

**THE EFFECTIVENESS OF SPELLING BEE
GAME IN TEACHING VOCABULARY AT
SEVENTH GRADE STUDENTS OF SMPN 1
SIMAN IN ACADEMIC YEAR 2018/2019**

THESIS



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ABSTRACT

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Key Word: Spelling Bee Game, and Vocabulary

Vocabulary is one of the English language aspects which should be learnt. Learning this aspect is important because all English skills are related to it. Furthermore, vocabulary mastery is needed because it helps to express our ideas and understand what other people are saying. From all of the techniques in vocabulary mastery, spelling bee is regarded as one of the most suitable games to be applied. The games makes a students fun and enjoy learning. So the students are easy to remember that. This technique is more than just how to memorize and spell the letters of the word but the complicated thinking is also involved in the process of the game. So, it makes the teaching and learning activity more effective.

The objective of this research is to find out the difference on vocabulary mastery between the students who are taught using spelling bee game and those who are not at seventh grade of SMPN 1 Siman.

This research was conducted in SMPN 1 Siman. It applied quasi experimental design of quantitative research. The researcher used test of form consist pre-test and post

test to collect the data. Moreover , she used t-test SPSS application to know the effectiveness of spelling bee game in teaching vocabulary at seventh grade students of SMPN 1 Siman.

The result from this research was the students who were taught by using spelling bee game got better scores than the students who were not. In addition, the score of experimental group in post –test (81,84) was higher than control group (73,16) . It was found that the comparison between students' vocabulary who are taught using spelling bee game (20,46) and who were not was (18,29). This score was higher than t-table which was 2,06 at the level of significant 5% with db = 24 . it means hat H_a was accepted . In the other word, the use of spelling bee game had significant difference in improving students' vocabulary mastery.

The conclusion of this research is there is a significant difference in vocabulary mastery between the students who are taught using spelling bee game and who are not taught by using spelling bee game at seventh grade students of SMPN 1 Siman in academic year 2018/2019.



APPROVAL SHEET

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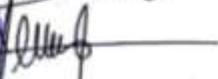
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P O N O R O G O

CHAPTER I

INTRODUCTION

A. Background of study

The government of the republic of Indonesia decides the English language become one of the compulsory subjects in school. This policy requires every school to have English language education in its curriculum. It is started when the students enter junior high school until they graduate collage education. The government takes this measure because of the need of the government to connect the rest of the world and its challenges. As the others policies that have been applied this policy also faces some obstacles.

The problem that generally students face in school in regard to learning the English language is about the vocabulary mastery. The students have a hard time in mastering the vocabulary. It means they will have problems in understanding the meaning of words, spell and pronouncing correctly, and forming a sentence with the right interpretation.

It should be remembered that English in Indonesia is a foreign language. So, that language is not used in daily life. There are some elements that should be learned while the Indonesian students learn foreign language. One of them is vocabulary. It is very important because people can not express their thoughts and understand others if they do not have enough vocabulary. That's idea is formulated from some experts' theories. Palmer in Thornbury says that

vocabulary is one of the most important aspects of foreign language learning and be the essential component of read proficiency. ¹ Furthermore, Richard says that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, ,listen, ,read, and write. He adds : “Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around then such as listening from the radio ,listening native speakers using the language in different context, reading or watching television”. ² Mastering vocabulary means we know all the words in the language which we use. Rivers in David Nunan argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Also in contrast with the development of other aspects of a second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age.³ From the statement above, learning and

¹ Scott Thornbury, *How to Teach Vocabulary* (UK: Pearson Longman, 1993), 30.

² Jack C Richard and Willy A Renandya. *Methodology in Language Teaching*. UK:Cambridge University Press.2002.p.255

³ David Nunan . *Language teaching Methodology* . UK: Pretince Hall International. 1991.p117

mastering English vocabulary is important for the seventh grade students.

Considering the importance of vocabulary competence, it is better to introduce new vocabulary earlier. Children commonly absorb the new vocabularies more easily even though they easily forget them too. In general, teaching vocabulary means giving the students some work and asking them.

Students are easy to be reluctant because technique to use not interesting. So, that they too are not understand the meaning of words, how to spell and pronounce correctly. They feel bored with the out teaching technique because it is far from their natural intuition. Spelling bee technique in teaching vocabulary has been presented so many methods and should be taught in various ways so that the students could be interested in learning vocabulary.

According to national spelling bee, the purpose of spelling bee is to help students to improve their spelling, increase their vocabularies, learn concept, and develop correct English usage that will help them all of their lives. Spelling bee in teaching process is to make the material more interesting, enjoyable especially in introducing new vocabulary. According to Uranga in Ni'matul Wafaa, there are some advantages in using spelling bee they are:

- 1) It can improve students' spelling skill, vocabulary skill, comprehension in the text given.
- 2) It helps the students to practice their concentration and their ability memorizing.

- 3) It is one of the fun games to teach English vocabulary. In this game the students not only memorize words letter by letter but also have to be brave to speak in front of the public. Moreover, they not only develop their vocabulary but also are able to practice either in speaking or understanding the meaning of words.⁴

Based on the observation in SMPN 1 Siman (on November 19,2018) the researcher found that the English teachers still use drilling and memorization practice to teach vocabulary.⁵ The technique that the teacher used to teach English made the students bored and they seemed not enjoyed the English lesson. They were not motivated to learn English. They tended to forget the words that they had been practiced and memorized before.

It is very important to solve the problems. when teachers are teaching English especially teaching vocabulary. That is why the researcher wants to use game as a technique for teaching English, especially vocabulary in the class.

According to Hadfield, the inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice ,offers a context in which language is used meaningfully and as a means to an end, and act as a diagnostic tool for

⁴ N'imatul wafaa. *Teaching Students Vocabulary by Using Spelling bee Game of The Second Year Students at Smpn 3 Sungguminasa Gowa*. State university of Makassar.2017

⁵ Observation at SMPN 1 SIMAN on,19th November 2018.

teaching. Beside that, the using games in teaching English are to make students feel relax and enjoy when they learning in class.⁶

Based on the statement above, the researcher thinks that spelling bee game is an activity that could give enjoyment. Spelling bee game also can be used as a technique to teach English especially vocabulary, because spelling bee game is not only merely fun but also contains educational learning. It was also such a great way to encourage the whole students in the class to work together.

In this research, the reason why the writer uses spelling bee game as a technique in teaching vocabulary is because spelling bee game is one of fun activities to increase the students' interest in learning English. So the researcher decides to conduct the research by the title :

“THE EFFECTIVENESS OF SPELLING BEE GAME IN TEACHING VOCABULARY AT SEVENTH GRADE STUDENTS OF SMPN 1 SIMAN IN ACADEMIC YEAR 2018/2019

B. Limitation of study

To avoid a far-ranging discussion, this study focuses on some concern identified as follow:

1. The subject of the study is the seventh grade students of SMPN 1 Siman.

⁶Jill Hadfield. *Intermediate COMMUNICATION Games*. England : Wesley Longman, Edinburgh Gate. 1990.

2. The object of this study is the Spelling Bee Game to Improve the Students' Vocabulary in term of descriptive text at SMPN 1 Siman.
3. Teaching vocabulary by using spelling bee game focused on noun ,verb, and adjective .

C. Statement of the Problem

To make this study easy to be understood , the researcher formulates the question to represent the problem as follows :

Is there any difference in vocabulary mastery between the students who are taught using spelling bee game and those who are not at the seventh grade of SMPN 1 Siman ?

D. Objective of the Study

Based on the statement problem above, the objective of this research is to know whether there is any difference in vocabulary mastery between the students who are taught using spelling bee game and those who are not at the seventh grade of SMPN 1 Siman.

E. Significances of the Study

1. Theoretical Significance

This research is expected to give contribution of knowledge to develop the teaching and learning process especially in vocabulary.

2. Practical Significance

The result of this research is expected to be beneficial for:

a. The Teachers

The researcher fully hope that this research will help teachers to add a new technique in teaching vocabulary. So, teachers will not only use speech technique anymore in class. Furthermore, the teacher will make students' learning process fun and colorful.

b. The Students

By learning vocabulary using spelling bee game, the students can get a new technique in learning vocabulary with a fun learning class. Furthermore, the students can improve their vocabulary dictionary by colorful media and game so they will never feel bored.

c. The Readers

This study is also expected to give contribution to the readers. By reading this research, the readers will open their mind that there is another way to teach technique in class, especially teaching English.

F. Organization of the Thesis

To make easier in writing the thesis, the thesis will be divide into five chapter as follow:

The first chapter gives the explanation about introduction of the research. It contains of background of study, limitation of the problem, statement of problem, objective of the study, and significances of study.

The second chapter gives the explanation about review of related literature. It consist of theoretical background, previous study, theoretical framework and hypothesis. The theoretical background explains about the general concept teaching vocabulary, kind of vocabulary, component vocabulary, the process in teaching vocabulary, definition spelling bee, the use of the spelling bee game in teaching vocabulary.

The third chapter gives the explanation about research method. It consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter gives the explanation about research findings and research result. It contains research location, data description, data analysis and discussion about the effectiveness of spelling bee game in teaching vocabulary of the seventh grade students of SMPN 1 Siman.

The last chapter is conclusion. It about conclusion and the answer for problem statement and also the reccommendation about result of research.

CHAPTER II

PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND THEORITICAL FRAMEWORK AND ACTION HYPOTHESIS

A. Previous Research Findings

Before the researcher did the study, the researcher checked other studies to find whether there are some similar studies or not. The researcher takes reviews from the following research findings:

The first, research was from Navindri Dwi thesis *“Spelling Bee Game As a Technique in Teaching English Vocabulary (A Quasi-Experimental Study At Fourth Graders Of Elementary School At Muria Kudus)* The purpose of this research is to find out whether there is any significant difference between the vocabulary mastery of fourth graders of elementary school before and after being taught by using Spelling Bee Game technique. This research is an experimental research that is quasi experiment research. Subject of the research used is the fourth graders at SDN 3 Bandengan Jepara in the academic year of 2015/2016.

The subject of this research contains 27 students; 14 males and 13 females. The writer used a test as instrument of the research. The form of the test is multiple-choice questions (MCQs), fill in the blank and matching. It consists of 30 questions. The result of this research shows that there is any significant difference between the vocabulary mastery of fourth graders of elementary school before and after being taught by using

Spelling Bee Game technique. After knowing the result of this research that the Vocabulary mastery of the fourth graders of elementary school after being taught by using Spelling Bee Game technique is higher than before being taught by using Spelling Bee Game technique. Thus, the writer suggests that the teacher should be able to create in teaching learning process more interesting, innovative, and enjoyable. The teacher can use Spelling Bee Game in teaching vocabulary mastery.⁷

The second research was from Devia Nikita Choriana at Walisongo state Islamic university of Semarang the use spelling bee game to improve students' understanding of simple past tense (A classroom action research at eight grade of MTS Miftahul khoirot Brangang-Ungaran) The background of this research was based on the students' difficulties in understanding of simple past tense. To develop teaching grammar, teacher must have a technique in teaching grammar to help students understand the grammar easily. In this research the researcher used Spelling Bee Game to help students understanding on grammar easily. This study focused on writing skill at the eighth grade of MTS.Miftahul Khoirot Brangang-Ungaran In the academic year of 2014/2015.

This research discuss about the use of spelling be game to improve students' understanding of simple past tense. The goal of this study was (1) To describe the students' enthusiastic in studying simple past tense

⁷ Navindri Dwi, *Spelling Bee Game As a Technique in Teaching English Vocabulary* (Journal of Muria Kudus State University, 2016)

through Spelling Bee game at eight grade students of MTS .Miftahul Khoirot Branjang-Ungaran in academic year of 2015/2016. (2) To find out the improvement of students' understanding in simple past tense after being taught using Spelling Bee game at eight grade students of MTS Miftahul Khoirot Branjang – Ungaran in academic year of 2015/2016. The implementation of Spelling Bee Game in teaching simple past tense at MTS.Miftahul Khoirot Branjang was conducted in two cycles including cycle 1 and cycle 2. The participant of this study was 26 students in class A. In the first cycle the students' enthusiastic was 56% while in the second cycle was 80%. It means that spelling bee game could improve students' enthusiastic significantly. The result of this study showed that used spelling bee game could improve students' understanding of simple past tense. This was proved by students' comprehension test that improved in every cycle. In the first cycle, the average of students' score was 68.12. In the second cycle, the students got 79.09. The result of this research showed that the used of spelling bee game could improve students' understanding of simple past tense.⁸

The differences between those two researches with this research are the place of the research, the level of the subject; the subject of the first research is elementary school, the subject of the second research is MTs and the subject of this research is junior high

⁸ Devia Nikita Choriana, *Spelling Bee Game to Improve Students' Understanding of Simple past* (Journal of Semarang University State 2014).

school. The two different stage of elementary school and middle school have characteristic on their own. In this case the secondary focus of the research is also the differentiation of each result that can be compares to one another.

Also, the similarity between the first research and this research is the purpose of the research which is to find out the effectiveness of spelling bee to increase vocabulary and the similarity between the second research and this research is using spelling bee game. the similarity is also needed in order if someone might use this research in the future it can be develop even more considering that the researcher able to find the same pattern in order to develop the research.

B. Theoretical Background

1. Teaching Vocabulary

a. The Definition of Teaching Vocabulary

Vocabulary is the main element in studying the new language and the first element which sustain the language it self. Language is consist of many words with their meaning that need to be understand. According to harmer that vocabulary holds critical roles; the important role as provider of organs and flesh, while language structure makes up the skeleton of language.⁹ The word of vocabulary it self has many meanings.

⁹ Jaremy Harmer, *The Practice of English Language Teaching*,(New York : Longman Pubishing, 1991), 153

There are expert that come out with many definition with their own standpoint. Several of them are very important which the writer chooses to be discussed. Line stated that vocabulary as “ the collection of words that an individual’s knows.¹⁰ The statement means that vocabulary is also consider a very important aspect. According to ghazal word is as a building block upon which the second language can be built. ¹¹Another expert also stated that “ vocabulary is one of the most obvious components of language and one of the first thing applied linguistic turned their attention to”.¹²

Teaching vocabulary means that teachers teach the meaning by translating the words and more than just presenting new words.¹³ Teachers should take into account the three important aspects of vocabulary learning-word meaning and word use. In other words, vocabulary teaching should cover both the central features of lexical items and their relations with other words. ¹⁴

¹⁰ Caroline T. Linse, *Practical EnglishLanguage Teaching: Young Learners*, (New York : Mcgraw hill Companies, inc., 2005), 123.

¹¹ Lotfi Ghazal, *Learning Vocabulary in EFL context through Vocabulary Learning Strategies*, (Novita Royal. Vol 1, no.2., 2007),84.

¹² Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge University Press 200),4

¹³ Jeremy harmer. *The Practice of English Language Teaching*. New York: Longman, 1991. P.159

¹⁴ Qi Pan. *Vocabulary Teaching in English Language Teaching*. Vol. 1, No. 11, 2011. P 1587

b. Vocabulary Mastery

Vocabulary is one of the language aspect which should be learnt. Learning it is important because in order to be able create that vocabulary to learn all aspect related to the skill using vocabulary. In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people sayings. According to hornby defines mastery as a complete knowledge or complete skill. From that definition that vocabulary mastery is one the needed components of language.

Vocabulary mastery plays as important role in English learning .To master vocabulary that means to learn new word and to develop the vocabulary knowledge. Mastering vocabulary support the language skill. Therefore, vocabulary should be mastered in order to learn English to be excellent. So, beginner learners they must learn by vocabulary first by learning vocabulary mastery, learners can find out other learners skill.

c. Kinds of Vocabulary

In “part of speech ”word is divided into eight classes which is ; verb, nouns, adjective, adverb, preposition, conjunction, and interjection. Some says that adjectives and adverb are consider as vocabulary words because they make up more than ninety-nine percent of all words listed in the

dictionary.¹⁵ There are the examples of vocabulary words use in the sentences:

- 1) Verb: indicator of action or state of being (often link subjects and complement). Example She was angry, Jane is a waitress,
- 2) Nouns: subjects, objects, complement. Example: Ed will pay the men for the work.
- 3) Adjectives: modifiers of noun and noun substitutes. Example: tall man, this one is new.
- 4) Adverb: modifiers of verbs, adjectives, adverbs or whole clauses. Example: acted wisely, a very tall man, almost never sang.

d. Component of Vocabulary

Component of vocabulary is the structure that sustain a good vocabulary. In order to mastered vocabulary completely we need to master the following components:

1) Frequency

Frequency has been accorded a high level of significance in ETL for many years as a result of the use of word. Frequency counting as a procedure informing syllabus and material design.

2) Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair

¹⁵ John C. Hodges, Mary E. Whitten, *Herbrace Collage Handbook: 5th edition* (US Amerika: Harcourt, 1962),8

mount of pronunciation practice of new words to help learner acquire the correct stress pattern of syllables.

3) Contextualization

Shouten Van Parraren goes on to argue that texts in contrast, present linguistics and psychological reality and that presenting words in the context of text will provide support and reduce interference.

4) Dept of Processing

We lack language learning research studies to confirm this, thought it would certain accord with teachers institutions and with self-reports from learners.

5) Building Word Network

The general use for teachers seems to whether learners should simply be encouraged in no-specific ways to actively built their own association for new words and thereby extend the networks of the material lexicon or whether vocabulary learning activities should include direct instruction which aims to shape the associations learners make.

e. The Process in Teaching Vocabulary

Teaching words is a crucial aspect in learning language as a languages are based on word. It is almost impossible to learn a language

without word; even communication between human beings is based on words.¹⁶

For many language teachers the broader question of what vocabulary to teach will be in someone else's hands (syllabus designers, for many example), or will have already been determined by the choice of coursework or other factors. Even so, it should be a matter of great concern to teachers how their syllabuses and materials have been designed, what criteria (if any) have been followed in making decisions about vocabulary contained in language courses, and what the goals of particular decisions are.¹⁷

Furthermore, in teaching vocabulary, according to Mofareh in his journal, Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results.¹⁸

According to Penny, there are some items that teachers must give attention to teach vocabulary, those are:

¹⁶ Mofareh Alqahtani. *THE IMPORTANTCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT*. Vol.III,No.3, 2015. P.24

¹⁷ Michael McCathy. *Language Teaching Vocabulary. English* : Oxford University Press. 1990 p.79

¹⁸ Mofareh Alqahtani. *International journal of teaching and education*. Vol. III, no. 3/2015. p.24

1) Form: pronounce spelling

The learner has to know what a word sounds, like pronunciation and what it looks like is spelling. These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. It is important to provide learners with this information at the same time as we teach the best form.

When teaching a new verb, for example, we might give also its past form, if this is irregular (think, thought), and we might not if it is transitive or intransitive.

3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound right or wrong in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like

decision and conclusion, for example, we may note that you take or make the one, but usually come to the other similarly, you throw a ball but toss a coin, you may talk about someone being dead tired but it sounds odd too say dead fatigued.

4) Aspects of meaning 1 : .

Denotation this is often the sort of definition that is given in a dictionary. For example dog denotes a kind animal more specially a common, domestic carnivorous mammal and both dank and moist mean slightly wet.

5) Aspects of meaning 2 : meaning relationships

There are various such as relationships: here are some of the main ones:

- Hyponyms : items that serve as specific . examples dog, lion are hyponym of animal.
- Superordinates : general concept that cover specific items; animal is the superordinate of lion, dog and mouse.
- Co-hyponyms or Co-ordinates : other items that are the same kind of thing ; red, blue, green and brown are co-ordinates.
- Translation : words or expression in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching.

6) Word formation.¹⁹

Vocabulary items, whether one word or multi-word, can often be broken down into their component bits exactly how these bits are put together is another piece of useful information perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes, for example if learners know the meaning of sub-un and able, this will help them guess the meanings of word like substandard, ungrateful and untranslatable.

There are many ways in teaching vocabulary. Some of the techniques can be used by teachers to teach vocabulary, such as:

- 1) Concise definition (as in dictionary : often super ordinate with some qualifications, for example, a cat is an animal which ...)
- 2) Description (of appearances, qualities, etc.)
- 3) Examples (hyponyms)
- 4) Illustrations (picture, object)

¹⁹ Penny Ur. *A Course in Language Teaching Practice and Theory*. UK : Cambridge University Press. 1991. p.62

- 5) Demonstration (acting, mime)
- 6) Context (story of sentences in which item occurs)
- 7) Synonyms
- 8) Opposites (antonyms)
- 9) Translation
- 10) Associated ideas, collocations²⁰

There are some principles by Paul Nation in teaching vocabulary that should be considered by teachers.²¹

- 1) The teacher should give a clear and simple explanation
- 2) The teacher should use the past knowledge or students experience and relate it to present teaching by drawing patterns or analogies.
- 3) The teacher should present the words by oral and written then write it on the blackboard.
- 4) The teacher should give more attention to words that are already partly known
- 5) The teacher should tell the students if it is a high frequency word that is worth nothing for future attention
- 6) The teacher must not bring in other unknown or poorly known related words

²⁰ Ibid., p.63

²¹ Paul Nation. *Teaching Vocabulary*. Asian EFL Journal, p.2

like near synonyms, opposites, or members of the same lexical set.

2. Spelling Bee Game

a. Definition of Spelling Bee Game

In the past Spelling was regarded as an effective instrument in a way of learning vocabulary. Uranga (in Rahayu 2009) described Spelling Bee as a competition in which eliminated a competitor if they spelled wrongly. Spelling Bee also earned nickname *spelldown*. Spelling Bee is more than just how to memorize and spell the letter of the word. complicated thinking is also involve in the process of the game .²²

Sebba stated that Spelling Bee requires the contestants to spell the words. Actually, American people consider spelling bee as a long time culture which imbedded in their country history. Elementary and middle school scholar is the usual contestant of the spelling bee that is because the at the age when they learn or just done learning spelling bee and published by American Press. The American spelling bee book became the authority in the spelling bee and used as spelling book in the modern sense at

²² Rahayu,J.S,” *The Word is Spelling Bee Helping Kids Bound by Disadvantage* “ Retrieved from <http://www.thefreelibrary.com/THE+WORD+IS+%27+SPELLING+BE+E+HELPING+KIDS+BOUND+BY...-a0100772396>

that time. It was also so popular in rural areas. After Webster's passing in 1843 spelling bee become even more popular . McPherson also stated if spelling bee is very beneficial to the student motivation when it is used when it used as an activity or contest, and it is consider as a good opportunity as a bright speller to show their skill.

Rahayu come across some obstacle when implementing Spelling Bee in classroom. Time span is the first obstacle that she finds that it took considerably long amount of time learning vocabulary through spelling bee rather than from the text book itself. The following obstacle is the level of difficulty of the words also plummeted the students' motivation to learn the new word. Students assumed that the longer length of the words the more difficult it is to spelled it. On the other hand short, Spelling Bee is way more fun and easy for the student to learn it. Spelling Bee helps students learn the pronunciation and know more vocabulary than better before.²³

b. Advantage and disadvantage of spelling bee game

In Teaching learning processes using game as a method have several advantages and

²³ Anisa Rohamawati, *Speeling Bee in Teaching Vocabulary* (Journal of Indonesia University , 2015)

disadvantages. Game facilitate language learning because they help language learning to be. ²⁴

- 1) More meaningful, for example by showing how words relate to
- 2) More memorable. For example by involving as many approaches to how language is “stored” as possible, such as mime and movement, that use of color and patterns, personalization.

And the other advantages using spelling bee game in learning vocabulary; first, games bring in relaxation and fun for students’ thus help them and retain new words more easily. Second, spelling bee game involve friendly competition and keep learners interested. These create the motivation for learners of English to involved and participated actively in the learning activities. Third, learning vocabulary using spelling bee games was brought real world context into the classroom, and enhances students’ use of English in a flexible, communicative way. Therefore, the role of spelling bee games in learning vocabulary cannot be denied.

Disadvantages of spelling bee games as a technique of learning vocabulary. The researcher found some problems when implementing

²⁴ Sititarwiyah, *Games Songs, and Practical Ideas to Teach Language*, (Semarang: need’s press, 2012),p,5.

spelling bee in classroom. The first one is time allocation. Learning new words by using spelling bee in classroom spend a lot of time more than study directly from the textbook. The second is level of difficulty of the words were the more difficult word.

c. The rules and regulation teaching vocabulary using spelling bee

Teaching vocabulary using spelling bee game is very simple, easy, and most very important thing is very interesting because this technique will make students active and interested in this activity. Before the teacher starts to use this game to teach vocabulary, the teacher must tell the rule of this game. After that, the teacher can start the game using this procedure. The procedure of playing Spelling bee game in the classroom for this research is was modified from the *Spelling Bee Handbook*, published by Macmillan (2012). For each treatment meeting, the procedures are as below:

- 1) A day before the treatment started, the teacher prepared the words and wrote each down on a piece of card. Each card was numbered.
- 2) On the treatment day, teacher introduced the topic of the lesson to the students.
- 3) She then divided the class into 5 groups, in which each group consisted of 5 students to

start playing Spelling Bee Game. Before the game starts,

- 4) The teacher acted as both the pronouncer and judge in this treatment. Spelling bee was conducted orally. The students were expected to spell the words correctly and precisely. They were allowed to ask the word given to them to be said repeatedly by the teacher to help them compare it with other words that may have the same pronunciation but different spelling.
- 5) A student representative from each group was called up to the front of the class. Each student selected a number from the word cards. Each student was given turns to spell out the words from their chosen cards. The teacher (as the pronouncer) reads the word out loud as much as two times.
- 6) The word must be pronounced by the student once before it is spelled and once more afterwards, for example: “elbow...e-lb-o-w...elbow”.
- 7) If the student requests for the definition of the word to be provided, the teacher had to respond to it, e.g. “the word is “elbow” and its definition is the part of body; the join between the forearm and the upper arm”.
- 8) The students were not allowed to play again if they misspelled a given word or caught getting hints (i.e. whispers from their groups

on the spelling of the word. If they were found to do so then the group was expelled the game.

- 9) The group which had the highest score from the game was the winner.²⁵

C. Theoretical framework

Theoretical framework is a concept in the proposal about how theorist can be related with the factors which are identified as the important problem.

This two variables:

X: Spelling Bee Game

Y: Vocabulary

Based on the theoretical framework, researcher looking for the significant effectiveness of spelling bee game in teaching.

D. Hypothesis

Hypothesis in the research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

- Ha : there is a significant difference score between students who are taught by spelling bee game and who are not .
- Ho: there is no significant those difference score between students who are taught using spelling bee and who are not .

²⁵ Yunisrina qisulloh yusuf, *The of Spelling Bee Game in Teaching Vocabulary to Junior High School Students*(Journal of Syiah Kuala University,2017)

CHAPTER III RESEARCH METHOD

In the research, method has a goal of guiding the research in order to work systematically. The research activities conducted by research. It involves research design, population and sample, instrument of data collection, technique of data collection , and technique of data analysis.

A. Research Design

This study was conducted by using experimental research. In this research, the sample was divided into two groups, namely experimental group and control group. The experimental group is the group that received treatment by spelling bee game technique, while the control group is the group that did not receive treatment. The control group just receives conventional technique. So the research divided into two variable, there are: spelling bee as technique (X-variable) and student's vocabulary (Y-variable). The experiment design in this study is:

Table 3.1
Design of study

Group	Step 1	Step 2	Step 3
Experiment VII A	Pre-test	Treatment by using spelling bee game (step)	Post-test
Control VII B	Pre-test	Treatment by using conventional method(step)	Post-test

B. Population and Sample

1. Population

The large group generalization is made is called population. A population defined as all member of any well defined class of people, events, or objects.²⁶In this research, the population of study was the seventh grade students of SMPN 1 Siman in the academic year of 2018/2019 that consists of 101 students. It can be shown at the following table:

Table 3.2
The population of study

No	Class	Students
•	VII A	25
•	VII B	25
•	VII C	26
•	VII D	25
TOTAL		101

2. Sample

The smaller group or subject of the population is the sample.²⁷ In selecting samples researcher used cluster random sampling. It means that the experimental and control class were chosen randomly by using small pieces of paper and the name of each class was written in a small pieces of

²⁶Donald Ary, Lucy Chesar Jacobs, Chris Sorensan, *Introduction to Research in Education* 8th Edition (USA : Wadsworth Cengage Learning, 2010), 148

²⁷*Ibid*, 100

paper and then the papers rolled and shaken. in conducting the research, researches obtained two parallel classes as samples, namely V11 A as an experimental class consist of 25 students, 9 female while 16 male. Class V11B as control class consist of 25 students,17 female while 8 male. So, the total of the sample are 50 students. It can be displayed in the following table:

Table 3.3
The sample of study

Classes	Student in each class
VII A (9 female 16 male)	25
VII B (17 female 8 male)	25
Total of students	50

C. Instrument for Collecting Data

Instrument is tool that is used by researcher in collecting the data in order that he or she works easier, the result is better, accurate , complete, and systematic, so that the data are easy to be processed.

Table 3.4
The Research Instrument

Title of Research	Variable	Indicator	Subject	Technique
The Effectiveness of Spelling Bee Game in Teaching Vocabulary at Seventh Grade Students of SMPN 1 Siman	Independent Variable X : Spelling Bee	<ul style="list-style-type: none"> • Students can exchange experiences with others in the learning process • students can pronounce vocabulary correct • Increase vocabulary students 	Seventh grade students	Subjective Test
	Dependent Variable Y: Vocabulary	<ul style="list-style-type: none"> • Students can identify adjective. Physical appearance (adj) • Students can identify part of body (noun) • Students can describe about people 	Seventh grade students	Subjective Test

1. Validity

The process of gathering evidence to support a particular interpretation of test score is referred to as validation. Need evidence to establish that the inference, which is made on the basis of the test result, is appropriate. Numerous studies may be required to build body of the evidence about the validity of these score based interpretation.²⁸ In this study, to determine the validity of instrument the researcher used formula Karl Person product moment.

The validity will measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research.²⁹ With df or db is(n) 23 in 5 % significance the price of r table is 0,396. When the price of r x y or r count is under r table it could be concluded that grains were not valid instrument. Thus the item said to be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,396.

To validity and reliability instruments research, the researcher put the total sample 25 respondent in students class VII B in this validity test research, the research gave 25 question for this class and with the vocabulary.

²⁸Donald Ary, Lucy Cheser Jacobs, and Chris Sorensan, Introduction to Research in Education 8th edition(USA: Wadworth Cengage Learning, 2010), 226

²⁹ Daniel Mujis Doing Quantitative Research in Education with SPSS (California; Sage Publication, 2004) 85.

So, the researcher calculated the validity test from scoring vocabulary. From of result the test validity instrument all question or scoring rubicare valid and invalid. To know score validity test the researcher uses program of SPSS 23 windows. Finally the result calculation item validity instrument above could be concluded in able as follows:

Table 3.5
The result of validity calculation

No. item	“r” arithmetic	“r” table	Explanation
1.	0,553	0,396	Valid
2.	0,569	0,396	Valid
3.	0,477	0,396	Valid
4.	0,518	0,396	Valid
5.	0,196	0,396	Invalid
6.	0,523	0,396	Valid
7.	0,569	0,396	Valid
8.	0,419	0,396	Valid
9.	0,547	0,396	Valid
10.	0,269	0,396	Invalid
11.	0,555	0,396	Valid
12.	0,602	0,396	Valid
13.	0,457	0,396	Valid
14.	0,204	0,396	Invalid
15.	0,643	0,396	Valid
16.	0,479	0,396	Valid
17.	0,589	0,396	Valid

No. item	“r” arithmetic	“r” table	Explanation
18.	0,286	0,396	Invalid
19.	0,637	0,396	Valid
20.	0,519	0,396	Valid
21.	0,524	0,396	Valid
22.	0,530	0,396	Valid
23.	0,560	0,396	Valid
24.	0,335	0,396	Invalid
25.	0,621	0,396	Valid

2. Reliability

Reliable test is consistent and dependable. Reliability of a test may best be addressed by considering a number of a factors that may contribute to unreliability of a test. Consider the following possibilities.³⁰ The reliability data will be measured with SPSS because it most commonly used statistical data analysis software.³¹

The instrument reliable if alpha is more than r_{table} , if alpha is under the r_{table} the instrument is unreliable. The sample is (n) seventh grade students, $n=23$ and the significance the price of r_{table} is 0,396. Finally the result of calculation reliability instruments as follows:

³⁰ H. Douglas Brown , *Language Assesment Principles and Classroom Practice*, (United States America: Longman, 2004) 20-21

³¹ Daniell Mujies, 85

Table 3.6
The result of Reliability using SPSS 23

Case Processing Summary		
	N	%
Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	20

Table 3.7
Test item reliability

"r" alpha	"r" table	Reliable
0,839	0,396	Valid

D. Technique of Data Collection

1. Test

Test is method of measuring of person's ability, knowledge, or performance in a given domain.³²

The test in this research are divided into two parts, those are pre-test and post-test. Pre-test used to know the students' previous level of the vocabulary, while

³² H. Douglas Brown, 3.

the post-test used to know the students' level of their vocabulary ability after the research give a treatment of spelling bee game in teaching vocabulary.

In this research the research used a set of test as instrument research to collect the data. The research chose that test as a instrument research to collect the data. The research chose that test under the consideration of the level of students in junior high school SMPN 1 Siman. In order to measure the capability of the students, the research used the score of pre-test and post-test as research instrument for both the experimental and control classes. Questions for pre-test and post-test have 25 questions.

The scores of pre-test and post-test are the most consideration whether the treatment of the experimental classes gives positive effect not the first year students in students' vocabulary.

E. Technique of Data Analysis

1. Assumtive Test

Assumption in statistical testing, among others:

a. Normality

Normality test are supplementary to the graphical assessment of normality. The normality test can be conducted in SPSS explorer procedure (analyze- descriptive statistic- explorer- plots-normality plots with test).³³

³³ Asghar Ghasemi, *Normality Test for Statistic Analysis: A guide for non Statistician*. Vol 2. No. 10.2012, 487

- b. Homogeneity test used Harley test. Homogeneity test was the variance ratio test between two group or more.³⁴ This could be tested by Harley test.

Make a frequency distribution table.

Calculated SD formula:

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left(\frac{\sum fx}{nx}\right)^2} \quad SDy = \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2}$$

2. Hypothesis Test

After testing of normality and homogeneity test, the researcher continue to analyze the data using t-test. Statistical analysis based on a “null” hypothesis (labeled Ho) that there is no effect. An experiment is designed to determine whether evidence refutes the “null” hypothesis.

T-test, the research compares the mean score of students’ vocabulary achievement taught using spelling bee game(X) and the students’ vocabulary achievement not being taught using spelling bee game(Y). this test measuring using SPSS.

³⁴ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2011), 214

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Historical Background of SMPN 1 Siman

SMP 1 Siman in the academic year 1983/84 located in Demangan Village, Kec. Siman, Kab.Ponorogo, with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0472/0/1983, November 7, 1983. At the beginning it was opened with 3 (three) study groups, 120 students, 12 teachers, 2 Tata Staff Business and 2 Employees who are led by a Principal named Bpk. Drs. Trisoeko, which is located at Jl. Dr. Soetomo Ponorogo.

At the beginning of its establishment (Academic Year 1983/84 - 1984/1985) in carrying out the teaching and learning process using (borrowing) the SD Kepuhrubuh building, Kec. Siman, Ponorogo which is + 1 (one) km south of Siman 1 Public Middle School building, because the junior high school building was not yet completed.

Then, in 1984, on December 19, 1984 the Siman 1 Public Middle School building was completed and inaugurated by the Governor of East Java, Mr. Wahono, on an area of 11,100 m² with the number of buildings / spaces:

- 6 Study Rooms / Classes
- 1 Student Toilet Room
- 1 Teacher's Office Room

- 2 Teacher / employee toilet rooms
- 1 Office of the Head of the School Office
- 1 Office of Administrative Office
- 1 UKS Room
- 1 Guard House Room + Kitchen

During this time, SMP Negeri 1 Siman was led by 11 principals, including:

2. Geographical Location

Siman Middle School 1 is supported by professional educators with bachelor and master's education qualifications. At its inception (in 1983) it had 3 classrooms and now it has grown to 20 classrooms with increasingly complete facilities. This A-accredited school in 2010 is located on Jl. Raya Siman which is adjacent to UNIDA Gontor. Siman 1 Public High School continues to develop itself and now is on par with other schools in Ponorogo. Meanwhile, achievements continue to be carved out both academically and non-academically. Achievements that have been obtained include:

- a. District Champion Bullet Winner (Th.2012)
- b. Second Place in District Level Bullet Rejection (Th.2012)
- c. Second Place at Putra Regency Fast Road (Th.2012)
- d. Third place winner at the district level Women's Bullets (Th.2012)

- e. Second Winner and III IPS Science Art Competition at the Ex Karesidenan level in Madiunin MAN 2 Ponorogo (Th.2013)
- f. 1st place at the district level Women's Discs Throw (Th.2013)
- g. Second Place at the Regency Men's Discard Throw (Th.2013)
- h. Champion II Run 1,500 meters at district level (Th.2013)
- i. District II High Jump Champion (Th.2017)
- j. Champion II Run 100 m at the district level (Th.2017)
- k. Champion II District level Long Jump (Th.2017)
- l. Second Place at the district level Javelin Throw (Th.2017)

3. Vision and Mission of SMPN 1 Siman

a. Vision

Achieving, cultured based on faith and piety.

Vision Indicator for SMP 1 in Siman sub-district. The realization of the applicable educational unit level curriculum (KTSP).

- 1) The realization of an effective learning process so that the potential of students develops optimally.
- 2) The realization of graduates who are competitive in continuing education and smart in solving problems faced daily.
- 3) The realization of achievements in the non-academic field (extracurricular activities).

- 4) The realization of graduates of faith and devotion to God, noble character, characterized by quality academic competencies, have the personality of the Indonesian people.
 - 5) The realization of the concern of the school community towards the environment .
 - 6) The realization of relevant and interactive educational facilities and infrastructure.
 - 7) The realization of interactive learning media.
 - 8) The realization of human resources that have the ability and willingness and are consistent in carrying out their duties.
 - 9) The realization of participatory school management and accountability.
 - 10) The realization of a harmonious working atmosphere that allows all school managers to succeed.
 - 11) Realization of community participation (parents) in financing school programs.
- b. Mission
- 1) Realizing a complete curriculum device.
 - 2) Realizing active, creative, effective and fun learning activities (PAKEM)
 - 3) Realizing competitive and intelligent graduates.
 - 4) Realizing achievements in the field of extracurricular activities.
 - 5) Realizing a faithful and devoted graduate of God YME, having a noble character, having

character, quality academic competence, having the personality of the Indonesian people.

- 6) Realizing a culture of clean, healthy, and caring about environmental sustainability.
- 7) Realizing relevant and adequate educational advice and infrastructure.
- 8) Realizing adequate learning media.
- 9) Realizing quality human resources and consistent in their duties.
- 10) Realizing participatory school management.
- 11) Realizing a harmonious work atmosphere.
- 12) Realizing community participation in financing school programs.

c. Purpose

- 1) Developing the 2013 Curriculum and 2006 Curriculum with subject syllabus, Learning Implementation Plan, Student Activity Sheet and Assessment System.
- 2) Realizing the culture of re-reading the school community.
- 3) Develop a cross-subject life learning model.
- 4) Excavation, development of materials and environmental issues that have to do with the preservation, prevention of damage and prevention of environmental pollution in the surrounding community.
- 5) Development of environmental and cultural based learning methods.

- 6) Develop a local content syllabus with a Learning Implementation Plan, Student Activity Sheet and Assessment System.
- 7) Develop self-development programs and implementation schedules.
- 8) Optimizing the learning process with the scientific approach, CTL, Pakem, cooperative learning, Problem Based Learning and Project based learning.
- 9) Obtain the exam value according to the graduation standard.
- 10) Include educators and education staff in professional improvement training through MGMP, PTBK, PTK activities, competitions, seminars, workshops, independent courses, and other activities that support professionalism.
- 11) Meeting the needs of facilities and infrastructure of learning activities (media room, library, science laboratory, learning media for mathematics and social studies and laboratory skills) and supporting suggestions in the form of places of worship for parking, school canteens, sports fields, green houses, garbage banks and toilets schools by prioritizing scale.
- 12) Implement school-based management and management of school-based quality improvement in a democratic, accountable and open manner.

- 13) Helping students understand character values or knowledge values related to God Almighty, self, fellow human beings, environment and nationality.
- 14) Promote education funding in a fair and democratic manner and make use of it in a planned and accountable manner honestly, transparently and fulfill public accountability.
- 15) Optimizing the implementation of authentic assessments on an ongoing basis.
- 16) Engaging the community, and the environment around the school in order to create a conducive learning atmosphere.
- 17) To optimize the implementation of remedial and enrichment programs.
- 18) Equip the school community to be able to implement religious teachings through dhuhur prayer activities in congregation, Dhuha prayer, Friday prayers and recite the Qur'an.
- 19) Form a KIR activity group.
- 20) Include students in the next district or level technical activities.
- 21) Have a sports team that can compete at the district level.
- 22) Has a scout gudep who can participate and be active in the regional jamboree and national jamboree, as well as other scouting events.

- 23) Instill courtesy and culture, a culture of healthy living, love for cleanliness, love for environmental sustainability y being based on faith and devotion to the Almighty God.
- 24) Optimizing self-development activities to improve discipline of traffic through PKS.
- 25) Optimizing self-development activities to foster a sense of social care through PMR.
- 26) Optimizing self-development activities in discipline and creativity through art, music, dance, painting, theater, karawitan and reog art.

4. Structure Organization of SMPN 1 Siman

The organizational structure in the school is a form in the form of a sequence or list that has functions as an effort in explaining the duties and functions of each component of the education provider concerned with the school. With the organizational structure, the system of implementing education in schools will be more organized, disciplined, performance to be effective, efficient and can improve the quality of education in accordance with the goals to be achieved.

The following is the structure of Siman Ponorogo 1 Public Middle School:

- a. Principal: Dr. HadiSuminto, M. Pd
- b. Curriculum Curriculum: Elly Susiana, S.Pd. M. Pd
- c. Student Assistance: Drs. Muryad, M. Pd

- d. Waka Public Relations: Drs. Anwar Buchori
- e. Waka Infrastructure: AgusSubiyakto, S. Pd
- f. Administration: Dr. EnyRetnoyati

B. Data Description

In this research, the research took the seventh grade students of SMPN 1 Siman as population. Then the research took two classes as sample, one class as an control class that was V11 B and one class as an experimental class that was V11 A. The total number students of two classes are 50 students; experimental class consist of 25 and control class consists of 30 students. In experimental class, the students were taught by using spelling bee game, while in the control class students were not taught by using spelling bee game. In the end of this research, the researcher compared between students who were taught by using spelling bee game and who were not.

1. Schedule of the research

There are four meetings in this research. They are pre-test, first treatment, second treatment with sustained spelling bee game, and post-test. For control class, the learning consisted of four meeting. They are pre-test, first meetings, second meetings and the last is post –test. The research schedule can be seen in the table below.

Table 4.1
Research schedule of Experimental Class

Date	Activities
March 20	Post-test
March 22	First treatment
March 27	Second treatment
March 28	Post-test

Table 4.2
The research schedule of control class

Date	Activities
March 21	Pre-test m
March 22	First treatment
March 28	Second treatment
March 29	Post-test

2. Procedure of Experimental

This research was taken from VII A as the experiment class. It consisted of 25 students. Before going to the treatment, the students had followed pre-test and post-test after they got the treatment.

First, the students were given pre test to measure their vocabulary achievement before getting treatment. The form of pre-test was a cloze one that consist of 20 numbers. It spent 80 minutes.

Second , after giving pre-test to the students time to give the first treatment by using spelling bee game in teaching vocabulary. The students observed the picture on the LKS book and listened

descriptive text's example that was read by the teacher. After that the teacher asked the students to list the verb noun and adjective words from that text. The teacher asked the students to make a descriptive text about idol teacher.

Next, the teacher conveyed some words to the students and asked them to spell those words. The teacher divided the students into some 5 groups and asked them to the discuss the words which they have classified. The teacher asked every group to spell 5 words using spelling bee technique. The last, in the second meeting, the students discussed and made conclusion to understand well about test material idol teacher.

Third, before entering to the main activities, the teacher explained. The ways of spelling bee game. Students were divided into some groups. The teacher gave some words and asked the group to spell those words. If they didn't understand the words, they could ask to the teacher. She would give definition of the words. The teacher gave determined time for each group to discuss. After that, students were asked to spell and interpret the words.

The last, before giving the post-test, the teacher examined the students' vocabularies. This process spent almost 40 minutes. The last program was giving and doing the post test in experiment class. It also spent 40 minutes.

3. Procedure of Control

The procedure of control class was almost same as experimental class. The difference was only on using the technique. The descriptive text was also about idol teacher.

First, the researcher gave pre-test in VIIB as the control class to measure the students' vocabulary achievement before they are taught the descriptive text.

Second, after giving pre-test, the students entered to the first meeting . In this step, the teacher explained the material about descriptive text to the students. Students were given time to ask about material that they had not understood.

Teacher asked the students to make some groups. Every group consisted of 5 members. After that the students were asked to make a text descriptive about idol teacher. Next the teacher asked the students to write the words which included in verb, noun , and adjective.

Third, the teacher asked the students to explain their text. After that, she gave some word to the students and asked them to spell those words. The teacher divided the students into 5 group and asked them to the discuss the word which that they have classified. The teacher asked every group to spell 5 words using spelling bee technique. The last the students discussedand made conclusion to understand well about text.

Fourth, the teacher examined their vocabularies and then the the teacher gave the post-test and the students answered as long as pre-test. They answered carefully and correctly. The purpose of post-test was to know wheather there the were differences before and after being taught by using spelling bee as usual.

4. The result of students' pre-test and post-test in experimental class (VII A)

The table show the score both pre-test and post-test in VIIA (experimental class) who were taught using spelling bee game. .

Table 4.3
The score Experimental class for students VII A

No.	Name	Pre-test	Post-test
1.	Agel Yudha	74	78
2.	Arigenta R.S	82	80
3.	Amaliya Putri w.	73	76
4.	Andriyan H.	74	82
5.	Augra Yori R.	70	78
6.	Bastian	72	85
7.	Claudia Marlina C.	69	80
8.	Disva Wahyu m.	75	82
9.	Eka Wulandari	63	79
10.	Fitriani Ayunda D.R	77	80
11.	Farendy Chandra K.	80	90

No.	Name	Pre-test	Post-test
12.	Joko Sulistiyono	74	80
13.	M. Zaki F.R	58	82
14.	Marisa Tri J.	79	86
15.	Marsella Julian T.	75	78
16.	Nur Cholis .	74	76
17.	Nur Sofa A.N.	75	85
18.	Olivia Cindy R.	70	89
19.	Putri Septiana	75	84
20.	Rachmadani Mega	83	80
21.	Riko Erwanda S.	60	78
22.	Rosita Fuji L.	70	86
23.	Siti Nur Aini	83	90
24.	Yeti Maya Sari	74	80
25.	Riski Widiyanto	75	82
	TOTAL	1834	2046
	MEAN	73,36	81,84

From the table above, we can see that the highest score of pre-test in Experimental class is 83, and the lowest score is 59. In post –test, the highest score of pre-test is 1834 with the mean is 73,36. Meanwhile , the total score of post-test is 2046 with the mean is 81,84.

Table 4.4
score pre-test experiment class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 58	1	4.0	4.0	4.0
60	1	4.0	4.0	8.0
63	1	4.0	4.0	12.0
69	1	4.0	4.0	16.0
70	3	12.0	12.0	28.0
72	1	4.0	4.0	32.0
73	1	4.0	4.0	36.0
74	5	20.0	20.0	56.0
75	5	20.0	20.0	76.0
77	1	4.0	4.0	80.0
79	1	4.0	4.0	84.0
80	1	4.0	4.0	88.0
82	1	4.0	4.0	92.0
83	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the table above, it could be see that score of students vocabulary were vary. There were 4.0% students or 10 students got score 58-82, 12% students or 3 students got score 70, 20% students or 10 students got score 74-75, 8.0% students or 2 students got score 83.

The histogram can be see as follows:

P O N O R O G O

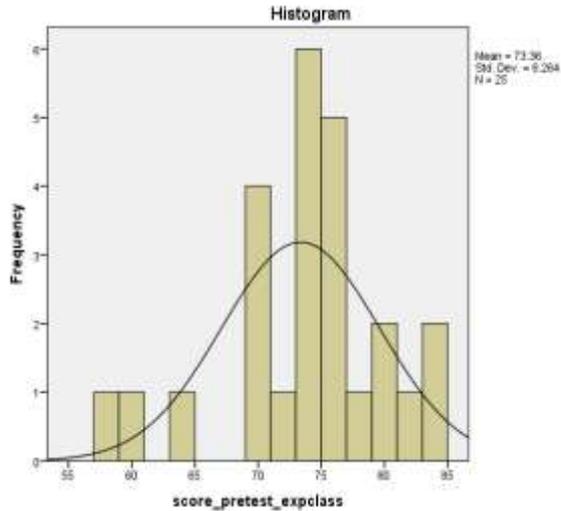


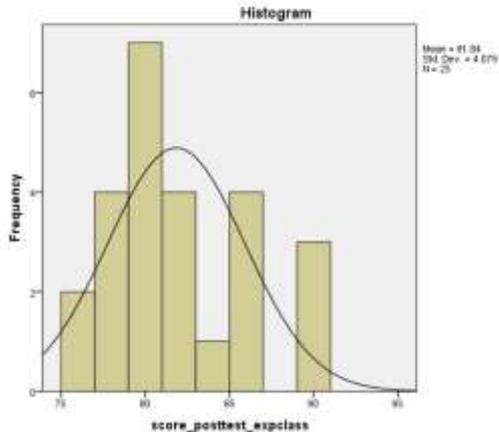
Table 4.5
score post-test experiment class

score_posttest_expclass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 76	2	8.0	8.0	8.0
78	4	16.0	16.0	24.0
79	1	4.0	4.0	28.0
80	6	24.0	24.0	52.0
82	4	16.0	16.0	68.0
84	1	4.0	4.0	72.0
85	2	8.0	8.0	80.0
86	2	8.0	8.0	88.0
89	1	4.0	4.0	92.0
90	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the table above, it could be seen that students vocabulary score are various. There is 8.0% or 8 students got sore 76,85,86,90,

Histogram post-test experimental class



5. The result of students' pre-test and post-test in control class (VIIB)

The table shows the score both pre-test and post-test of VIIB (control class) who was not taught using spelling bee game.

Table 4.6

The score control class for students VII B

No.	Name	Pre-test	Post-test
1.	Adriansyah Isnani S.	81	82
2.	Aji Nur Ikhsan S.	77	77
3.	Aji Septiasa	87	70
4.	Akbar Putra Yoga S.	75	76
5.	Bimo Lintang S.P.	58	67

No.	Name	Pre-test	Post-test
6.	Bondan P.	74	78
7.	Chelsyalia M.R	57	68
8.	Danang Pradana	86	80
9.	Daniel Triska K.	56	65
10.	Deny Cahyo S.	59	68
11.	Dewi Nawang R.W.	83	84
12.	Diah Ayu A.	69	70
13.	Diah Ayu P.S.	83	80
14.	Dimas M.P	57	70
15.	Efriza Alka S.S.	41	60
16.	Elviana D.P.	71	70
17.	Fariz Mibahul S.	64	65
18.	Febri Catur S.	78	80
19.	Imron Rosidin	70	76
20.	Lingga nur K.W.H.	55	74
21.	Meilani Nidayati	53	65
22.	Natasya Tri A.	50	70
23.	Nur Andhini R.	80	78
24.	Suminah	74	76
25.	M.Sugeng .P.	80	80
	TOTAL	1718	1829
	MEAN	68,72	73,16

From the table above, we can see that the highest score of pre-test in control class is 86, and the lowest score is 41. In post-test , the highest score of control class is 82 and the

lowest score is 60. The total score of pre-test is 1718 with the mean 68,72. Meanwhile, the total score of post-test is 1829 with the mean is 73,16.

Table 4.7
Score pre-test control class

		score_pretestcontrolclass			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	4.0	4.0	4.0
	50	1	4.0	4.0	8.0
	53	1	4.0	4.0	12.0
	55	1	4.0	4.0	16.0
	56	1	4.0	4.0	20.0
	57	2	8.0	8.0	28.0
	58	1	4.0	4.0	32.0
	59	1	4.0	4.0	36.0
	64	1	4.0	4.0	40.0
	69	1	4.0	4.0	44.0
	70	1	4.0	4.0	48.0
	71	1	4.0	4.0	52.0
	74	2	8.0	8.0	60.0
	75	1	4.0	4.0	64.0
	77	1	4.0	4.0	68.0
	78	1	4.0	4.0	72.0
	80	2	8.0	8.0	80.0
	81	1	4.0	4.0	84.0
	83	2	8.0	8.0	92.0
	86	1	4.0	4.0	96.0
	87	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

From the table above, it could be seen that the vocabulary score were various. There are 4.0%

or 17 students get score 41,50,53,55,56, 58,59, 64, 69, 70, 71,75,77,78,81,86,87, 8.0% or 8 students get score 57(2),74 (2), 80 (2), 83 (2).

Histogram pre-test control class

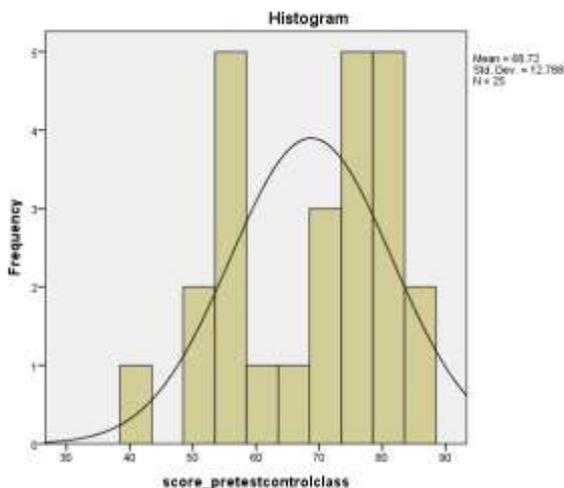
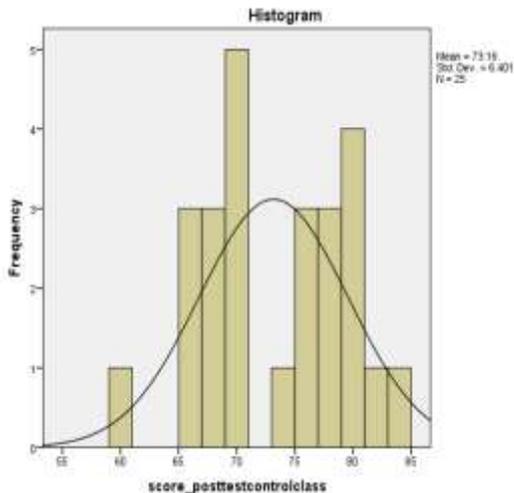


Table 4.8
score post-test control class
score_posttestcontrolclass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	4.0	4.0	4.0
65	3	12.0	12.0	16.0
67	1	4.0	4.0	20.0
68	2	8.0	8.0	28.0
70	5	20.0	20.0	48.0
74	1	4.0	4.0	52.0
76	3	12.0	12.0	64.0
77	1	4.0	4.0	68.0
78	2	8.0	8.0	76.0
80	4	16.0	16.0	92.0
82	1	4.0	4.0	96.0
84	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the table above, it could be seen that the vocabulary score were various. There are 4.0% or 6 students get score, 60,67,74,77,82,84. 8.0% or 4 students get score, 68(2), 78 (2). 12.0% or 6 students get score 65(3), 76 (3). 16.0 or 4 students get score 80. 20.0% or 5 students get score 70.

Histogram score post-test control class



C. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogenous. Therefore, normality and homogeneity tests are provided.

1. Normality Test

Normality test is used to determine whether a data set was well modeled by normal distribution or not, or to compute how likely the random variable is

to be normally distributed. ³⁵The calculation of normality test using SPSS program.

a. Normality test of experiment class

Table 4.9

**Normality test experimental class
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.92043056
Most Extreme Differences	Absolute	.135
	Positive	.135
	Negative	-.088
Test Statistic		.135
Asymp. Sig. (2-tailed)		.200 ^{c,d}

1. Test distribution is Normal.

Based on the calculation of SPSS 23 above, it can be seen that the test used one-sample Kolmogorov Smirnov test. The data of experiment group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than a(200>0,05).

³⁵Retnowidyaningrum.STATISTIKA EdisiRevisi. P.206

b. Normality test of control class

Table 4.10

**Normality test of control class
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.71850438
Most Extreme Differences	Absolute	.108
	Positive	.048
	Negative	-.108
Test Statistic		.108
Asymp. Sig. (2-tailed)		.200 ^{c,d}

1. Test distribution is normal

Based on the calculation of SPSS 23 above, it can be seen that the test used one-sample Kolmogorov Smirnov test. The data of experiment group is normally distributed. It can be seen from the value of Sig. (2-tailed) that is higher than a (200 > 0,05).

2. Homogeneity Test

Homogeneity means the similarity variance of each group, so the researcher will faced with groups that have the same condition from the beginning.³⁶ This test is needed to compare data in some group. It is also needed to test the homogeneity of variance in comparing two or more groups. Homogeneity test in experimental and control group that are taken from population have same variant or not. To calculated

³⁶ Ibid, 2013

the homogeneity of the test, the researcher will use minitab as tools. And for the formula of homogeneity test as a follows:

Table 4.11
The result of homogeneity calculation

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
9.710	1	48	.003

Based on the table 4.17 above, the researcher concluded that the data is homogenous distributed.

3. T-test

The researcher calculated t-test by using SPSS 23 to found out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of experimental class and control class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS 23. The result of the calculation as follows:

Table 4.12
The result of mean score of experimental class and control class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Experiment class	81.84	25	4.079	.816
Control class	73.16	25	6.401	1.280

Based on the table above, the result of data analysis showed that the means score students of experiment class (students by using spelling bee game) is 81.84 while the means score of control class (students who are not taught using spelling bee game) is 73.16.

Table 4.13
The result of t-test calculation

Paired Samples Test							T	df	Sig. (2-tailed)
	Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
experimentc lass – control class	8.680	5.764	1.153	6.301	11.059	7.529	24	.000	

From the table above, it could be seen that the value of t-test is 7.629 and the degree of freedom was 24. The value of significance 5% of t-table of $df=24$ is 2,06. To interpret the data above,

researcher formulated the test of hypothesis as follow:

H_1 : There is significant difference of vocabulary of students after taught by spelling bee game .

H_0 : There is significant difference of vocabulary of students before taught using spelling bee game.

The research result, $t = 7,529$ with $df = 24$, on level significance 5%. Pursuant to the table value " t " $= 2,06$. Then " t " the account more than t -table ($7,529 > 2,06$). It can be concluded that the students taught by using spelling bee game get a better score in vocabulary then the students who are not taught by using spelling bee game.

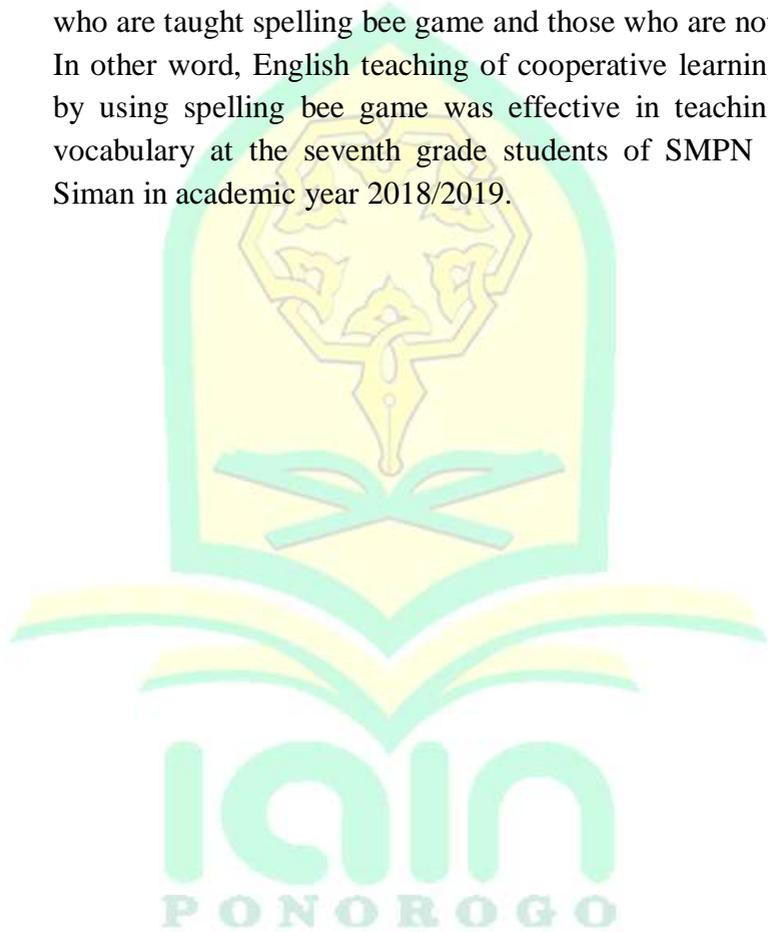
D. Discussion and Interpretation

From the conclusion above, it showed that the difference coefficient of students before taught using spelling bee game and after using spelling bee game is 7,529. That result was used to find out whether a significant coefficient or not and furthermore it could be used a basic generate the population.

Hypothesis test (t_0) at is 7,529 from the computation above would be compared to the " t " index (t_t) at is 24 with the condition below: if the $t_0 > t_t$, H_a was accepted, it mean different of both variables was significant different.

The researcher could know that 5% significant level $t_0 = 7,529$ and $t_t = 2,06$. From the conclusion, it can

be seen that the students who are taught by using spelling bee game got better score than those who are not. So, it can be concluded that there is significant difference in the vocabulary mastery between students who are taught spelling bee game and those who are not. In other word, English teaching of cooperative learning by using spelling bee game was effective in teaching vocabulary at the seventh grade students of SMPN 1 Siman in academic year 2018/2019.



CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher took the conclusion that there is significant difference on students' achievement who are taught by using spelling bee game and without spelling bee game in teaching vocabulary on the seventh grade students of SMPN 1 Siman in academic year 2018/2019. The students who are taught using spelling bee game have better scores than those who are not taught by using spelling bee game.

The result of this research in this study is the mean score of post-test from the experimental class is higher (81,84) than post-test from control class (73,13). It has been found that the comparison value (t_0) between students' vocabulary achievement who are taught using spelling bee game and who are not is 7,329. This is higher than (t_t) value in the table, which is (t_t) = 2,06 at the level of significant 5% with $db=24$. So, H_a is accepted.

In the other words spelling bee game has significant difference on students achievement in teaching vocabulary to improve students achievement at the seventh grade students of SMPN 1 Siman.

B. Suggestion

Considering the conclusion that I have mentioned before, the researcher would like to suggest:

1. For students

The students are suggested to be more active and enjoy during the teaching and learning process. They should study more about vocabulary by using spelling bee games to help them relax so that, they are not feeling bore in mastering vocabulary. Spelling bee games can also help the students remember their vocabulary easily.

2. For readers

For the other readers, the researcher hopes that the result of this study can be useful as a reference for a future research concerning with English vocabulary.

3. For the English teacher

English teacher is recommended to use sping bee games to increase student's vocabulary mastery. This game is very interesting and easy to practice by teachers. The teacher also helped with English spelling bee games, because this game can help students to receive and remember the material. It also makes students interested and did not feel bored in teaching learning process. Besides that, students will be more active and communicative.

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