mastery to the Eighth Grade of SMP N 2 Gadingrejo at First Semester in the Academic Year of 2017/2018.

On the other hand, the title of this proposal was The Use of Spelling bee Game in Teaching Vocabulary at the Seventh Grade Students of MTs Hidayatullah Mataram in Academic Year 2018/2019.

The research methodology used was a quasi-experimental design. The sample of the research consists of 60 students. The population of this research was students of eighth-grade of SMPN 2 Gadingrejo. The researcher took the sample by using cluster random sampling technique, and

the researcher determined that VIII C as the experimental class and VIII E as the control class.

The researcher used a quasi-experimental design. The sample consists of 50 students. The population of this research was the seventh-grade students of MTs Hidayatullah Mataram and will use purposive sampling.

The researcher did five meetings for each class, and it consisted of one meeting for pretest, three meetings for treatments, and one meeting for posttest. The researcher applied spelling bee game in the treatment class, and the researcher applied the memorization technique in the control class. The researcher used a test. The students did pretest, treatment, and posttest. After giving posttest, the researcher analyzed the data by using Independent Sample T-test in SPSS 16.00 because the data is a normal distribution, and the data have the same variance or homogenous.

The result of a hypothetical test, it found that the result of Sig (2 tailed) t-test for equality of mean assumed was 0.000 and $\alpha = 0.05$. It meant that Sig. (value) $< \alpha = 0.05$. Therefore, H_0 rejected and H_a accepted. The researcher concluded that the spelling bee game has a significance to improve students' vocabulary mastery at the first semester of the eighth-grade of SMP N 2 Gadingrejo in the academic year of 2017/2018.

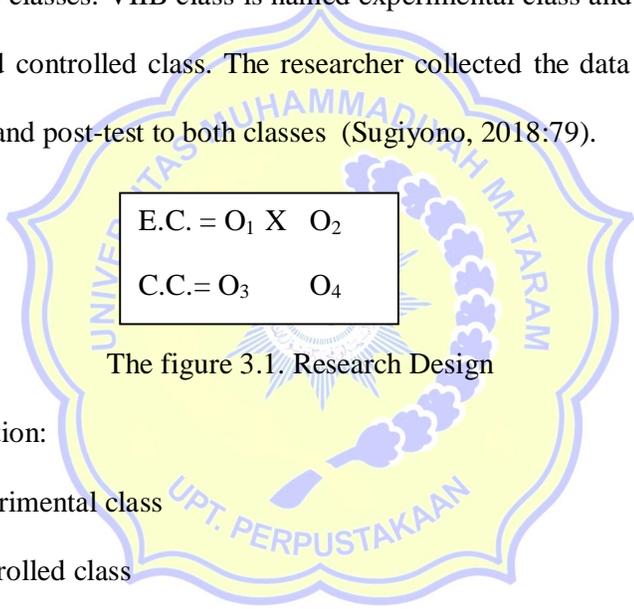
CHAPTER III

RESEARCH METHOD

This part discussed the research design, population and sample, research instrument, data collecting technique, and data collecting technique.

3.1. Research Design

This research used a quasi-experimental design. The researcher took two classes. VIIB class is named experimental class and the VIIA class is named controlled class. The researcher collected the data by conducting pre-test and post-test to both classes (Sugiyono, 2018:79).



E.C. = O ₁ X O ₂
C.C. = O ₃ O ₄

The figure 3.1. Research Design

Explanation:

E: Experimental class

C: Controlled class

O₁: Result of Pre-test (in experimental class)

O₃: Result of Pre-test (in controlled class)

X: Treatment that is given for experimental class by using

Spelling Bee Game

O₂: Result of Post-test (in experimental class)

O₄: Result of Post-test (in controlled class)

Based on figure 3.1, the researcher divided the class. The first is an experimental class, and the second is a control class. First, pre-test for O1 and O3. The aimed of pre-test given was to investigate students' prior knowledge in vocabulary. Second, the treatment (X) is applied to the experimental group. The last, post-test (O2 and O4) is given to both groups. Post-test is aimed to investigate the students' achievement in both classes. The score of both groups are compared to see the improvement of them.

3.2. Population and Sample

3.2.1. Population

According to Sugiyono (2018:80) stated that the population consists of object/subject that has quality and a particular characteristic. Based on the observation on 17th January at MTs Hidayatullah, total students were 50 students who are in VII A class consists of 25 students, and VII B class consists of 25 students.

3.2.2. Sample

According to Sugiyono (2018: 81) stated, "Sample was a part of number and characteristic of a population."

Based on the population above, the seventh-grade students of MTs Hidayatullah in academic year 2018/2019 only consisted of two classes, VII A and VII B, the total of students was 50 students.

3.3. Research Instrument

Sugiyono (2018: 102) conveys that research instrument is a tool to measure a variable (natural phenomena or social) in a specific aspect. This

research will use a vocabulary test and video/record to collect the data. The kind of test was a matching test that consists of 20 items. Each item had the same scoring, which was the correct answer will get 5 points per item. The level of difficulties every item were the same.

3.4. Data Collecting Technique

A technique of collecting data is the fundamental step of strategy in research because the main aim of the research was to get the data. Without knowing the technique of data collection, then the researcher will not get the data to fulfill the base requirement of the research (Sugiyono, 2018: 224).

There were some steps that the researcher uses in collecting data.

3.4.1. Pre-test

A pre-test was a test that given before doing a treatment. In the process of collecting data, the researcher came to the class and gave a matching test in which is consists of 20 items. The test is given to the experimental and control class, and each item has the same level of difficulties. The scoring of the item is point 5 per item for the correct answer and point 0 for the incorrect answer.

3.4.2. Treatment

The next step was treatment. In this step, the researcher conducted the spelling bee game in teaching vocabulary. There were three steps in applying spelling bee game in the teaching process: they were,

a. Pre-Activity

The researcher began the class by doing the steps below:

- a) Greeting
- b) Praying
- c) Taking attendance list
- d) Telling the material and the aim of material

b. While Activity

1.) Observing

- a) The researcher taught the students with a particular topic. For example, the topic of Kind of Things
- b) The researcher asked the students what the meaning of the words (the words becomes examples before applying the spelling bee game).

2.) Elaborating

- a) The researcher split up the students into several groups
- b) The researcher gave the list of words about Kinds of Things.
- c) The researcher asked the students to memorize and understand the list of words. To help the students to memorize and understand the list of words, the researcher will use some steps named *Read It, Hide It, Spell It!*,
 1. Look at the word and make sure that pronunciation correct.

2. Students spell the word, touch each letter by using fingers or pencil, and say it out aloud.
 3. Students close the word, understand, and memorize.
 4. Repeat the process, and no cheating!
- d) Next, the researcher explained the procedure of spelling bee game.
- e) The researcher asked one student of each group to spell the words as an example.
- f) The researcher asked each group of students to make a line.
- g) Then, the researcher asked the leader of the group to take the rolled paper in the box, and then he/she gives it to the researcher.
- h) Next, the researcher pronounced the word clearly, and the students had to spell and pronounce it correctly.
- i) If the group is incorrect in spelling the word, they will get out of the game, but if they are correct, they will stay in the game
- j) If only two groups are left, the researcher pronounced one word to decide the winner group in spelling bee game
- k) After the spelling bee game finished, the researcher corrected some mistakes of students in spelling, pronunciation, or the meaning of the words.

3) Confirming

After conducting the spelling bee game, the researcher gave the reinforcement and concluded the material.

The topics that taught were Kinds of Animal, Kinds of Profession, Kinds of Things, Kinds of Vegetable, Regular Verb, Irregular Verb, Irregular Verb, Antonyms.

c. Post- Activity

The researcher ended by giving reinforcements and motivations for students.

3.4.3. Post-test

The last step was post-test. In this step, the researcher gave a matching test that consists of 20 items. The test given was the same as the form of the pre-test. Each item had the same level difficulties. The scoring of the item is point 5 per item for a correct answer and point 0 for an incorrect answer

3.5. Data Analysis Procedure

The researcher analyzed the data by using these steps, namely:

1. Identify the scores of the experimental and control group based on the pre-test and post-test.
2. The researcher used a SPSS program to investigate the normality, homogeneity, and hypothesis test.
 - a. Descriptive statistics

Descriptive statistics is a summary to describe the features of the specific data set and measures of the data. The most recognized types of descriptive statistics are total of samples, mean score, minimum score, maximum score, and standard deviation

b. Normality Test

Normality test is a test to determine whether the data has a normal distribution or not. The normality test is done by Kolmogorov-Smirnov (2018) test and Shapiro-Wilk (2018) test with the criteria followed:

Ho = the data has a normal distribution

Ha = the data does not have a normal distribution

The criteria of acceptance of data hypothesis for normality test followed:

Ho is accepted if Sig 2 tailed $> \alpha = 0.05$

Ha is accepted if Sig 2 tailed $< \alpha = 0.05$

There is an exception if the data did not have a normal distribution, then the researcher might use the Wilcoxon test (a part of the non-parametric test).

Wilcoxon test (<https://www.spssindonesia.com/2018/03>) is aimed to investigate the significance or difference of both data samples and as an alternative to find a normal distribution of the data with the criteria followed:

The hypotheses for normality of Wilcoxon test formulated as follows:

The criteria of acceptance of data hypothesis for normality test were follows:

Ho is accepted if Sig. (2 - tailed) > 0.05

Ha is accepted if Sig. (2 - tailed) < 0.05

c. Homogeneity test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not and homogeneous data is one of the requirements in the independent sample t-test. In this research, the researcher used statistical computation by using SPSS.

The hypotheses were:

Ho = the variance of the data is homogenous

Ha = the variance of the data is not homogenous

The criteria acceptance or rejection of the hypothesis was:

Ho is accepted if Sig. (value) $> \alpha = 0.05$

Ha is accepted if Sig. (value) $< \alpha = 0.05$

d. Independent Test

The independent sample t-test used to determine whether there are differences in the average of two unpaired samples. To analyze the data by using an independent test had to have a normal distribution and homogenous.

There is an exception if the result of the data did not have a normal distribution and a homogenous, the researcher can use the Mann n Whitney test (<https://www.spssindonesia.com/2018/03>). It is a test to investigate the difference score of the result experimental and controlled class. Mann Whitney test was included on a non-parametric test that meant to analyze the data have un-normal distribution and heterogonous.

The criteria of acceptance of the data in Mann Whitney test as follows:

Ho is accepted if Sig 2 tailed $> \alpha = 0.05$

Ha is accepted if Sig 2 tailed $< \alpha = 0.05$

3. Assessment of Speaking Test

The criteria of speaking assessment are adapted from Hughes Arthur (2003:129-131)

No	Aspect	Criteria	Score
1	Pronunciation	All sounds is clear	4
		There is an error sound but still understandable	3
		Mostly errors sound and interfere the meaning	2
		All is not clear	1
2	Intonation	All is clear	4
		There is an error but still understandable	3
		Mostly errors and interfere the meaning	2
		All is not clear	1
3	Fluency	All is clear	4
		Speed of talking but still understandable	3

		Hesitation while speaking and missing letter	2
		All is not clear	1
4	Accuracy	All is clear	4
		There is an error but still understandable	3
		Mostly errors sound and interfere the meaning	2
		All is not clear	1

$$\text{Total student' score} = \frac{\text{jumlah score siswa}}{16} \times 100$$

Table Criteria for Scoring

Components of score	Criteria for scoring			
	Poor	Enough	Good	Very good
Pronunciation	1	2	3	4
Intonation	1	2	3	4
Fluency	1	2	3	4
Accuracy	1	2	3	4

Table Range of Scoring based on Permendikbud No. 104: 2014 in

Teacher's Book: *When English Rings A Bell SMP/MTs Kelas VII* (2017: 29)

about the scoring of learning outcomes on elementary and junior high

school.

No	Range for Scoring	Criteria
1	86-100	Very Good
2	71-85	Good
3	56-70	Fairly
4	≤55	Poor