

**THE IMPLEMENTATION OF SPELLING BEE GAME TO IMPROVE
THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH
GRADE STUDENTS OF SMP AISYIAH PACCINONGAN**



A THESIS

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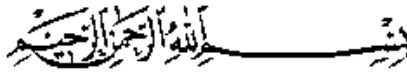
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The Researcher

MOTTO

“SO WHICH OF THE FAVORS OF YOUR LORD WOULD YOU DENY?”

– QS AR-RAHMAN (55:13)



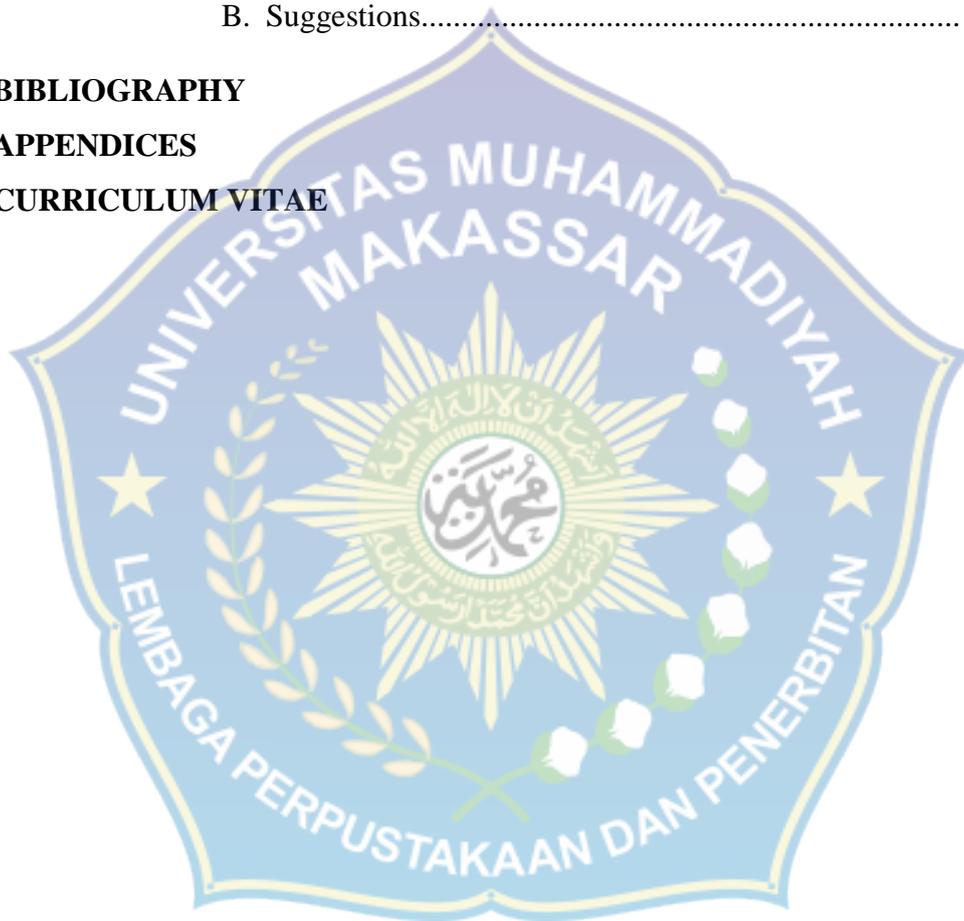
I dedicated this thesis to

My beloved parents, my families and all of my friends.

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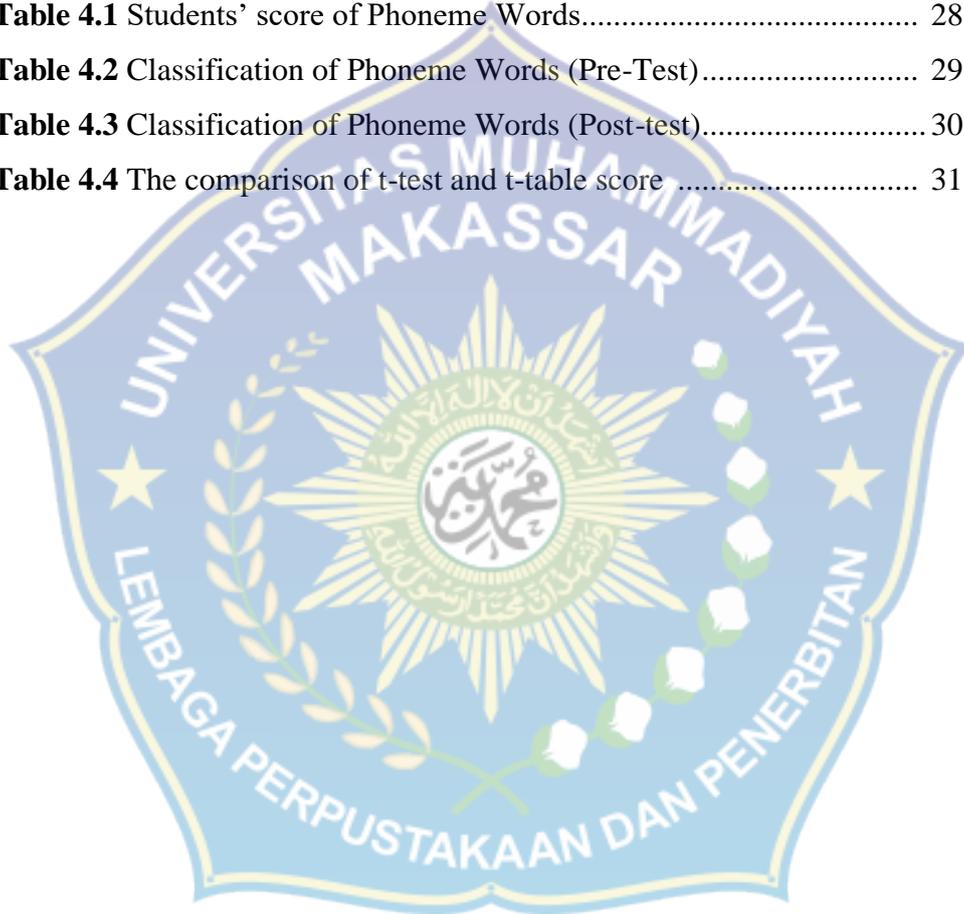
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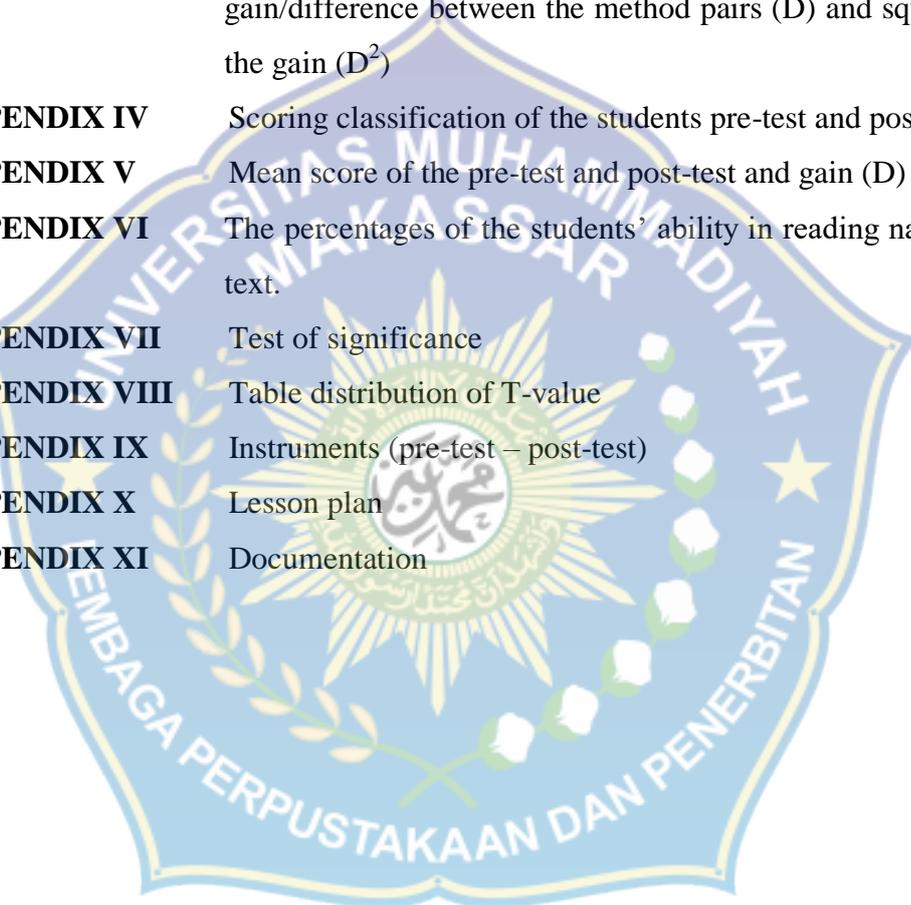
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ABSTRACT

Kusherdianti Haeri. 2019. The Implementation of Spelling Bee Game to Improve the Students' Vocabulary Mastery (A Pre-Experimental Research at the Seventh Grade Students of SMP Aisyiah Paccinongan) (supervised by Nurdevi Bte Abdul, and Saiful).

This research aimed at finding out the improvement of the students' vocabulary mastery by using spelling bee game. The researcher used pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The sample of the research was the seventh grade students which consisted of 25 students. The sample was taken by using purposive sampling technique.

The finding of this research showed that the seventh grade students of SMP Aisyiah Paccinongan have very poor score in pre-test. After conducting the treatment, their vocabulary mastery increase significantly. The result of the research showed that the mean score obtained by the students through post-test (74.56) was higher than pre-test (30.56) with the t-test value vocabulary skill is greater than t-table ($14.52 > 2.06$). Vocabulary mastery improved 44%, by using spelling bee game. Therefore, the researcher concluded that the improvement of the students' vocabulary mastery using spelling bee game was significant improved.

Keywords: Vocabulary, Spelling Bee Game.

CHAPTER I

INTRODUCTION

This chapter described the background of the research, problem statement, objective of the study, significance of the study, and scope of the study.

A. Background

English is the biggest language in the world that use as international communication. For that reason, it is important for people to master English orally and written, in order to be able to communicate and socialize with the world community. People who study English language consider it as their personal proficiency. Therefore, nowadays many people particularly students, ought to master English language. Mastering English language is an important value for the students to have. Especially in Indonesia, English becomes the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art (Nugroho, 2011).

In learning a foreign language, vocabulary play fundamental role as one of most important skills necessary for teaching and learning a new language. Vocabulary is the main tool for the students in their attempt to use English effectively. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation (Richards and Renandya, 2002).

Based on preliminary study at seventh grade of SMP Aisyiah Paccinongan, the researcher found out that the students still have difficulties in developing their vocabulary. During speaking activities, they can not articulate their ideas clearly because they do not have enough English words to convey them. The student keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. The main reason for such communication problems is the lack of vocabulary. A similar condition happened during writing tasks, students can not focus on what they have to write because they lack of vocabulary, so the students could not express their ideas effectively (Jawariah, 2005).

Putri (2002) enlightens that, student get bored very fast if the teacher is teaching them using the old conventional methods and techniques. Teachers are responsible for finding out interesting and attractive ways to teach and motivate their students. Considering the problems faces, the researcher interests to do a research in applying spelling bee game in the learning and teaching activity.

Andrea Bennett (2011) emphasized the power of games and play to facilitate deep and meaningful learning where most productive and motivating learning experiences are taking place outside of school through playing and participation where children do enjoy learning via having a sense of their own progression and where the learning is relevant and appropriate.

Spelling bee is a competition for students to spell words aloud letter by letter. Students are eliminated if the spell a word incorrectly. The earliest

known evidence of the actual phrase 'Spelling Bee' being used was in 1850. A key impetus for the contests was Noah Webster's spelling books that published in 1786. There were so many different ways to spell words and Noah Webster is the person who stepped in and decided to impart some order in standardization to our language. People welcomed the order that he brought to it and from that arose spelling bees. Over time, it filtered down into the schools for children. Then in 1925, the National Spelling Bee was founded that sponsored the very first National Spelling Bee. The popularity of spelling bee game then adopted in the movie "Akeelah and the Bee" in 2006. The story about a young girl who overcomes environmental and familial challenges to compete in the country's top spelling bee championship (Fogarty, M, 2018).

Some studies show that teaching vocabulary through games can help students improve their vocabulary and other language skills. According to Anisa (2010) in her research about spelling bee game shows the result that the lowest score on the post-test is 61.00. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 86.85. From the result, it can be concluded that Spelling Bee is effective to be implemented in English vocabulary learning since nearly all of the students know and are able to spell the words correctly. Meanwhile, the data from the questionnaire shows that 99.24% of the students agree that Spelling Bee gives positive impact to students' vocabulary learning. Through Spelling Bee, students can practice their spelling skill and create a fun atmosphere in the classroom.

In addition, Uranga (2007) Spelling Bee is a kind of competition where the competitors have to compete to spell words given correctly. Spelling Bee is more than a memorizing activity because beside students have to memorize the words they are also introduced to a complicated thinking process when they receive several clues to spell the word correctly, such as definition, alternative pronunciation, kinds of words (noun, adjective, verb) and the use of words in a sentence.

Based on those benefit of spelling bee game in teaching vocabulary, the researcher wants to conduct an experimental research with the title: *The Implementation of Spelling Bee Game to Improve the Students' Vocabulary Mastery.*

B. Problem Statement

Based on the background above, the researcher formulates the problem in this study as follow: Does the use of spelling bee game improve the students' vocabulary mastery ?.

C. The Objective of The Research

Referring to the background and the problems, the objectives of the study is to know that the use of spelling bee game improve students' vocabulary mastery.

D. The Significant of the Study

The researcher expect that the results of the research will give some significant to the student, teacher and the researcher. They are as follows:

1. For the students

They are expect to improve their vocabulary by using spelling bee game as an alternative technique, because vocabulary is central to language and is of great significance to language learners. Spelling bee game can make students interesting and more enthusiastic in learning, especially vocabulary.

2. For the teacher

This study is expected to provide information for English teachers in finding an appropriate method to teach vocabulary.

3. For the researcher

This study is expected to give valuable experience which can be used to improve learning quality in other situation and provide information also starting point for other researcher in improving the other technique in helping students on their vocabulary mastery.

E. Scope of the Research

In order to focus in conducting this study, the researcher limits the scope of the study as follows: The subject of this study is the seventh grade students (VII.A) in Junior High School (SMP Aisyiah Paccinongan). The

object of this study is vocabulary mastery that focused on verb (action verb) and concrete noun (animal, things food and drinks, and things).



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes the previous of related research, concept of vocabulary, the use of game in teaching vocabulary, the concept of spelling bee game, the concept of pronunciation, conceptual framework and hypotheses of the research.

A. Previous of Related Research

Before conducting the research, the researcher had looked for some researches relates to this research. There are some previous of related literature about this research are:

1. Marita et al. (2017) in their research "*Improving Students Vocabulary Mastery Through Spelling Bee Game at Fifth Grade of SD Swasta Kalampaian Kunto Darussalam*", the research aims to find out what extent the use of spelling bee can improve students' vocabulary mastery. The research uses classroom action research. The research was conducted in two cycles, every cycle consisted of three meetings with the activities; plan, action, observation and reflection. The finding of research shows that there was improvement in students' vocabulary mastery in learning and teaching activity. The result of mean's score in cycle 1 was 65,19 and cycle 2 was 82,03. From the result of analyzing can be concluded that the improvement of students' learning outcomes reached 16,84.

2. Choriana, D. N. (2016) in her research "*The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense*". It was conducted in two cycles including cycle 1 and cycle 2. 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.
3. Rohmawati, A. (2015) in her research "*Spelling Bee in Teaching Vocabulary Using Descriptive Text*", the study implements a pre-experimental design. The sample consists of 26 students of seventh grade students of one of Junior High School in Cimahi. The data of this study are obtained through a post-test and questionnaire. The post-test is given in the form of spelling test. The data from the post-test are analyzed statistically using SPSS 20 for Windows. The result shows that the lowest score on the post-test is 61.00. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 86.85. From the result, it can be concluded that Spelling Bee is effective to be implemented in English vocabulary learning since nearly all of the students know and are able to spell the words correctly. Meanwhile, the data from the questionnaire shows that 99.24% of the students agree that Spelling Bee gives positive impact to students' vocabulary learning.

4. Inayatullah, I. (2012) in her research "*The Influence of Spelling Bee Game on the Students' achievement in English Vocabulary*". The sample was from one class namely VII B totally 43 students. The result of the research is known that mean of the students' post test (75.69) is bigger than mean of the students' pre-test (37.67). The influence of students' achievement in English vocabulary can be known by using t-test at the significance level 0.05, is gotten t_{value} is bigger than t_{table} , that is $t_{\text{value}} = 2.18 > t_{\text{table}} = 1.68$. It means that H_a is accepted and H_o is rejected. It shows that there is influence of Spelling Bee game on the students' achievement in English vocabulary.
5. Rahayu (2009) in her research "*Spelling Bee Game in Teaching Narrative Text*". This study was conducted by using a quasi-experimental design with pretest and posttest nonequivalent groups design. The findings of this study suggested that Spelling Bee was effective in improving students' understanding on narrative text as indicated by a statistically higher reading score of experimental group students ($M = 76.0, SE = 1.11$) than control group students ($M = 60.5, SE = 1.31$) in the posttest. This difference was highly significant $t(78) = 8.982, p < 0.05$ with the effect size value $r = 0.74$. There were two main conclusions that can be drawn from the present study. First, Spelling Bee could improve student' reading comprehension on narrative text. Second, Spelling Bee game was appropriate for the students in senior high school level.

Based on the previous research above, we can conclude that spelling bee game can be used as an interesting and attractive way to teach and motivate students in learning activity, since this game effectively improved the students' in many English skill mastery. Even though the previous study has similarity with the researcher about the use of spelling bee game as a technique in English learning activity, but this research will different from previous researches above because it will focus how the implementation of spelling bee game to improve English skill such as vocabulary and pronunciation.

B. The Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses. We can not do anything without vocabulary especially when we want to tell something to other people. Hornby in Prayitno (2015) stated that vocabulary is the total of numbers of words (with rules for combining them) that make up a language. It means vocabulary is a list of word that has meaning.

According to Hackman (2008) vocabulary is more than a list of words and although the size of one's vocabulary matters, it knows how to use it which matters most. Then, vocabulary is generically defined as the knowledge off words and word meanings. More specifically, researcher use vocabulary to refer to the kind of words that student

must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005).

Furthermore, Neuman and Dwyer in Bintz (2011) state that vocabulary can be defined as the words which have to know and to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). It means that, the vocabulary is about the word have to know and master in order to make us can communicate with other people effectively. In addition, McCarten (2007, p. 3) states that the researcher can learn vocabulary from the corpus that essentially tells us about:

First is frequency: which words and expression are most frequent and which are rare. Second are differences in speaking and writing: which vocabulary is more often spoken and which is more often written. Third are contexts of use; the situations in which people use certain vocabulary. Fourth is collocation; which words are often used together. Fifth are grammatical patterns; how words and grammar combine to form patterns and the last is strategic use of vocabulary; which words and expressions are used to organize and manage discourse.

Based on the experts opinion above, the writer concludes that the vocabulary is amount of words which is used in a language by human being to communicate each other. Simply, the vocabulary is a component which contains the words, its form and its usage that can be applied to communicate in the daily life.

2. Teaching English Vocabulary

Teaching vocabulary is not easy. Not only the students have to know the words, but they also have to know the meaning of the words. To learn foreign language, especially English, it can not separated from learning vocabulary. Vocabulary supports all the words to express opinion, ideas, and feeling in communication. Vocabulary is one of linguistic component that must be involved in learning English because the knowledge of vocabulary plays an important role in mastering the four language skills. In teaching vocabulary, a teacher needs materials, exercises, and strategies. As Bordon cited in Suara (2014) state as follows:

1. Material motivating the students.
2. Classes presented in a variety ways.
3. Several strategy for unlocking the meaning of words.
4. Ways of showing students how to remember what they have learned.

C. The Use of Games in Teaching Vocabulary

In teaching and learning activities, there are many activities to develop vocabulary mastery. One of them is through the games. Nilwan (2010) defines game as structure in learning. Game is characterizing of what players do. Furthermore, Wright (2006) states that game is an activity which is entertaining, engaging and activity in which the learners play and usually interact with others. It is clear that game can improve students learning motivation. Based on *Oxford Advanced Learner's Dictionary*, a game is an activity which involves people or teams compete against each other.

Huyen and Nga (2003) concluded their research that games really give a good contribution if students are given a chance to learn, practice, and review the English language in pleasant atmosphere. Students have a new way of learning by experiencing learning through games. Games can make the students more focus in learning, because they do not feel that they are forced to learn. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students' communicative skills and they have a chance to use the target language (Sorayaie- Azar, 2012).

Evans (cited in Aisyatin, 2013), proposed some characteristics of games that games are entertaining and exciting for learners by the competition and suspense of the outcome and the winner of the game. Games are challenging and helping in improving students' motivation to involve in the learning process. While playing the games, indirectly, students are also learning the lesson that has already given by the teacher. Games give relaxation and fun for students and games help students to learn and retain new words easily.

Games can be the alternative activity for learning vocabulary. Many experts of language teaching methodology agree that playing a game is a good way to learn vocabulary. As an effective and interesting way of teaching, there are good things to do in teaching vocabulary, such as reviewing vocabulary from previous lessons, checking vocabulary that students have already known, practicing new vocabulary, as an ice breaking

activity before starting the lesson (Sari, 2006). The definitions above are means that game is an activity with rules which people do it in a team or individually to reach a goal. And it is a fun activity.

D. The Concept of Spelling Bee Game

1. Definition of Spelling Bee Game

Sebba (2011) defined Spelling Bee as a competition which requires the contestants to spell words. Uranga (2003) defined Spelling Bee as a competition when a competitor who spells the word wrongly will be eliminated. Spelling Bee also called *spell-down*. Spelling Bee is not just about how to memorize and spell the letter of the word. It is considered a complicated thinking process. Actually, Spelling Bee have been part of American culture for a long time. The participant of Spelling Bee have to be children who have already been studying spelling, usually in elementary and middle school (Williams, 2008). Henceforth, the spelling bee today is not just for the contestants at the competitions but it is also for the English language itself (William, 2008). To teach the English spelling system by implementing a variety of learning styles in the classroom is necessary to help students understand spelling in English (O'Sullivan & Thomas, 2007).

Kichura (2008) stated that Spelling Bee help students encourage their spelling words, as well as to learn how to compete with one another. When students feel encourage about their ability of spelling words, it means they will increase their vocabulary which will help in understanding the text. In short, Spelling Bee is one of the interesting games for teaching

vocabulary. Spelling Bee helps students learn the pronunciation and know more vocabulary better than before.

On the *Spelling Bee Handbook*, published by Macmillan (2012), explains that it is a way to help children to overcome their difficulties in spelling words being learnt in the classroom. There are three main points in playing spelling bee game: (1) there must be participants, (2) judges are needed to take control of the competition, and finally (3) teachers are pronouncers; who are important characters of the spelling bee activity. Moreover, spelling bee game is an educational strategy for teaching the English language because it can help build a strong foundation in learning spelling and vocabulary (Payra & Cardona, 2016).

2. The Use of Spelling Bee Game in The Classroom

Before playing any game with students, especially in the classroom, it is important to practice so that students can understand the procedure clearly. The game can then be demonstrated in front of the class so that everyone understands how to play. Furthermore, establish rules for playing the game and let the students realize the rules. Accordingly, to make Spelling Bee work fluently in the classroom we need to make the procedure clear by explain it to the students.

According Herrera and Zanata (in Rahayu, 2000) there can be several ways to conduct Spelling Bee in the classroom, because Spelling Bee requires no preparation and is easy to set up. Before starting Spelling Bee game, teacher give the students some words in certain topic, let them

read two or three times, asked the students understand and remember the words with the meaning, then spelling bee can be started. Every meeting has different topic and material, for example: transportation tools or professions or kinds of animal or kinds of plants, etc.

Based on www.spelling-words-well.com (2011) in its article says, the rules Spelling Bee Game will be described as follows:

1. The pronouncer announces the word to be spelled, he speaks slowly and clearly, without distorting the formal pronunciation of the word and he uses the word in sentence and says the word again.
2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
3. When the speller sure understand the word, she pronounces it, spell it and then say the word again. She must say it loudly enough for the judge to hear it.
4. The judge determines whether or not the word was spelled correctly.
5. If the correct spelling was given, the speller remains in the game.
6. If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of that word .Then the pronouncer reads a new word to the next speller.
7. When there are only two speller left, if one player misspells a word, the other player must spell that word correctly, and one more word to be declared the winner of the Spelling Bee.

F. Conceptual Framework

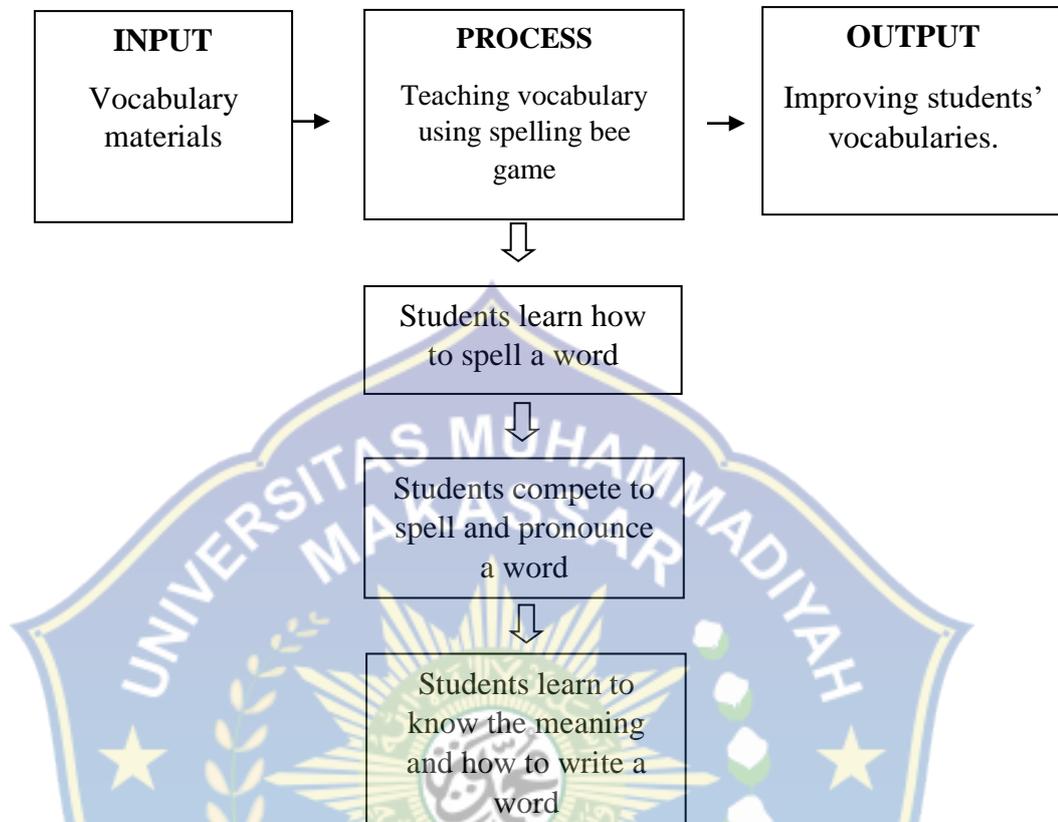


Figure.2.1. Conceptual Framework

Figure 2.1 is explained about learning process in improving students' vocabularies and pronunciation by using spelling bee game. The students will divide in some group to compete to spell and pronounce a word correctly. In this game students not only memorize a word, letter by letter but also students to brave speak in front of public. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of meaning of words. Therefore, the students have to know the meaning of the word, then write the word correctly.

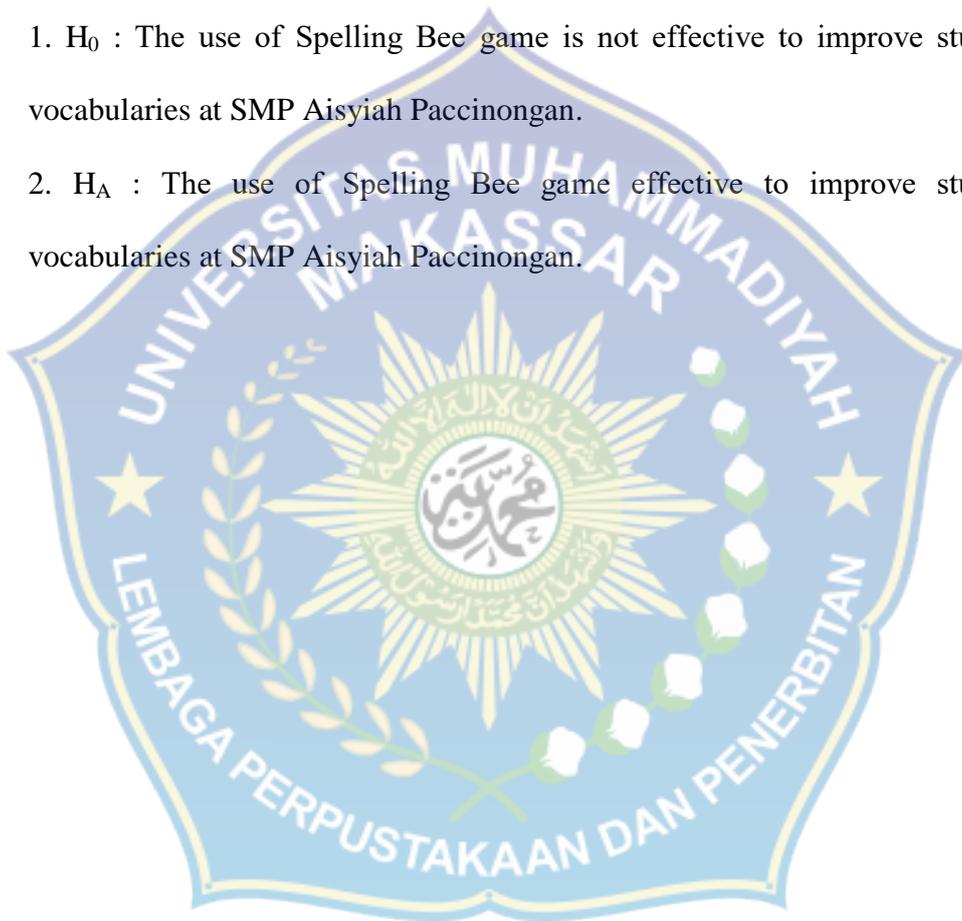
G. Hypothesis

The study proposed the null hypothesis (denoted by H_0) and alternative hypothesis (denoted by H_A) which are formulated as follows:

$$H_0 : x_1 = x_2$$

$$H_A : x_1 \neq x_2$$

1. H_0 : The use of Spelling Bee game is not effective to improve students' vocabularies at SMP Aisyiah Paccinongan.
2. H_A : The use of Spelling Bee game effective to improve students' vocabularies at SMP Aisyiah Paccinongan.



CHAPTER III

RESEARCH METHOD

This chapter described the research design, participants, the research variables, research instrument, procedures of collecting data, and technique of data analysis.

A. Research Design

The research used a pre-experimental design. The researcher used one group pre-test and post-test of pre-experimental design for several reasons. First, it was not intended to make any comparison, but to see whether there was an improvement in students' scores after a treatment on spelling bee game is given. Second, for limited time and cost. It was not feasible to use the true experimental design. The last, this method was not allowed to use control group. The one-group pre-test and post-test design usually involved three steps : (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a post test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post-test scores (Ary et al, 2010 : 303).

Table 3.1 Pre-test and Post-test

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Notes: 19

O₁= Pre-Test

X = Treatment

O₂ = Post-Test

(Gay, 2016)

B. Research Variable and Indicators

1. Research Variable

This research consisted of two variables. They were as follows:

a. Independent Variable (X)

Independent variable was variable which can give influence or response to dependent variable. In this research, the independent variable was the result of the test from the use of spelling bee game.

b. Dependent Variable (Y)

Dependent variable was variable which caused or influenced by other variable. Dependent variable in this research was the result of the test about the improvement of students' vocabularies and pronunciation ability.

2. Research Indicators

a. The students are able to spell and pronounce vocabulary in term of action verb.

b. The students are able to spell and pronounce vocabulary in term of concrete noun.

C. Population and Sample

1. Population

The population of this research was the seventh grade students of SMP Aisyiah Paccinongan which consisted of four classes in Academic Year 2018-2019. The total number of population were 210 students. (Source: Tata Usaha SMP Aisyiah Paccinongan).

2. Sample

In selecting the sample, the researcher used cluster random sampling technique. One class of four classes was chosen randomly. All of the students in that class were taken as research subject. Thus, all of the students in class VII.A were the subject of this research. The class is VII.A which consisted of 25 students.

D. Research Instrument

The researcher used instrument in order to get the better data. The instrument of the research was a tool or facility that was used by researcher for collecting data in order to get better result or in other words, it could be occurred complete and systematic. The instrument that used by the researcher wa vocabulary test. The vocabulary test used in the pre-test and the post-test.

The pre-test conducted to determine the initial scores of the students' vocabulary knowledge before the treatments are performed. Meanwhile, the post-test was done after the treatments were given.

E. The Technique of Data Collection

To collect the data, the researcher used of some procedures:

1. Pre-test

Before giving the treatment, the researcher gave a pre-test. Pre-test given to measure the students' vocabulary mastery before the treatment. The researcher gave the test that contained twenty five items and consisted of three kinds. The first kind was multiple choices that contained ten items. Second was they had to translate some words that contain ten items. The third was fill in the blank which they had to form some words based on the random letters with appropriate meaning of the words that contained five items.

2. Treatment

The researcher gave treatment by using spelling bee game. The treatment of the research was conducted in six meetings in which each meeting needs 90 minutes.

1. The researcher divided the class into 5 groups, in which each group consisted of 5 students to start playing spelling bee game.

2. Before the game starts, the students were given about 10 minutes to study together the lesson that they have just learnt from the teacher:
Read the text in the textbook and discuss the meaning of the vocabulary together.
3. The researcher 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 clearly by the researcher to help them compare it with other words that may have the same pronunciation but different spelling.
4. 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.
5. The researcher read the word out loud as much as two times. 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”.
6. If the student requested for the definition of the word to be provided, the researcher had to respond to it, e.g. “the word is “elbow” and its definition is the part of body; the joint between the forearm and the upper arm”.
7. The students were not allow 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.

8. The last, the students wrote down the word that they have spell on the white board.
9. The group that had the highest score from the game was the winner.

3. Post-test

Post-test was carried out in the last meeting. The test items in the post-test were exactly the same as those in pre-test. The post-test was done to see final score and to know the different of the students' score before get the treatment and after they get the treatment.

F. Technique of Data Analysis

The researcher analyze the data was using following steps:

1. Calculating the mean of pre-test score and post-test score.
2. Calculating the Standard Deviation of pre-test score and post-test score .
3. Calculating the t-test of pretest and posttest score to find out the difference between them.

Method of analyzing data was a method to process the findings data into research. The technique of analyzing the data was using the T-test. In analyzing the scores using t-test, the writer should find out the mean and the Standard Deviation of both the pretest and the posttest score.

1. Calculation the mean of the students is answered by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean core

$\sum x$ = The raw of all score

N = The number of subjects.

(Subana, et al, 2005)

2. Standar deviation

$$S = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

S : standard deviation

X : individual scores

N : number of scores in group

3. The percentage of increasing achievement was used the following formula:

$$X_2 - X_1$$

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay in Goestina, 2016)

4. After collecting the data of the students, we were classified the score of the students into the following criteria:

To find out the students' individual score, the writer used a formula as follows:

$$\text{Students score} = \frac{\text{correct answer}}{\text{Total number of question}} \times 100$$

Table 3.2 Classify the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud 2010)

5. The significance difference between the students' pre- test and post- test, the writer was applied the formula as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

- D = The difference between the method pairs ($X_1 - X_2$)
- Md = The mean of Ds
- $\sum d^2$ = The sum of the square
- $(\sum d)^2$ = The square of $\sum d$
- N = Number of students

(Subana, et al, 2005)

6. The criteria for the hypothesis testing was as follows:

Table 3.3 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 3.3 meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two sections, they were findings and discussion. Findings focused on the data analysis including the result of the test and examining hypothesis. Then, discussion contained explanation of findings which reflect result of the data.

A. Findings

The researcher, in this chapter, intends to explain how the data are being processed and analyzed. In the further interpretation of the data analysis were given below:

1. The Students' Vocabulary Mastery in Term of Action Verb

Students' vocabulary mastery in term of action verb by using spelling bee game had different in pre-test and post-test. In pre-test the students' vocabulary mastery was less satisfactory about action verb but after applied the use of spelling bee the students more understand about deciding the action verbs to acquire appropriate meaning, it can be seen clearly in table 4.1

Table 4.1 Students' Mean Score of Action Verb

No	Vocabulary mastery	The Student's Score		Improvement (%)
		Pre-test	Post-test	
	Action Verb	17.12	31.2	82.24%

Table 4.1 showed that the improvement percentages of students' vocabulary mastery in term of action verb was 82.24% after using spelling bee game in vocabulary mastery in term of action verb. The mean score of the students in pre-test were 17.12 and post-test which to be 31.2.

Table 4.2 Classification of Action Verb (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fairly	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0.0-35	25	100%
Total			25	100%

Table 4.2 showed that the classification of the students' score vocabulary mastery in term of action verb in pre-test all the students were 25 (100%) students got very poor score. None of them who got poor score. None of them who got fairly score. None of them who got fairly good score. None of them who got good score. None of them who got good very good score and excellent score. The table showed that all of the students got very poor score classification in the pre-test of action verb.

Table 4.3 Classification of Action Verb (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fairly	56-65	0	0%
6	Poor	36-55	9	36%
7	Very Poor	0.0-35	16	64%
Total			25	100%

Table 4.3 showed that the classification of the students' score vocabulary mastery in term of action verb in post-test there were 9 (36%) students poor score, and 16 (64%) students got very poor score. None of them who got fairly score. None of them who got fairly good score. None of them who got good score. None of them who got very good, and excellent score. After gave the treatment, the table showed the improvement. In the pre-test all of the students only got very poor score classification but in the post-test there were students who got higher score classification into poor score classification.

2. The Students' Vocabulary Mastery in Term of Concrete Noun

Students' vocabulary mastery in term of concrete noun by using spelling be game had different in pre-test and post-test. In pre-test students' vocabulary mastery was less satisfactory about concrete noun but after applied the use of spelling bee the students more understand about identifying the concrete noun to acquire correct meaning, it can be seen clearly in table 4.4.

Table 4.4 Students' Mean Score of Concrete Noun

No	Vocabulary mastery	The Student's Score		Improvement (%)
		Pre-test	Post-test	
	Concrete Noun	13.44	43.36	22.6%

Table 4.4 showed that the improvement percentages of students' vocabulary mastery in term of concrete noun was 22.6% after using spelling bee game in vocabulary mastery in term of concrete noun. The mean score of the students in pre-test were 13.44 and post-test which to be 43.36.

Table 4.5 Classification of Concrete Noun (Pre-test)

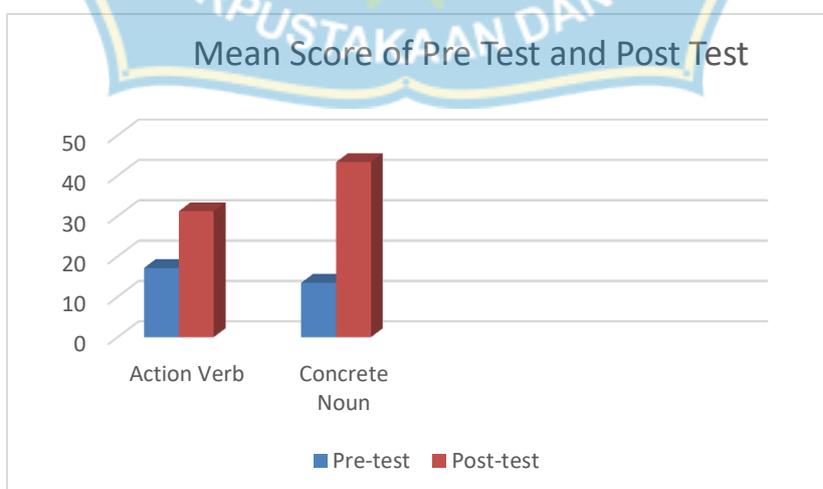
No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fairly	56-65	0	0%
6	Poor	36-55	1	4%
7	Very Poor	0.0-35	24	96%
Total			25	100%

Table 4.5 showed that the classification of the students' score vocabulary mastery in term of concrete noun in pre-test there were 1 (4%) student got poor, and 24 (96%) students got very poor. None of them who got fairly score. None of them who got fairly good score. None of them who got good score. None of them who got very good, and excellent score. The table showed that most of the students still got very poor classification in the pre-test of concrete noun.

Table 4.6 Classification of Concrete Noun (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fairly	56-65	0	0%
6	Poor	36-55	23	92%
7	Very Poor	0.0-35	2	8%
Total			25	100%

Table 4.6 showed that the classification of the students' score vocabulary mastery in term of concrete noun in post-test there were 23 (92%) students got poor score, and 2 (8%) students got very poor score. None of them who got fairly score. None of them who got fairly good score. None of them who got good score. None of them who got very good, and excellent score. After gave the treatment, the table showed the improvement. In the pre-test most of the students still got very poor score classification but in the post-test most of the students got higher score classification into poor score classification.



Graphic 4.2 Mean score of Vocabulary mastery in Term of Action Verb and Concrete Noun

Graphic 4.2 showed that there was improvement of the students' vocabulary mastery in term of action verb from pre-test with the mean score was 17.12 to post-test with the mean score was 31.2. Meanwhile for vocabulary mastery in term of concrete noun showed that there was improvement from pre-test with the mean score was 13.44 to post-test with the mean score was 43.36.

3. The Students' Vocabulary mastery Using Spelling Bee Game

Students were given the pre-test and post-test in order to know their achievement before and after the treatment. Their vocabulary mastery by applying spelling bee game had different in pre-test and post-test. The improvement of the students' vocabulary mastery could be seen clearly in the following table.

Table 4.3 Students' score of Vocabulary Mastery by using spelling bee game.

The Students' Mean Score		Improvement
Pre-test	Post-test	(%)
30.56	74.56	44%

Table 4.3 showed that the improvement percentages of students mean score was enhance until 44% after using spelling bee game in teaching vocabulary. The mean score of the students in pre-test were 30.56% and post-test which to be 74.56%.

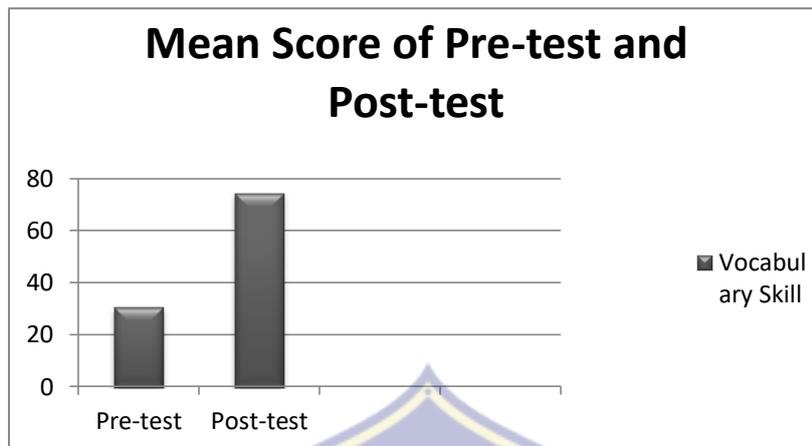


Figure 4.1 Graphic of the Mean Score of Vocabulary mastery in Pre-test and Post-test

Figure 4.1 showed that there was improvement of the students' vocabulary mastery from pre-test with the mean score was 30.56 to post-test with the mean score was 74.56. It indicates that the mean score of post-test was better than the mean score of pre-test.

Table 4.2 Classification of Students' Vocabulary mastery by Using Spelling Bee Game (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	3	12%
6	Poor	36-55	6	24%
7	Very Poor	00-35	16	64%
Total			25	100%

Table 4.2 showed that the classification of the students' score of vocabulary mastery in pre-test there were 3 (12%) students got fair, 6 (24%) students got poor and 16 (64%) students got very poor. None of them who got fairly good score. None of them who got good score. None of them who got very good, and excellent score. The table showed that most of the students still got very poor classification in the pre-test of vocabulary mastery.

Table 4.3 Classification of Students' Vocabulary mastery by Using Spelling Bee Game (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	2	8%
2	Very Good	86-95	3	12%
3	Good	76-85	7	28%
4	Fairly Good	66-75	6	24%
5	Fair	56-65	5	20%
6	Poor	36-55	2	8%
7	Very Poor	0.0-35	0	0%
Total			25	100%

Table 4.3 showed that the classification of the students' score of vocabulary mastery in post-test there were 2 (8%) students got excellent, 3 (12%) students got very good, 7 (28%) students got good, 6 (24%) students got fairly good, 5 (20%) students got fairly, and 2 (8%) students got poor. None of them who got very poor score. After gave the treatment, the table showed the improvement. The students' score got varied. In the pre-test most of the students still got very poor score classification but in the post-

test most of the students got higher score classification into good classification score of vocabulary mastery.

4. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pre-test and post-test the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N - 1, where N = Number of subject (25 students) then the value of t-table was 2.06 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' vocabulary test by using spelling bee game in table 4.4.

Table 4.4 The Comparison of T-test and T-table Score

Variables	T-test	T-table	Description
Vocabulary mastery	14.52	2.06	Significance

Table 4.4 showed that the value of the t- test was higher than the value of t-table. The result of t-test value were greater than t-table ($14.52 > 2.06$). It was said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 25 ($N-1=25-1$), thus the alternative hypothesis (H1) was accepted and null hypothesis (HO) was rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis was rejected and null hypothesis was accepted.

B. Discussion

This research examined the students' improvement on vocabulary mastery by using spelling bee game. From the improvement showed through the process in pre-test and post-test. In table 4.1 showed that the score of find out vocabulary mastery in term of action verb which the mean score of pre-test was 17.12 and after using spelling bee game, the mean score of post-test was 31.2. Then, in table 4.4 showed that the score of find out the vocabulary mastery in term of concrete noun which the mean score of pretest was 13.44 and after using spelling bee game, the mean score of post-test was 43.36.

The researcher then combined the mean score of action verb and concrete noun to classify them into vocabulary mastery. It found that the mean score of students' vocabulary mastery in pre-test was 30.56 that categorized as very poor classification. This category explained that the students' vocabulary mastery was very low especially in choosing the appropriate meaning of the words. While, in post-test students' achievement improved.

After the researcher gave the treatment by using spelling bee game, mean score of students' vocabulary mastery in post-test was 74.56 that categorized as good classification. Therefore, the researcher indicated that there was a significant improvement that proved by the mean score of post-test were higher than pre-test.

For comparison, the scores of pre-test and post-test were combined. Based on table 4.3 and table 4.4, the pre-test score starts from the lowest score, ranging between 00-35, obtained by sixteen students, and to highest range, 56-65, by three students. Meanwhile, in the post-test, the score started from the lowest range of 36-55, which was achieved by two students, to the highest one (96-100) and achieved by two students.

Before applying spelling bee game, the students' competence was very difference. Most of the students were in the lowest level; fair, poor, and very poor, none of them were in good, very good and excellent. In treatment, students were given six material about vocabulary. The material in first and the second meeting was about verb (action verb), third and fourth meeting was about things, then, fifth and six meeting was about animals. Meanwhile after applying spelling bee game , students showed their improvement. Most of them were in good, fairly good, and fair score. On the other hand, only two students in poor, even two students in excellent and none of them were in very poor score.

The researcher gave the treatment by using spelling bee game. As the result of the test, it showed that spelling bee game gave positive impact to

students' vocabulary learning. Students become active and enjoy in learning vocabulary. The game helped them to built their self-confident in remembering and memorizing the vocabulary easily and appropriately.

The results of the research above also reinforced by the results of research conducted by Yunisrina et al. (2017) that conclude the use of spelling bee game in the classroom had improved the students' English vocabulary. This game has helped the students enhance their vocabulary mastery in English by learning in a fun and interesting way. In addition, Rahayu (2009), she said that the implementation of spelling bee game is able to help the students to improve their spelling ability. Besides, the game could be used as an alternative activity to strengthen the students' memory to remember the vocabulary items that they learned and the spelling of those vocabulary items

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 24 indicated that t-table value was 2.06 and t-test value was 14.52. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 is rejected. It meant that the use spelling bee could improve students' vocabulary mastery.

To sum up, based on the result of this research, which showed the students' scores were much higher after the treatment, that the use of spelling bee game can improve the students' vocabulary mastery. Teaching vocabulary by using spelling bee game could help students understand their

vocabulary, enhance their spelling ability, and make students enjoy the learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher findings in the previous chapter, the result conclude that :

The result of using spelling bee game in vocabulary mastery in term of action verb showed the improvement. The mean score of the students in pre-test were 17.12 and post-test which to be 31.2. It indicated that the implementation of spelling bee game was effective to improve students' vocabulary mastery in term of action verb.

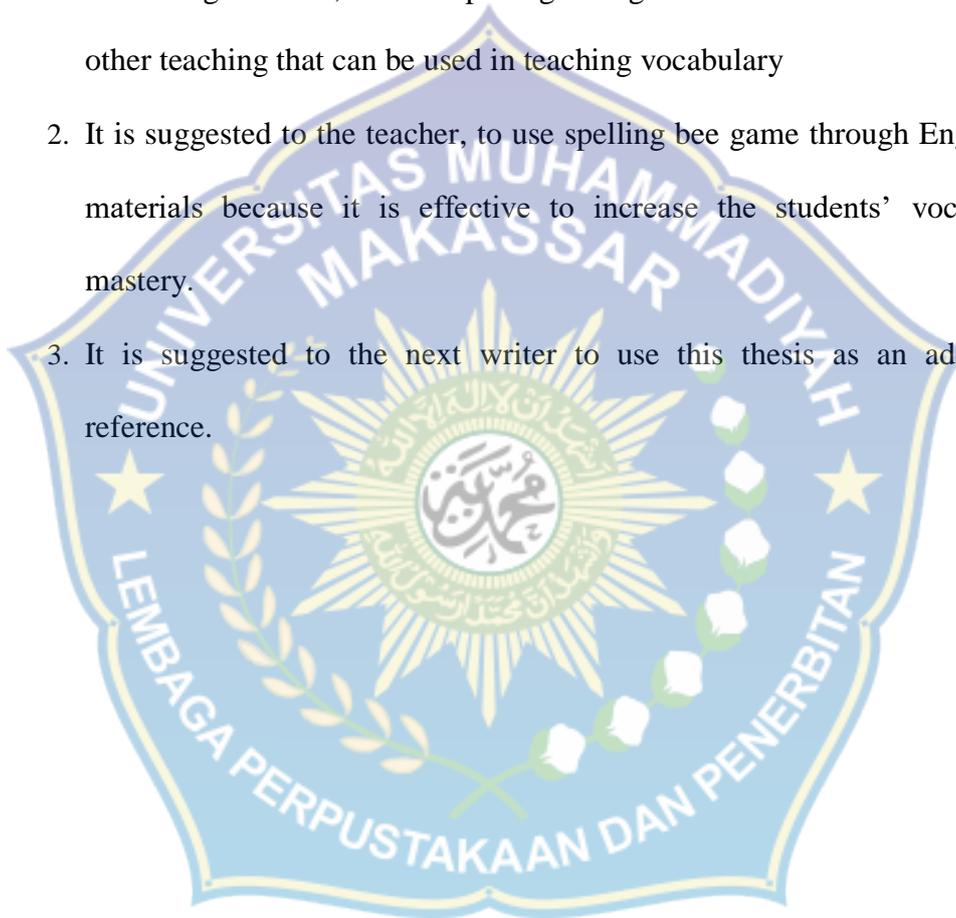
Along with the result of using spelling bee game in vocabulary mastery in term of concrete noun also showed the improvement. The mean score of the students in pre-test were 13.44 and post-test which to be 43.36. It indicated that the implementation of spelling bee game was effective to improve students' vocabulary mastery in term of concrete noun.

Therefore, the improvement of the students' vocabulary mastery using spelling bee game was significantly improved. It was proved by the mean score of orientation before and after giving treatment is 30.56 becomes 74.56 improve 44% with the t-test value orientation is greater than t-table ($14.52 > 2.06$) at the seventh class students of SMP Aisyiah Paccinongan.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. It is suggested to the teacher esp 40 y at the seventh class students of senior high school, to use spelling bee game as one alternative among other teaching that can be used in teaching vocabulary
2. It is suggested to the teacher, to use spelling bee game through English as materials because it is effective to increase the students' vocabulary mastery.
3. It is suggested to the next writer to use this thesis as an additional reference.



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APPENDIX I

The students' row of pre-test

No	Respondents	Pre-test	
		Action Verb	Concrete Noun
1	SRS	16	12
2	AAP	12	8
3	AB	16	20
4	H	24	36
5	MFP	16	8
6	MH	8	4
7	MA	12	8
8	N	32	28
9	NR	8	4
10	NMA	24	16
11	A	8	4
12	RM	24	8
13	SN	12	20
14	P	8	4
15	WA	20	16
16	NA	28	16
17	S	12	12
18	MH	20	20
19	MY	16	12
20	IK	16	12
21	CA	28	32
22	SH	16	4
23	HA	12	8
24	K	20	4
25	MFP	20	20
	Total	$\sum x = 428$	$\sum x = 336$
	Mean Score (X)	17.12	13.44

The students' row of pre-test vocabulary skill

No	Respondents	Pre-test
1	SRS	28
2	AAP	20
3	AB	36
4	H	60
5	MFP	24
6	MH	12
7	MA	20
8	N	60
9	NR	12
10	NMA	40
11	A	12
12	RM	32
13	SN	32
14	P	12
15	WA	36
16	NA	44
17	S	24
18	MH	40
19	MY	28
20	IK	28
21	CA	60
22	SH	20
23	HA	20
24	K	24
25	MFP	40
Total		$\sum x = 764$
Mean Score (X)		30.56

CURRICULUM VITAE

Kusherdiyanti Haeri is the last child of Haeri Wahab and Hj. Citra Dewi. She was born on July 17th, 1996 in Tonasa, South Sulawesi. She has three brothers (Hasan Haeri, Husain Haeri, and Asrul Haeri.). She began her study at SDN 13 Kassi Tinambung and graduated in 2008. Then, She joined at SMP 1 Balocci and graduated in 2011. Afterwards, she continued her study at SMA Negeri 2 Pangkajene and graduated in 2014. In the same year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, She could finish her thesis with the title “**The Implementation of Spelling Bee Game to Improve the Students’ Vocabularies** (A Pre-Experimental Research at the Seventh Grade Students of SMP Aisyiah Paccinongan).”

