

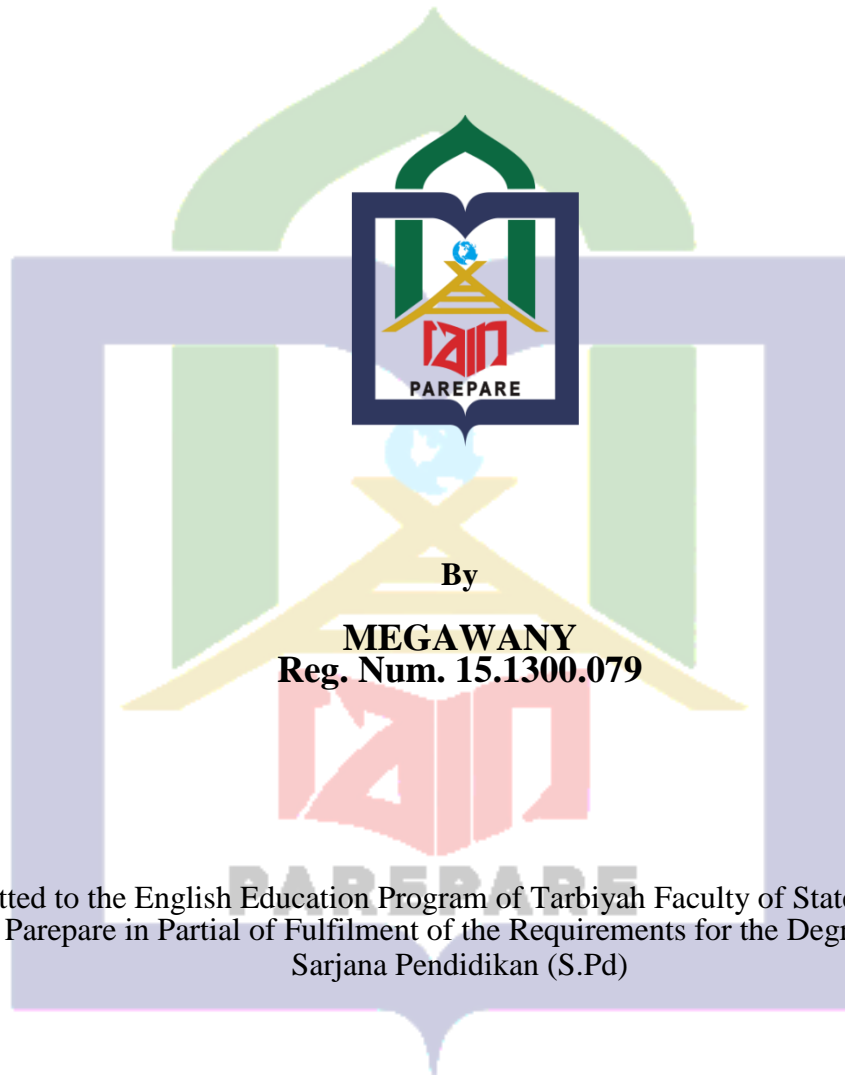
SKRIPSI
ENHANCING STUDENTS' VOCABULARY MASTERY
THROUGH SPELLING BEE GAME AT THE SECOND
GRADE OF MA YMPI RAPPANG



ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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THROUGH SPELLING BEE GAME AT THE SECOND
GRADE OF MA YMPI RAPPANG



By
MEGAWANY
Reg. Num. 15.1300.079

Submitted to the English Education Program of Tarbiyah Faculty of State Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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PAREPARE**

2020

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ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Megawany
The Title of Skripsi : Enhancing students' vocabulary mastery through
spelling bee game at the second grade of MA YMPI
Rappang
Student Reg. Number : 15.1300.079
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : SK The Dean of Tarbiyah
No. B. 375/In.39/FT/4/2019

Has been legalized by

Consultants

Consultant : Hj. Nurhamdah, S.Ag., M.Pd. (.....)
Nip : 19731116 199803 2 007
Co- Consultant : Drs. Amzah, M.Pd. (.....)
Nip : 19671231 200312 1 011

Approved by:

Tarbiyah Faculty

Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP: 19721216 199903 1 001

SKRIPSI

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Submitted by

MEGAWANY
Reg Num. 15.1300.079

Had been examined on January 6th, 2020 and had been declared
that it fulfilled the requirements

Approved by


Consultant Commissions

Consultant : Hj. Nurhamdah, S.Ag., M.Pd.
NIP : 19731116 199803 2 007

Co-Consultant : Drs. Amzah, M.Pd.
NIP : 19671231 200312 1 011




State Islamic Institute Parepare
Rector



Dr. Ahmad Sultra Rustan, M.Si.
NIP: 19640427 198703 1 002

Tarbiyah Faculty
Dean



Dr. H. Saepudin, S.Ag., M.Pd.
NIP: 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : Enhancing students' vocabulary mastery through
spelling bee game at the second grade of MA YMPI
Rappang

Name of the Student : Megawany

Student Reg. Number : 15.1300.079

Faculty : Tarbiyah

Study Program : English Education

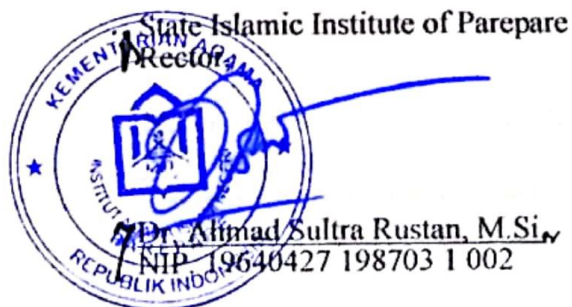
By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
No. B. 375/In.39/FT/4/2019

Date of Graduation : January 6th, 2020

Approved by Examiner Commissions

Hj. Nurhamdah, S.Ag., M.Pd.	(Chairman)	(.....)
Drs. Amzah, M.Pd.	(Secretary)	(.....)
Dr. Abd. Haris Sunubi, S.S., M.Pd.	(Member)	(.....)
Drs. Abd. Rauf Ibrahim, M.Si.	(Member)	(.....)

Cognizant of:



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First of all, let us thank our God, praise be on Him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for He has given us the mercy and blessing. Shalawat and Salaam are due to our Prophet Muhammad saw (peace be upon Him), the last messenger of Allah swt. He has already spread the Islamic teaching to all human being in this world.

The writer realizes that this skripsi has never been possible to be finished without the assistance of the other people. Therefore the writer wishes to express a lot of thanks to:

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore she hopes criticism, a suggestion for its perfection and she hopes this final project will be useful for the reader.

May Almighty Allah swt. Always be with us.

Parepare, 10th October 2019

The Writer,



Megawany
NIM: 15.1300.079

DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : Megawany
Student Reg. Number : 15.1300.079
Place and Date of birth : Pinrang, August, 17th 1997
Study Program : English Education
Faculty : Tarbiyah
Title of Skripsi : Enhancing Students' Vocabulary Mastery Through
Spelling Bee Game at the Second Grade of MA
YMPI Rappang

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 10th October 2019

The Writer,



Megawany
NIM: 15.1300.079

ABSTRACT

Megawany. 2019. *Enhancing Students' Vocabulary Mastery through Spelling Bee Game at the Second Grade of MA YMPI Rappang* (Supervised by Nurhamdah and Amzah).

Vocabulary mastery is the activity to enrich the vocabulary, they master the vocabulary in order to be able to master four language skills. This research was carried out at MA YMPI Rappang. In this case, the researcher found that some students of MA YMPI Rappang are still low in their vocabulary mastery. To solve the problem, the researcher used Spelling Bee Game.

The population was the students of MA YMPI Rappang and the sample of this research was 30 students. The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design, as for the effect of treatment was judged by the difference between the pre-test and post-test. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used tests that are pre-test and post-test. The researcher also gave questionnaire to know the responses of students toward the use of Spelling Bee Game. The data were analyzed as a percentage, mean score analyzes and the value of the test.

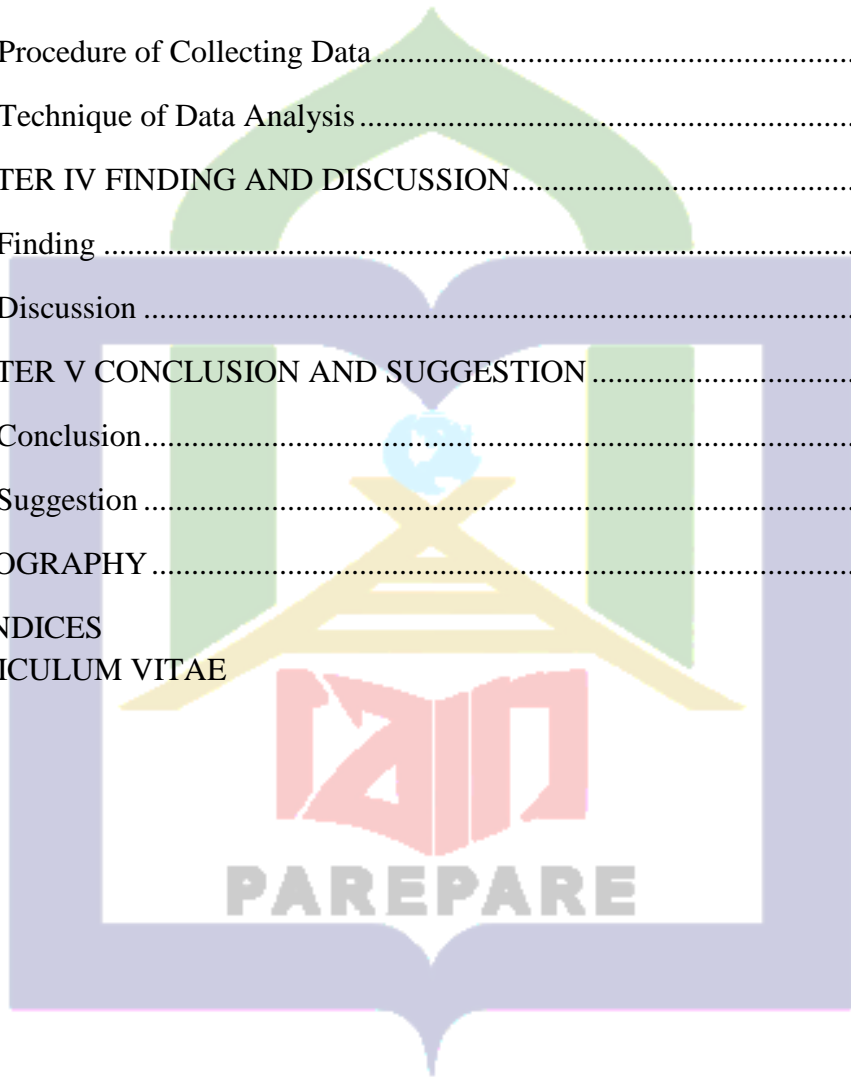
The first result of the data analyzed that the students' achievement on the pre-test was (51,7) and post-test was (79,3) This showed that by using spelling bee game was a good technique in English learning process at MA YMPI Rappang. After analyzing the data by using the t-test formula, the result of the t-test value (8,14) is bigger than the t-table value (1,699127). It means that there is a different improvement before and after using spelling bee game as technique of teaching. Playing the spelling bee game is considered very effective and the researcher indirectly add an element of fun and relaxation in vocabulary practice, the material more interesting, enjoyable and challenging especially in introducing new vocabulary The second result of analyzed data that all the students were interesting to apply spelling bee game in learning process.

Keywords: Vocabulary Mastery, Spelling Bee Game

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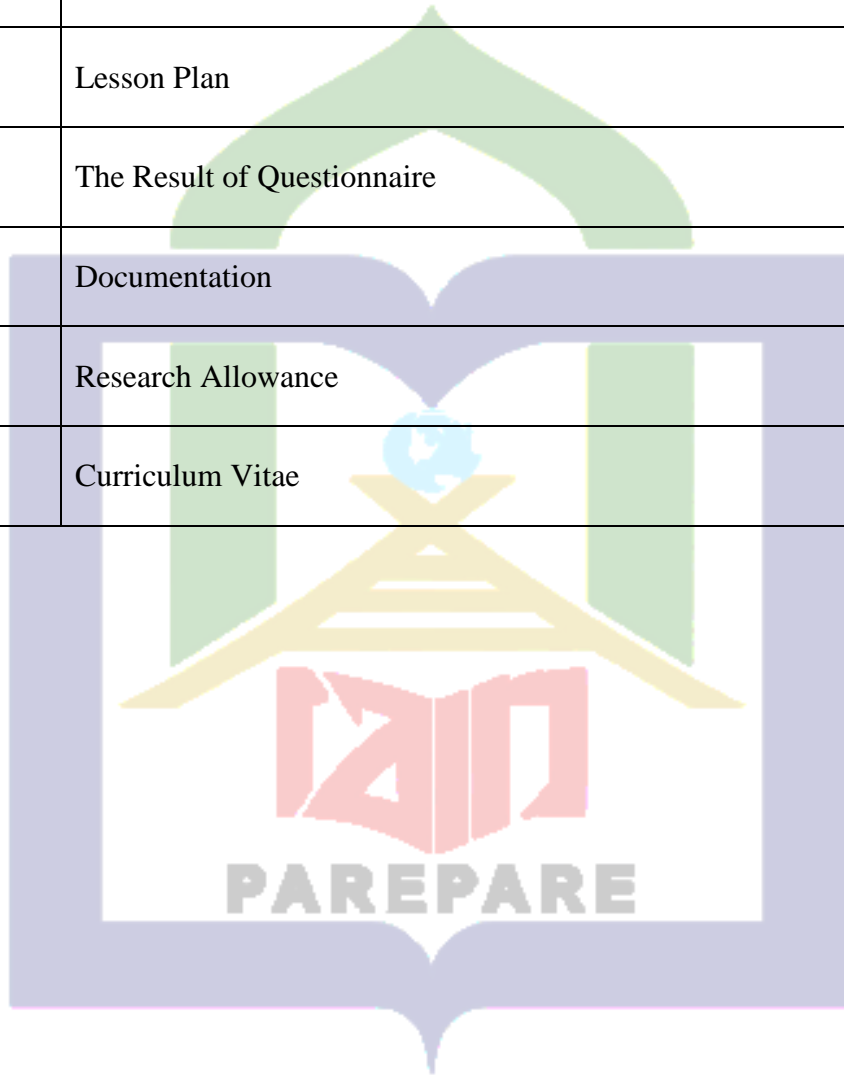


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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is to be able to communicate. The importance of vocabulary is demonstrated daily both on and off school. In classroom, the achieving students possess the most sufficient vocabulary.¹

Vocabulary was not something that could ever be fully mastered, it expanded and deepened over the course of a lifetime. Instruction in vocabulary involved far more than looking up words in a dictionary and using the words in a sentence. Vocabulary was acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and wordlearning strategies.

In addition for vocabularies the students tend to forget the meaning of the word which had been taught or practiced before. Unfortunately, in many work field most of the students could not state their ideas and opinion well since they were not accustomed to speak. Commonly, it was caused by the limited vocabulary. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Moreover, teaching words is a crucial aspect in learning a language as languages are based on words.²

¹Mofareh Alqahtani, *"The Importance of Vocabulary in Language Learning and How To Be Taught"* (International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

²Thornbury, *How to Teach Vocabulary* (International journal of United Kingdom, Vol I/2017), p. 2.

In reality there are many students have some problems in learning English. One of the problem is the students lack of vocabulary or the students' vocabulary mastery is low, because teacher just gives list of vocabulary to the students and ask them to memorize it. It makes students not interested to learn English especially vocabulary. This method did not give students a chance to practice the vocabulary in real life, so the students only remember the vocabulary for a few days. Standard vocabulary that students have to memorize is 700 until 15.000 vocabularies.³ In reality the students of MA YMPI Rappang can memorize vocabulary 5-15 in one meeting so that they can be mastery 600 vocabularies until they have graduated.

The researcher gets in curriculum 2014 that the students must have vocabulary mastery 2500 for senior high school and 1000 for the junior high school. So, the teacher try to give students vocabulary 20-30 every meeting so that the students can be mastery 1000 vocabularies until they have graduated.⁴

In teaching English vocabulary, there were many method that could help the students to enrich and improve their vocabulary. The teacher had to choose an appropriate method in teaching vocabulary, because it was not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary was like teaching other social science, which needed suitable method in order to get the successful learning. Teaching vocabulary has been presented in so many methods and should be taught in various ways so that students could be interested in learning vocabulary. One of method to develop students' vocabulary was playing game. Ellis

³“Standar Vocabulary” Salamadian Muda & Berilmu. <https://salamadian.com/kosakatabahasa-Inggris/>

⁴A. Muh. Nur Ikhsan, *Increasing The Students' Vocabulary Mastery through Direct Method* (At The Eight Grade Students of SMPN 5 Malimpung Kabupateng Pinrang) Englisg Program Tarbiyah Department State Islam ic College (STAIN) Parepare, p. 3.

and Brewster stated that games are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills. Playing game is considered very effective and teacher indirectly add an element of fun and relaxation in vocabulary practice.⁵ The purpose of using game in teaching process is to make the material more interesting, enjoyable and challenging especially in introducing new vocabulary.

One kind of the game is Spelling Bee. According to Uranga, there are some advantages in using Spelling Bee, it can improve students' spelling skill, vocabulary skill, comprehension in the text given and it also can be used by students to practice their concentration and their ability in memorizing. Spelling Bee game is one of the funny game to teach English vocabulary. In this game children or students not only memorize a word, letter by letter but also students be brave speaking 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. This game has helped the students enhance their vocabulary mastery in English by learning in a fun and interesting way.⁶

Based on the background above the researcher is interested in conducting research on ***“Enhancing students’ vocabulary mastery through spelling bee game at the second grade of MA YMPI Rappang”***.

⁵Ellis and Brewster, *The Primaly English Teacher’s Guide*, in Ni’matul Wafa, “Teaching Students Vocabulary by using Spelling Bee Game at SMPN 3 Sungguminasa Gowa” (Unpublished skripsi UIN Alauddin Makassar, 2017), p. 15.

⁶Yunisrina Qismullah Yusuf, *The Use of Spelling Bee Game in Teaching Vocabulary* (National journal of syiah Kuala University, Vol. I/2017), p. 8.

1.2 Problem statement

Based on the background of the study stated above. The research problems are:

1. Is Spelling Bee Game able to enhance students' vocabulary mastery of MA YMPI Rappang?
2. How are students' responses toward the use of Spelling Bee Game of MA YMPI Rappang?

1.3 Objectives of the research

Based on the problem statement of the research above, the objective of this research are to find out whether spelling bee game can enhance students' vocabulary mastery and also to find the students' responses to spelling bee game.

1.4 Significance of the research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1. For the researcher, to add more knowledge about discourse study especially about this research.
2. For students, it helped students to increase vocabulary mastery and their interest to be more active in teaching learning process.
3. For the teacher, the result of the study can be used as an alternative teaching technique to improve students' vocabulary mastery
4. For the next researcher, the result of this research can be used as previous research in his/her research.
5. English department, the result of this research study be an input of English materials.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

In this part of the research tries to explain about the definition of vocabulary, types of vocabulary, kinds of vocabulary, the importance of vocabulary, function of vocabulary, teaching and learning vocabulary.

2.1.1.1 Definition of Vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.⁷ It means that people can not write a word or make a sentence well, when they do not master it.

According to Richards, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁸

Jackson and Amvela say that the terms of vocabulary, lexis, and lexicon are synonymous.⁹

⁷Virgina French Allen, *Techniques in Teaching Vocabulary* (Oxford University Press, 1983), p. 7.

⁸Jack Croft Richards, *Dictionary Teaching & Applied Linguistic* (Longman publishing group, 2002), p. 225.

⁹Howar Jackson and Za Amvela, *Words, Meaning, and Vocabulary (an introduction to modern English Lexicology)*, (Library of Congress catalogin-in-publication data, 2000), p. 11.

William Morris stated that “vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary”.¹⁰ Meanwhile Jack C. Richards and Willy A Renandya said that: “vocabulary is a core one component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”.¹¹ According to some explanations above, it can be concluded that vocabulary is index of words that have been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component. So, it is very essential when people communicate each other.

The researcher concludes that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because it is hard to communicate each other without vocabulary.

2.1.1.2 Kinds of Vocabulary

Words and phrases are small elements but can make up a language as function to express idea. It is important to know types of vocabulary. Harmer divided vocabulary into two types:

1. Active vocabulary

Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students. Martin Manser notes that an active vocabulary "consists of the words that [people] use frequently and confidently. If someone asks them to make up a sentence containing such and such a word—and they can do it—then that word is part of their active vocabulary."

¹⁰William Morris, *The American Heritage Onary of the English Language* (Boston American Heritage Publishing Co Inc), p. 1434.

¹¹Jack C Richards and Willy A Renandya, *Methodolgy in Language Teaching, on Anthology of Current Practice* (New York Cambridge University Press 2002), p. 255.

2. Passive vocabulary

Passive vocabulary refers to words, which students recognize when they meet them but they probably not be able to produce.¹² A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.

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Based on the explanation above, Words and phrases are small elements but can make up a language as function to express idea. So that's why, The researcher has to know types of vocabulary that are active and passive vocabulary. It is better to recognize both of them.

2.1.1.3 Types of Vocabulary

Vocabulary is divided into four types, they include in :

1. Oral vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation. Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening

¹²Jeremy Harmer, *The Principle of English Language Teaching* (New York: Longman 1991) , p. 159.

¹³Jeremy Harmer, *The Principle of English Language Teaching*, p. 159.

vocabulary , the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

2. Writing vocabulary is stock of words that come readily to one's things vocabulary. It is commonly used in writing. This kind of vocabulary represents those words which we regain while writing to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.¹⁴
3. Listening vocabulary is stock of words, which a person can understand when they hear it. This types of vocabulary refers to the words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.
4. Reading vocabulary is the words someone can recognize when they find it in written material. This vocabulary refers to the words the people recognise when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people

¹⁴“Types of Vocabulary” *Wikipedia the Free Encyclopedia*.<http://en.Wikipedia.org/wiki/vocabulary.honday> (accessed on 4 juni 2019).

do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

So the text above explain, the most important that the reseacher has to know types vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these tpyes. However, for advance classes needs all of types vocabulary because it is not easy to do these tpyes without understand such as lestining, speaking, reading and writing.

2.1.1.4 The Importance of vocabulary

Vocabulary is used in human daily life to communicate each others. People express their ideas, love desire, ambitio, gratitude, joys, sorrow, frustration, etc. by using vocabulary to communicate, people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary students are not able to understand others or express their own ideas.¹⁵ If you speed most of your time studying grammar, your English not improve very much. You see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.¹⁶

Based on the explanation above, it does not necessarily means lowering the important of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they be easy to study all parts of English.

¹⁵ Michael Lessad-Clouston, *Teaching Vocabulary*, p. 2.

¹⁶ Scott Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2002), p. 13.

2.1.1.5 Function of vocabulary

Gains and Redman conclude that by learning vocabulary, the learners can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget said that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this research the researcher can be concluded that function of vocabulary is the students can be recognize all the words in writing, comprehend the context of reading and can remind and use them speaking and writing.

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.¹⁷

2.1.1.6 Teaching Vocabulary

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students establish routines for learning.¹⁸ Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. They should have a good ideas of how to explain their vocabulary so that they can improve attracted in learning the language. Language teacher, therefore, should

¹⁷Wikipedia, The Free Encyclopedia 2019 (online) (<https://en.wikipedia.org/wiki/Vocabulary>, sessed on Juni 10^h 2019).

¹⁸Susan Hanson and Jennifer F.M Padua, *Teaching Vocabulary Explicitly* (U.S:Pacific Resources for Education and Learning), p. 13.

possesses considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.

In Jermy Harmer's, there are some aspects that the teachers need to pay attention in teaching vocabulary, such as selecting vocabulary, what do the students need to know, stage in teaching vocabulary, and technique in teaching vocabulary

1. Selecting vocabulary

One of the problems of teaching vocabulary is how to select what words to teach. Each word has one or more meaning. In a dictionary, there are many meaning for a word and represent a small function of all the possible words in a language. General principles of vocabulary selection are:

- a. Teaching more concrete words at lower levels and gradually becomes more abstract.
- b. Frequency. We can decided which words we should teach on the basis of how frequently they are used by the speakers of the language. The words which are commonly used are the ones we should teach first.
- c. Coverage. A word is more useful if it covers more thing than if it only has one very specific meaning.¹⁹

In selection vocabulary, the words which should be given to the students, such the words which are frequently used by native speakers and have greater coverage than note book, exercise book, text book, and also concrete words.

Based on the explanation above, selecting vocabulary is one of important things in learning and teaching process. The teachers have to gave more attention to the students' vocabulary needs, because from the students' vocabulary, they are able to communicate and express their selves.

¹⁹Jeremi Harmer, *The Principle of English Language Teaching*, p. 155.

2. What do the students need to know

In studying vocabulary, the teachers have to look at words in more details, since it clears that there is far more to a vocabulary item than just one meaning. So in learning process the students need to know what the meaning real is how words are used, word formation and word grammar. In teaching vocabulary, the teachers are able to summaries knowing a word for the students in the meaning, word use, word formation, word grammar

3. Stages in teaching vocabulary

According to Thornbury there are three stages in teaching vocabulary namely presenting, practicing and revising.

4. Technique in teaching vocabulary

In teaching vocabulary, the teachers needs some effective ways in teaching. One of way is looking for a technique which suitable with learner situation. According to Nation, technique is a useful way to teach new vocabulary, in particular beoming familiar with the spoken form ofthe word and linking it to its meaning.²⁰

In teaching vocabulary, Virgina divides the students three level of students. The first is beginner classes, intermediate classes and advanced classes. In this reaserch, the researcher explain the students's level of intermediate calases to the second grade of MA YMPI Rappang.

2.1.1.7 Techniques of Teaching Vocabulary

Teaching vocabulary is not simple matter. Everyone has a special technique. In learning English vocabulary, the students have to memorize them well and use them in a real communication, at least in the classroom.

²⁰ I. S. P. Nation, *Learning Vocabulary in Another Languag*, ed. Carol A. Chapelle and Susan Hunston, p. 95.

Harmer provided some strategies in teaching vocabulary. They are realia, pictures, mime, action and gestures, contrast, enumerations, explanation, and translation.

1. Realia

Teaching vocabulary through this strategy, the teacher brings the realities thing (object) used in the classroom and introduce it to the students such as pen, pencil, ruler, book, etc. According to Retno, the ways to increase their vocabulary using realia are by providing the real object as a media in teaching vocabulary and providing pictures which are related to the objects. The advantages of using realia in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.²¹

2. Picture

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

3. Mime, action, and gestures

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by

²¹Retno Sumarni, *Inreacing Students' Vocabulary Mastery Using Realia at the Fifth Year of SDN 1 Blimbing Ampelgading Pemalang* (A thesis of Muhammadiyah Surakarta 2008), p. 46.

mime. Gesture is useful for explaining words like ‘from’, ‘to’, etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)

4. Contrast

Teaching vocabulary by contrast is closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

5. Enumeration

Teaching vocabulary through enumeration, the teacher introduces word by enumeration them with their general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as cat, dog, lion, snake, etc.

6. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

7. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this impede the students’ learning since they want to hear and use the target language, it was not their own. Nevertheless, it seems silly not to translate ,a lot of time can be saved.

If the students do not understand a word and the teacher cannot think how to explain it, he can be quickly translate it.

Teaching vocabulary by using translation, the teacher asks the students to translate given words into their mother tongue. This strategy is very useful for the beginner learners.

Based on explanation above, it is imposible that the teacher not be easy to teach only giving materials. So everyone has a spesial technique. In learning English vocabulary. However, the researcher be eay to teach the students using strategies in teaching vocabulary. The researcher uses strategies to biginner clases to stimulate students' vocabulary.

2.1.1.8 Learning Vocabulary

There are some techniques in learning vocabulary as follows:

1. Write, Look, Cover, Repeated (WLCR)

This is the ultimate classic. Vocabulary learning has always been a notebook and pen type exercise. The physical motion of writing something down is very useful as it satisfies the needs of haptic learners. Take a pad, draw a vertical line in the middle and write the word on one side in your native/source language and on the other side in your target language. Memorise the list, then cover one side and tick off all that you remember. Then repeated.

2. Get them all

This technique is very well suited to learning by immersion. You acquire new words by carrying a dictionary everywhere (anything electric has them on these days) and then making a note of new words wherever you come across them. These form your daily vocabulary list. Learn the words, revisit the source, move on to a related text or video for repetition. Keep going until you remember all (or 80%, 70%)

of the words from your list, then find a new source. Your memory build the connection between source and vocab, allowing you to remember the word by where you learnt it from.

3. Flashcarding

Flashcards are great way to memorize new vocabulary words. While it is not the most exciting way to master new terms, it is effective. There are many ways to make flashcards, but the basic idea is to include both the word and the definition. Then, review the flashcards until you have mastered the terms. You can either make sets combining an image with a word in the target language, or just write the words in source and target language.

4. Work in a Context

Memory research tells us that building links between data helps us remember things and the way to make sense of that is to put the vocabulary into use. A classic memory technique would be to connect every word with a strong image (imagine the grumpy ticket clerk huffing and handing you). Alternatively, come up with a story that includes all your vocabulary. Tried to get the partner involved with bilingual vocabulary stickies.

Again, immersion is key here and make sure you produce language in context. Write a full sentence using your new word. Update your Facebook in the target language. Use it 5 times in a conversation. Whatever it takes, just make sure you have satisfied both repetition and context.

5. Stickies Everywhere

Sticky notes were made to serve as reminders, so we shall use them for that! Put contextual vocabulary in strategic places, or write yourself little messages in the target language.

6. Study Linguistics

Many words are made up of parts of other words. So this one requires a bit of study, but it make your vocabulary learning the smartest it has ever been. Become familiar with prefixes and suffixes, word roots and common sources of target language words.²²

7. Games

Games are fun and nealry can be made enjoyable to teach vocabulary. Games help bring the classroom closer to the real world, no matter how contrived they may be.

Based on the explanation above, the technique is one of important things in learning vocabulary. It helps the students to be easy memorizing and mastering the vocabulary. In this research, the resercher used games to enhanche students' vocabulary mastery because it is not only fun and motivating but it also can provide excellent practice to improve students' English skills.

2.1.2 The Concept of Game

There were many definitions about game, one of them is Kramer stated that games is an activity which has rules, a goal, and competition as parts of its component and criteria. Byrne in Deeseri gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Hadfield in Asmirayanti said that games as an activity with rules, a goal and an element of fun. Plus, games usually are defined as a form of play concerning rules, competition, and an element of fun.

²²Fluent Language, *The 6 Best Techniques for Learning Vocabulary* (online, <https://www.fluentlanguage.co.uk/blog/techniques-for-learning-vocabulary>, accessed on 16 july 2019).

According to Becker, game is one of those words that's hard to define precisely in spite of the fact that everyone seems to be able to recognize a game when they see one, and virtually every human on the planet has played games at some point in their lives. Games also help the teacher to create contexts in which the language is useful and meaningful.²³

Based on the statement above the researcher conclude that game is fun activity with rules and a goal and teaching learning process more interesting so that students enjoy the materials.

2.1.3 The Concept of Spelling bee game

2.1.3.1 Definition of Spelling bee game

Spelling bee is a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty. The concept is thought to have originated in the United States, and spelling bee events, along with variants, are now also held in some other countries around the world. The first winner of an official spelling bee was Frank Neuhauser, who won the 1st National Spelling Bee.²⁴

According to Uranga Spelling Bee is contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called *spelldown*. It started a decade ago as away to improve children's vocabulary.²⁵ Spelling Bee is more than memorizing words a letters which from a word, but it is a complicated thinking process. Students recieve several clues to answer or to spell the word

²³Becker, *Choosing and Using Digital Games in Classroom* (Mount Royal University, Vol.1, 2017), p. 23.

²⁴Wikipedeia, The Free Encyclopedia 2019 (online) ([https://en.wikipedia.org/wiki/ Spelling bee](https://en.wikipedia.org/wiki/Spelling_bee), assessed on Juni 10^h 2019).

²⁵Uranga R, *The Word is "Apportunity" Spelling Bee Helping Kids Bound by Disadvantages* (online, <http://Thefreelibrary.com/>) accessed on 17th October 2019.

correctly, such as definition, pronunciation, kinds of word (noun, adjective, verb, etc), until the example of sentences which using those words.

A spelling bee is a competition in which children, usually elementary school students, are asked to spell words in front of an audience. The idea of Spelling Bee comes from the United States Bee competitions are also held in the United Kingdom, Australia, New Zealand, Canada, and Indonesia. They have become more popular globally in recent years, too and are now held in school all over the world.²⁶

2.1.3.2 Application of Spelling bee game

According to Ur Penny, the rule of Spelling Bee Game is dictate ten words the students may have difficulty spelling, or that you have recently taught. The students write them down. You may wish the students to help each other, compare result and decide which spelling they think is right, before giving the correct answers.

The rules of Spelling Bee Game 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.

²⁶Macmillan Young Learners, *Spelling Bee Handbook*, (Online, <https://id.scribd.com/dokument/392641204/Spelling-Bee-Handbook/>, accessed on 24 August 2019).

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.²⁷

2.1.3.3 Benefit of Spelling bee game

Spelling bees help to promote literacy by providing students with a positive goal to work toward, and gave them a forum to display the fruits of their hard work. But they also do much more. In addition to improving spelling, the bees also aid students in learning concepts, improving comprehension and developing study skills.

The benefits of spelling bees extend beyond language: Since students are required to spell words while on stage, they also develop self-confidence, communication and public speaking skills, and the ability to thrive under pressure. Another positive impact to students is that spelling bee brings a fun and relaxing atmosphere. Students learn the language without any stressful. When the students learn in the relaxing atmosphere, it gives a chance to students to learn new words easily.²⁸

The lessons learned by participating in a spelling bee can therefore last a lifetime, and can benefit even those who don't outlast all competitors. That surely

²⁷English Speaking Union, *Rules- National Spelling Bee*, (online, <https://www.esumauritius.org/activities/national-spelling-bee-competition/rules-spelling-bee/>, accessed on 24 August 2019).

²⁸Huyen, N. T. T., & Nga, K. T. T., *Learning Vocabulary Through Games* (ASIAN EFL Journal, Vol.5, 2003), p. 90.

spell success for their futures. It is also helps students to memorize words with the correct spelling words. And then, students' comprehension toward the words.²⁹

Spelling Bee helps to improve spelling, increase vocabulary and develop correct English usage. It also helps to bulid self-confidence and more importantly, it is a lot of fun.³⁰

2.1.3.4 The Principle of Spelling Bee

Fraaenkel express that here are two main steps to learn how to pronounce a word, the first is receptive/ list stage, we learn to speak or to produce what we have learnt before.³¹

According to Ur Penny, the rule of Spelling Bee is dictate ten words the students may have difficulty spelling, or that you have recently taught. The students write them down. You may wish the students to help each other, compare and decide which spelling they think is right, before giving the correct answer.³²

2.2 The Previous Related Finding

There have been some finding related to this study. Some of them are:

Imas Febriansyah in his research “Improving students’ vocabulary mastery through Bingo game for grade x of SMAN 4 Purworejo in the Academic year of 2014/2015” showed that there is a significant difference with the students’

²⁹Mc Pherson in Anisa Rohmawati, *Spelling Bee in Teaching Vocabulary* (Journal of English and Education, 2015), p. 12.

³⁰Macmillan Young Learners, *Spelling Bee HandBook* (Online, <https://id.scribd.com/dokument/392641204/Spelling-Bee-Handbook/>, accessed on on 24 August 2019).

³¹D.G Fraenkel, *Learning How to Pronounce a Language* (London,1984), p. 96.

³²Ur Penny in Ni'matul Wafaa, *Teaching Students Vocabulary by Using Spelling Bee Game* (Makassar, Uin Alauddin Makassar,2017), p. 19.

vocabulary mastery before and after giving treatment. After giving treatment by using bingo game there is an improvement with students' vocabulary mastery.³³

Ulil Amri in his research "Increasing students' vocabulary mastery by using Eye-spy game at the second grade of smp Babussalam selayar" showed that The students' vocabulary mastery increased to a greater extent through Eye-Spy Game Based on the findings, the conclusion is the students' vocabulary mastery increased to a greater extent through using Eye-Spy Game in the class³⁴

Ni'matul Wafaa in her research "Teaching students vocabulary by using spelling bee game" showed that using *Spelling Bee game* can increase the students' vocabulary mastery. The students' score in vocabulary test before applying *Spelling Bee game* is low. It is different from the students' mastery after applying *Spelling Bee game* in learning vocabulary. It can be found in students post-test. The score was higher than the pre-test. Using *Spelling Bee game* in learning activity contributed to the students' mastery in vocabulary. It can increase student's understanding about the words and can increase students' vocabulary mastery.³⁵

Based on researcher findings above, showed that by using some games in teaching English especially vocabulary in the classroom can influence and improve students vocabulary. So the researcher assumes that by spelling bee game also can improve the vocabulary mastery of the students in the classroom and able used in teaching English for busines.

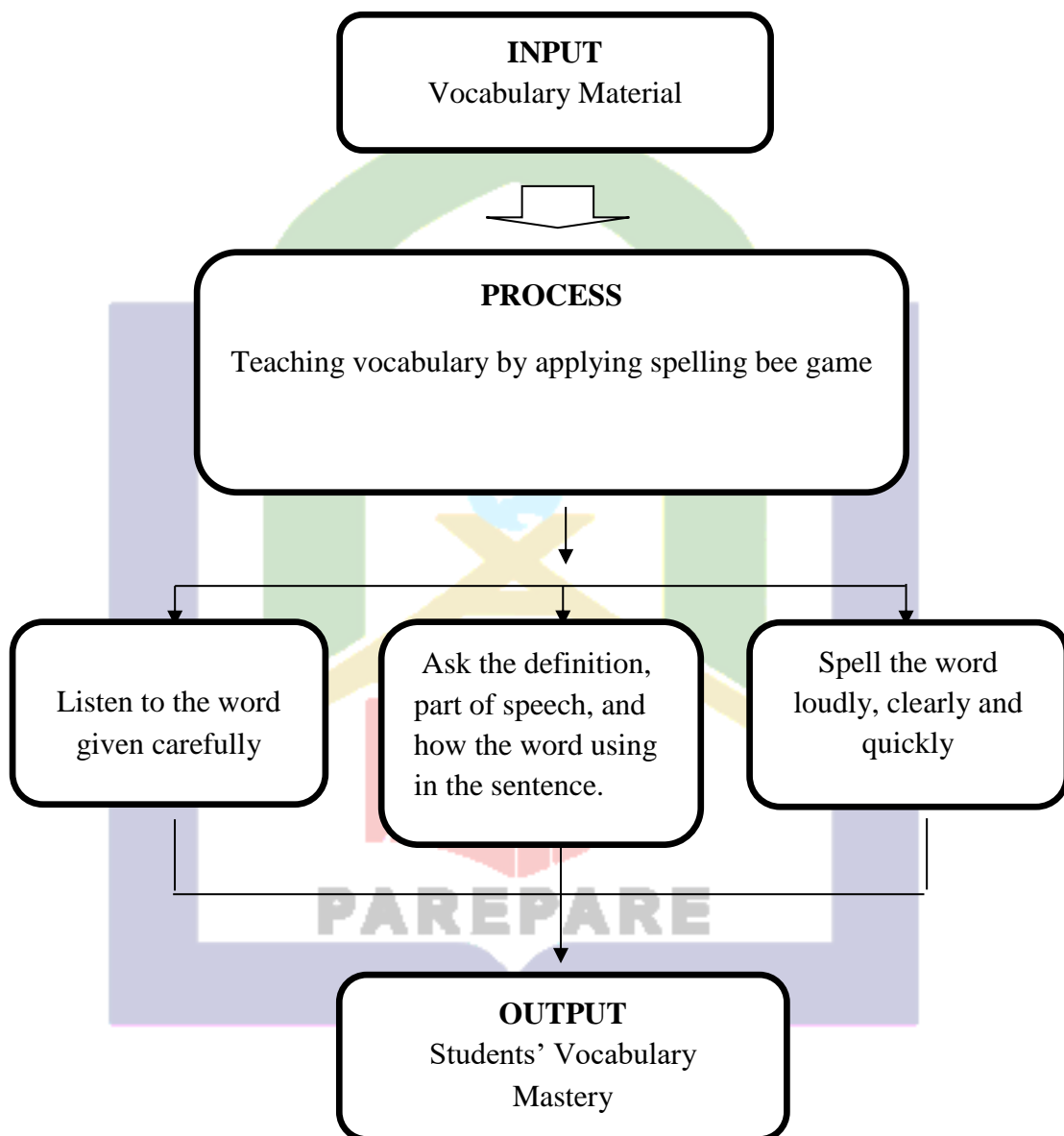
³³Imas Febriansyah, Improving Students' Vocabulary Mastery through Bingo Game for Grade x of SMAN 4 Purworejo in the Academic Year of 2014/2015 (Unpublished thesis Universitas Negeri Yogyakarta, 2015), p. 86.

³⁴Ulil Amri, Increasing Students' Vocabulary Mastery by Using Eye-spy Game at the Second Grade of SMP Babussalam Selayar (Unpublished skripsi UIN Alauddin Makassar, 2016), p. 58.

³⁵Ni'matul Wafaa, Teaching Students Vocabulary by Using Spelling Bee Game (Unpublished skripsi UIN Alauddin Makassar, 2017), p. 53.

2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram :



The main components above are describe as follow:

2.3.1 Input

Input refers to the students were the teacher explain to the sudents about vocabulary materials. This material be explained the sixth meeting and the teacher gaves a game to stimulate vocabulary students. Every students have to use English language during the materials.

2.3.2 Process

Process refers to implemanting spelling bee game to stimulate students' vocabulary mastery. The teacher explain application of spelling bee game to stimulate students vocabulary. every students have to use English by using spelling bee game in learning process

2.3.3 Output

Output refers to stimulate students' vocabulary mastery. After applicate spelling bee game in the classroom the researcher assumes that the students have improvement in their vocabulary mastery. The researcher hopes that the students not be difficult to say a word. The research can be successull if the student can do all of steps that researcher has gaven.

2.4 Hypothesis

The researcher formulate the hypotesis as follows:

2.4.1 H_0 (Null hypothesis): Spelling bee game is not able to enhance students' vocabulary mastery at the second grade of MA YMPI Rappang.

2.4.2 H_1 (Alternative hypothesis): Spelling bee game is able tto enhance students' vocabulary mastery at the secong grade of MA YMPI Rappang.

2.5 Variable and Operational Definition

2.5.1 Variable Research

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.³⁶This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

2.5.1.1 Independent variable is spelling bee game

Independent variable (X) is a variable which influences or causes an effect to the dependent variable. Independent variable of the research is teaching by using spelling bee game which consist of six meetings where the first and second meeting is introducing material spelling bee game and then the third until the sixth meeting is practices of spelling bee game.

2.5.1.2 Dependent variable is Students' vocabulary mastery of MA YMPI Rappang

Dependent variable is variable that is influenced by the independent variable. The dependent variable of this research is the improvement of students vocabulary mastery at MA YMPI Rappang.

2.5.2 Operational Definition

1. Spelling Bee Game

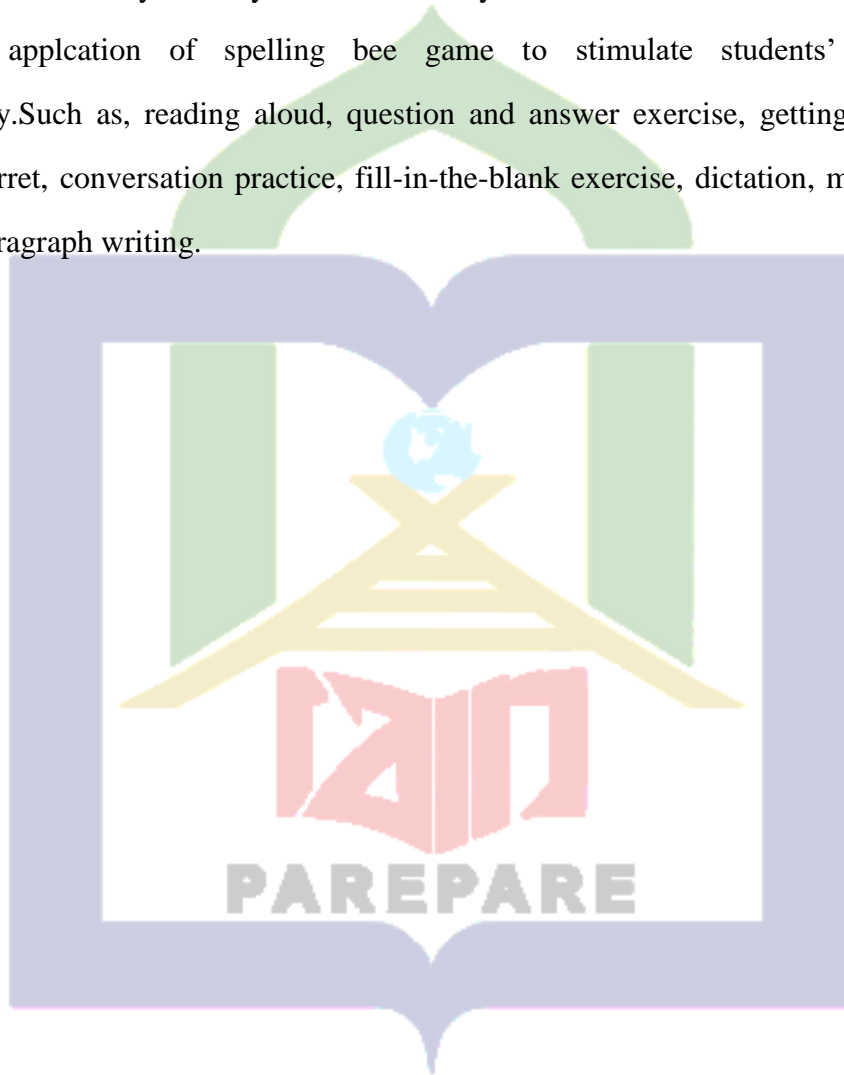
Spelling Bee is a game which can be used in learning process, spelling bee is also contest in which competitors are eliminated as they fail to spell a given word

³⁶Christopher L. Heffner, Defining Variable "allpsych.com/researchmethods/definingvariables/" (accessed on 22th, January 2019).

correctly. Spelling Bee is more than memorizing words a letters which from a word, but it is a complicated thinking process to improve students' vocabulary.

2. Vocabulary Mastery

Vocabulary mastery is student ability know mean of word and also students know application of spelling bee game to stimulate students' vocabulary mastery. Such as, reading aloud, question and answer exercise, getting students to self-correct, conversation practice, fill-in-the-blank exercise, dictation, map drawing, and Paragraph writing.



CHAPTER III RESEARCH METHOD

3.1 Research Design

In this research, the method was applied by a pre-experimental method with one group pre-test and post-test design, this presented as follow:

$$E= O1 \text{ X } O2$$

Where: E= Experimental

O1= pre-test

X= treatment

O2= post-test³⁷

In this experimental design, the effect selected teaching materials implementation was found out by comparing the result of the students' achievement in pre-test and post-test.

3.2 Population and sample

A Population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be varied source of research data.³⁸

3.2.1 Population

The population of this research where the students of MA YMPI Rappang in also as the second grade. they has consisted 136 students. The researcher's reason

³⁷Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2010), p. 110-111.

³⁸Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

took this school to be population, because the researcher has done PPL in MA YMPI Rappang. Therefore, the researcher knew all situations there.

Table 3.1 the total students of the second grade of MA YMPI Rappang

No.	Class	Students		Number
		Male	Female	
1.	XI MIA1	7	26	33
2.	XI MIA 2	9	25	34
3.	XI IIS 1	19	16	35
4.	XI IIS 2	17	17	34
Total Number		52	84	136

Source: Administration of MA YMPI Rappang Tahun 2019

3.2.2 Sample

The researcher used sample random in this research, so the students have the same chance to be a sample and it has high accuracy. The sample of this research has consisted 30 samples. 20% from 136 students. The researcher used lottery to get the sample.

3.3 The Instrument of the Research

This test is vocabulary test that used to measure the students' vocabulary mastery. This test apply in pre-test and post-test. The researcher used a paper test in getting data from the students

3.4 The Procedure of Collecting Data

In collecting data, the researcher gave the students some steps as follows:

3.4.1 Pre test

The pre-test is an vocabulary test where the students wrote the the answers in their paper test. The pre-test is aim to know the students vocabulary mastery before the treatment while the post-test is aim to find out whethet the students vocabulary develop after the treatment.

3.4.2 Treatment

The treatment was conducted after pre-test was given in the classroom. The materials were given based on the lesson plan. The researcher applied the procedure of each activity. The treatment was based on procedures as follows:

3.4.2.1 First meeting

1. The researcher greeted the students.
2. The researcher introduced spelling bee game
3. The researcher gave material about alphabet
4. The researcher asked to spell alphabet one by one
5. The students spelt their full name.
6. The researcher concluded the material.
7. The researcherr gave the students motivation to practice their English.
8. The researcher closed the class

3.4.2.2 Second meeting

- 1 The researcher greeted the students.
- 2 The researcher repeated the last material.
- 3 The researcher gave list of vocabulary about Academic Vocabulary.
- 4 The researcher gave the example of vocabulary in sentences.
- 5 The students memorized the list of vocabulary.
- 6 The researcher gave explanation about the rule of spelling bee game.

- 7 The students did spelling bee game (firstly they listened to the word given carefully, after that the students asked the definition, part of speech and how the word using in the sentence then, they spelt the word loudly and clearly).
- 8 The researcher announced the winner of the spelling be game.
- 9 The researcher concluded the material has given
- 10 The researcher gave the students motivation to practice their English.
- 11 The researcher closed the class.

3.4.2.3 Third meeting

- 1 The researcher greeted the students.
- 2 The researcher repeated the last material.
- 3 The researcher gave list of vocabulary about Academic vocabulary
- 4 The researcher gave some examples about the definition of the vocabulary.
- 5 The students memorized the list of vocabulary.
- 6 The researcher gave some explanations about the rule of spelling bee game.
- 7 The students did spelling bee game (firstly they listened to the word given carefully, after that the students asked the definition, part of speech and how the word using in the sentence then, they spelt the word loudly and clearly).
- 8 The researcher announced the winner of the spelling be game.
- 9 The researcher concluded the material has given
- 10 The researcher gave the students motivation to practice their English.
- 11 The researcher closed the class.

3.4.2.4 Fourth meeting

- 1 The researcher greeted the students.
- 2 The researcher repeated the last material.
- 3 The researcher gave list of vocabulary about synonyms.

- 4 The researcher asked the student to make a sentence about the vocabulary.
- 5 The students memorized the list of vocabulary.
- 6 The researcher gave some explanations about the rule of spelling bee game.
- 7 The students did spelling bee game (firstly they listened to the word given carefully, after that the students asked the definition, part of speech and how the word using in the sentence then, they spelt the word loudly and clearly).
- 8 The researcher announced the winner of the spelling be game.
- 9 The researcher concluded the material has gaven
- 10 The researcher gave the students motivation to practice their English.
- 11 The researcher closed the class.

3.4.2.5 Fifth meeting

- 1 The researcher greeted the students.
- 2 The researcher repeated the last material.
- 3 The researcher gave list of vocabulary about antonyms.
- 4 The researcher asked the students to make a sentence about the vocabulary.
- 5 The students memorized the list of vocabulary.
- 6 The researcher gave some explanations about the rule of spelling bee game.
- 7 The students did spelling bee game (firstly they listened to the word given carefully, after that the students asked the definition, part of speech and how the word using in the sentence then, they spelt the word loudly and clearly).
- 8 The researcher announced the winner of the spelling be game.
- 9 The researcher concluded the material has gaven
- 10 The researcherr gave the students motivation to practice their English.
- 11 The researcher closed the class.

3.4.2.6 Six meeting

- 1 The researcher greeted the students.
- 2 The researcher repeated the last material.
- 3 The researcher gave list of vocabulary about Academic vocabulary.
- 4 The researcher gave some example about the function of vocabulary.
- 5 The students memorized the list f vocabulary.
- 6 The researcher gave some explanations about the rule of spelling bee game.
- 7 The students did spelling bee game (firstly they listen to the word given carefully, the students may ask the definition, part of speech and how the word using in the sentence then, they spell the word loudly and clearly)..
- 8 The researcher announced the winner of the spelling be game.
- 9 The researcher concluded the material has gaven
- 10 The researcherr gave the students motivation to practice their English.
- 11 The researcher closed the class.

3.4.3 Post test

After doing the treatment, the research gave the post-test to the student. It is aimed to identify the influence of spelling bee game in achievement vocabulary mastery of students MA YMPI Rappang.

3.4.4 Questionnaire

Questionnaire, based on Airasian is a checklist to get responses or information from some people about factual or demographic, behavioural, and also attitudinal. From the questionnaire, the researcher collect the information from the students related to the implementation *spelling bee game* to improve their vocabulary mastery.

3.5 The Technique of Data Analysis

The data collected through pre- test and post- test, the following procedure was used:

3.5.1 Scoring the students' answer

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number Of Item}} \times 100$$

3.5.2 Classifying the score five levels classification is as follow:

Tabel 3.2 Classification the Students' Score

No.	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

Sources: (Dirjen Pendidikan Dasar dan Menengah, 2005:2)³⁹

3.5.3 Finding out the mean score use the following formula.

Where:

X: Mean

$\sum Xi$: Total Score

N: The total number of Students⁴⁰

$$X = \frac{\sum Xi}{n}$$

³⁹Dirjen Pendidikan dasar dan menengah, Peraturan directorat jenderal pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta: Depdiknas,2005), p. 2.

⁴⁰Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara,2009), p. 298.

3.5.4 Calculating the rate percentage of the students' classification score:

Where :

X : Percentage

$$X = \frac{F}{N} \times 100\%$$

F : Frequency

N : Sum students

3.5.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference⁴¹

N = the total sample.

⁴¹Gay L.R. Educational Research, Competencies for Analysis and Application Second Edition, p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis and discussion. The result of the data was presented in findings (description of the research) and further explained in data analysis technique and discussion.

4.1 Findings

4.1.1 Description of the research

To find out the answer of the research question in the previous chapter, the researcher administered a test. The test was a vocabulary test that was given twice, pre-test and post-test. The researcher also gave questionnaire to know students responses toward Spelling Bee Game. The pre-test was given before treatment process to know the students' vocabulary mastery, while the post-test was given after treatment, which aims to know the answer of the problem statement: "is Spelling Bee Game able to enhance students' vocabulary mastery?". Post test was given to compare students' vocabulary mastery before we apply and after we applied spelling bee game. This research was encountered by using one independent sample to know there were any influences of the students' achievement in vocabulary by applying spelling bee game.

In the first meeting, the researcher showed the movie "Akeelah and the Bee" before introduced what the spelling bee game is and the aims of this treatment, so the students have references about the game. "Akeelah and the Bee" is the inspiring story of an eleven year old African-American girl who claims her power with the help of 50,000 coaches. Akeelah is a middle-school students from Crenshaw South Los Angeles. Akeelah's father was shot while coming home from work and died when she was just six. Her mother Tanya(Angela Bassett) works as a nurse who

doesn't have much time to spend keeping tabs on her kids. Akeelah is a genius girl who has a high memory, especially in spelling words. But she did not have a good kinship relationship, within the family and in the school. Since one of Akeelah's brothers is starting to get under the wrong influence, that leaves even less time for her mom to pay attention to Akeelah. In some ways, the spelling bee becomes a chance to get Akeelah's mother to pay attention to her, but as overworked as mom is, there is just no time for spelling. Instead the attention for Akeelah comes from her spelling coach, Dr. Larabee. The professor teaches her about her culture and help her find a way to accept her intelligence instead of hiding it. Their relationship quickly becomes strong, as he becomes the father figure Akeelah is lacking, and she becomes the daughter Larabee is missing. Luckily the last participant to commit fraud and finally she had a chance to win a championship. She proved her ability and got support from the people around her especially her family.

After that, the researcher explained to the students the material about alphabet as the basic learning to help the students how to spell the vocabulary well. The last, each students were asked to write their names and tried to memorized it, then spell it in front of the class.

In this second meeting, the researcher gave list of vocabulary about academic vocabulary.

Table 4.1 The List of Vocabulary

No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Conclude	/kən'klōōd/	Verb	Menyimpulkan	Deduce
2	Assemble	/ə'sembəl/	Verb	Menyatukan	Collect
3	Appropriate	/ə'prōprēət/	Adjective	Pantas	Proper
4	Brief	/brēf/	Noun	Singkat	Short
5	Cause	/kôz/	Noun	Sebab	Source
6	Category	/'kadə,gôrē/	Noun	Kategori	Class
7	Compared	/cəm'per/	Verb	Membandingkan	Contrast
8	Complete	/kəm'plēt/	Adjective	Lengkap	absolute
9	Address	/ə'dres,'a,dres/	Noun	Alamat,tempat	Inscription
10	Clue	/klōo/	Noun	Petunjuk	Hint
11	Crucial	/krōoSHəl/	Adjective	Sangat penting	Important
12	Discover	/də'skəvər/	Verb	Menemukan	Find
13	Describe	/də'skrīb/	Verb	Menggambarkan	Explain
14	Event	/ə'vent/	Noun	Peristiwa	Incident
15	Evidence	/'əvədəns/	Noun	Bukti	Proof
16	Example	/ig'zəmpləl/	Noun	Contoh	Sample
17	Explain	/ik'splān/	Verb	Menjelaskan	Describe
18	Judge	/jəj/	Verb	Menilai	Justice
19	Measure	/'meZHər/	Noun	Ukuran	Estimate
20	Opinion	/ə'pinyən/	Noun	Pendapat	Belief
21	Important	/im'pōrtnt/	Adjective	Penting	Essential
22	Perfect	/'pərfikt/	Noun	Sempurna	Ideal
23	Development	/də'veləpmənt/	Noun	Perkembangan	Progress
24	Explore	/ik'splôr/	Verb	Menyelidiki	Inquire
25	Prepare	/prə'per/	Verb	Menyiapkan	Provide
26	Outline	/'out,līn/	Noun	Garis besar	Summary
27	Predict	/prə'dikt/	Verb	Meramalkan	Foretell
28	Suggestion	/sə(g)'jesCH(ə)n/	Noun	Saran	recommandation
29	Relevant	/'reləvənt/	Noun	Berkaitan	Related
30	Participation	/pār,tisə'pāSH(ə)n/	Noun	Ikut serta	Contribution

After that, the researcher Explained all the vocabularies starting from the pronunciation, word class, meaning and synonym. The researcher also gave a chance to the students to ask about how the vocabulary is used in sentences or even the definition of the vocabulary while they were memorizing it. After that, the researcher

explained the rules of the game and asked some of the students to practice the game as the researcher explained.

The next meeting is the third where the researcher gave treatment to the students by providing the list of vocabulary with the meaning, word class, pronunciation and synonyms that they must learn. The researcher also gave a chance to the students to ask about how the vocabulary is used in sentences or even the definition of the vocabulary while they were memorizing it.

Table 4.2 The List of Vocabulary

No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Assumption	ə'səm(p)SH(ə)n	Noun	Anggapan	Supposition
2	Analogy	/ə'naləjē/	Noun	Persamaan	Similarity
3	Annotate	/'anə,tāt/	Verb	Menambah ket.	Interpret
4	Anticipate	/an'tisə,pāt/	Verb	Mengharapkan	Expect
5	Cite	/sīt/	Verb	Mengutip	Quote-
6	Compile	/kəm'pī/	Verb	Menyusun	Collate
7	Concise	/kən'sīs/	Adjective	Ringkas	Short
8	Conduct	/'kän,dəkt/	Noun	Tingkah laku	Behavior
9	Consider	/kən'sidər/	Verb	Mempertimbangkan	Examine
10	Consult	/kən'səlt/	Verb	Berkonsultasi	Talk
11	Diction	/'dikSH(ə)n/	Noun	Gaya bicara	Articulation
12	Depict	/də'pikt/	Verb	Menggambarkan	Illustrate
13	Discuss	/də'skəs/	Verb	Membahas	Argue
14	Equal	/'ēkwəl/	Adjective	Setara	Identical
15	Hypothesize	/hī'pəTHə,sīz/	Verb	Meng-Hipotesa	Conjecture

16	Identify	/ɪˈden(t)əˌfi/	Verb	Mengenali	Recognize
17	Imitate	/ˈɪməˌtāt/	Verb	Meniru	Copy
18	Infer	/ɪnˈfər/	Verb	Menyimpulkan	Deduce
19	Notice	/ˈnɒdɪs/	Noun	Perhatian	Attention
20	Order	/ˈɔːdər/	Verb	Memesan	Request
21	Passage	/ˈpasiː/	Noun	lintasan, perjalanan	Transit
22	Plan	/plæn/	Noun	Rencana	Scheme
23	Preview	/ˈpriːvjuː/	Noun	Pratinjau	Research
24	Report	/rəˈpɔːt/	Verb	Melaporkan	Announce
25	Reveal	/rəˈviːl/	Verb	Mengungkapkan	Tell
26	Revise	/rəˈviːz/	Verb	Merevisi	Edit
27	Set	/set/	Verb	Meletakkan	Put
28	Study	/ˈstʌdɪ/	Verb	Mempelajari	Learn
29	Utilize	/ˈjuːdliːz/	Verb	Memanfaatkan	Use
30	Verify	/ˈverɪˌfi/	Verb	Memeriksa	Check

The students improved their vocabulary by using the game, they not only know the meaning of the words but also they know the concept of vocabulary.

In the fourth meeting, the researcher firstly gave motivations to the students then gave a chance to students to review the last material then continued the game. They already know the meaning, definition, parts of speech even the synonyms of the words. After that, the researcher gave lists of vocabulary to improve their vocabulary mastery. The students memorized the words while understanding the concept of vocabulary.

Table 4.3 The List of Vocabulary

No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Trace	/trās/	Noun	Jejak	Vestige
2	Alter	/'ôltər/	Verb	Mengubah	Change
3	Suggest	/sə(g)'jest/	Verb	Menyarankan	Recommend
4	Stance	/stans/	Noun	Pendirian	Attitude
5	Solve	/sälv/	Verb	Memecahkn	Answer
6	Skim	/skim/	Verb	Meluncur	Remove
7	Speculate	/'spekyə, lät/	Verb	Berspekulasi	Conjecture
8	Scan	/skan/	Verb	Pindai	Study
9	Restate	/rē'stät/	Verb	Mengulangi	Repeat
10	Recall	/rə'kôl/	Verb	Menarik kembali	Cancel
11	Revise	/rə'vīz/	Verb	Merevisi	Amend
12	Presume	/prə'z(y)oom/	Verb	Menganggap	Asssume
13	Plagiarism	/'plājə, rīzəm/	Noun	Plagiat	Copying
14	Note	/nōt/	Noun	Catatan	Letter
15	Monitor	/'mänədər/	Noun	Monitor	Detector
16	Main	/mān/	Adjective	Pokok, Utama	Principal
17	Introduce	/'intrə'd(y)ooos/	Noun	Memperkenalkan	Present
18	Imply	/'im plī/	Verb	Menyiratkan	Mean
19	Examine	/'iq' zamən/	Verb	Memeriksa	Survey
20	Exclude	/'ik'sklood/	Verb	Mengecualikan	Except
21	Edit	/'edət/	Verb	Edit	Revise
22	Diction	/'dikSH(ə)n/	Noun	Gaya bicara	Articulation
23	Debate	/də'bāt/	Noun	Debat, diskusi	Discussion
24	Contend	/kən'tend/	Verb	Bejuang	Struggle
25	Coherent	/'kō'hirənt/	Adjective	Hubungan	Connection
26	Conceive	/kən'sēv/	Verb	Memahami	Believe
27	Annotate	/'anə, tāt/	Verb	Menambah ket.	Interpret
28	Synthesize	/'sīnTHə, sīz/	Verb	Mempersatukan	Combine
29	Aspect	/'aspekt/	Noun	Aspek	Particular
30	Articulate	/'är'tikyəlt/	Adjective	Pandai berbicara	Communicate

The fifth meeting, firstly the researcher gave motivation to the students and reviewed all last materials. After that, they were given the list of vocabulary as the fifth meeting material.

Table 4.4 The List of Vocabulary

No	Item	Pronunciation	Word Class	Meaning	Synonym
1	Always	/'ɔl,wāz/	Adverb	Selalu	Constantly
2	Consist	/kən'sist/	Verb	Terdiri	Contain
3	Crucial	/'krooSHəl/	Adjective	sangat penting	Essential
4	Fact	/fakt/	Noun	Fakta	Reality
5	Observe	/əb'zərv	Verb	sebab	Follow
6	Indirect	/,ində'rekt/	Adverb	kategori	Devious
7	Support	/sə'pɔrt/	Verb	membandingkan	Defend
8	Valid	/'valəd/	Adjective	Sah	Authentic
9	Claim	/klām/	Verb	Menegaskan	Declare
10	Occur	/ə'kər/	Verb	Terjadi	Happen
11	Apply	/ə'pli/	Verb	Menerapkan	Implement
12	Approach	/ə'prɔCH/	Verb	Pendekatan	Access
13	Associate	/ə'sōsē,āt,ə'sōSHē,āt/	Verb	Menghubungkan	Affiliate
14	Calculate	/'kalkyə,lāt/	Verb	Menghitung	Count
15	Caption	/'kapSH(ə)n/	Noun	Bab,judul halaman	Title
16	concrete	/'kän,krēt,kän'krēt/	Noun	Nyata	Real
17	Defend	/də'fend/	Verb	Mempertahankan	Justify
18	Detail	/də'tāl,'dētāl/	Verb	Perincian	Specify
19	Discipline	/'disəplən/	Noun	Disiplin	castigate
20	Extract	/ik'strakt/	Verb	Menyadap	Derive
21	Employ	/əm'plɔi/	Verb	Mempekerjakan	Engage
22	General	/'jen(ə)rəl/	Adjective	Umum	Common
23	Inform	/in'fɔrm/	Verb	Memberitahukan	Apprise
24	Relate	/rə'lāt/	Verb	Menghubungkan	Connect
25	Illustrate	/'ilə,strät/	Verb	Menjelaskan	Explain
26	Infer	/in'fər/	Verb	Menduga	Assume
27	Irrelevant	/ə'reləvənt/	Adjective	Tidak berhubungan	Unrelated
28	Show	/SHō/	Verb	Menunjukkan	Appear
29	Produce	/prə'd(y)ooz	Verb	Menghasilkan	Create
30	Prove	The last meeting, the researcher informed to the students that this was the	Verb	Membuktikan	Confirm

last meeting and asked them preparation for the post test in the next meeting. After that, the students prepared to do the real spelling bee like the competition in “Akeelah and the Bee” that they have watched before. Firstly, the researcher explained again the rules and the procedures of the game to ensure that they were

ready. All of students were given words to be spelt. They were given the opportunity to ask for the word to be repeated, the definition of the word, the word class and how the word to be used in the sentence.

Some students have trouble with spelling. Sometimes they misspelt the word with the different reasons. Most of the mistakes they made were mentioning vowels /a,i,e/ and some are wrong when spelling words that have the same two letters such as “**appropriate**”, “**annotate**”, “**assumption**”, “**illustrate**” or even they got the difficult word to be spelt like “Hypothesize”, “appropriate”, “synthesize” that made them were eliminated in the game. That is because spelling is a complex activity that involves many skills.

Fortunately, most of the students succeeded to spell the word given and say it correctly and confidently. They have been treated for several meetings, so that they are fit and familiar with the words given and have a good spelling. Although the word is rather long but they can spell it well.

The students got themselves to be more confident. They learnt without feeling any burden. Even though, the students have answered incorrectly, Spelling Bee has encouraged students to answer again until get the right answer. By using spelling bee, all of the students are motivated to be involved in the game activity.

4.1.2 Finding through the Test

4.1.2.1 Score of Pre-test

The researcher has given pre-test to know the students’ vocabulary mastery before treatment by applying spelling bee game. The students were difficult to get excellent even good in the pre test, that’s why they have to get some treatments to enhance the students’ vocabulary mastery. In this research the researcher gave 6 meetings to treat students.

There was the result of the students' pre-test.

Table 4.5 The Students' Score of Pre-test

No.	Nama	The Score of Pre-Test	Classification
1	Responden 1	76	Good
2	Responden 2	40	Very Poor
3	Responden 3	28	Very Poor
4	Responden 4	56	Fair
5	Responden 5	24	Very Poor
6	Responden 6	52	Poor
7	Responden 7	60	Fair
8	Responden 8	64	Fair
9	Responden 9	52	Poor
10	Responden 10	44	Poor
11	Responden 11	20	Very Poor
12	Responden 12	48	Poor
13	Responden 13	40	Very Poor
14	Responden 14	48	Poor
15	Responden 15	48	Poor
16	Responden 16	44	Poor
17	Responden 17	56	Fair
18	Responden 18	80	Good
19	Responden 19	24	Very Poor
20	Responden 20	32	Very Poor
21	Responden 21	24	Very Poor

22	Responden 22	32	Very Poor
23	Responden 23	64	Fair
24	Responden 24	60	Fair
25	Responden 25	68	Fair
26	Responden 26	60	Fair
27	Responden 27	72	Good
28	Responden 28	80	Good
29	Responden 29	84	Good
30	Responden 30	72	Good
	Σ	1552	

Source: The result of pre test of MA YMPI Rappang

Based on the result of pre-test analysis in the table above, it shows that there are 9 students got very poor, there are 7 students got poor, 8 fair and there are 6 students got good. However, the average score is 51,7 from the overall students achieved of their vocabulary. It is described that the quality of the students' vocabulary mastery is still poor before getting a treatment.

The following are the process of calculating to find out the mean score based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$X = \frac{\Sigma E}{N}$$

In which:

X = Mean score

ΣE = Total f row score

N = Number of Students

X= $\frac{1552}{30}$

30

X= 51,7

So, the mean score of pre-test is 51,7

After determining the mean score of pre-test was 51,7 it could be seen that student's vocabulary mastery was in poor category. Based on Suharsimi arikunto "Dassar-dasar pendidikan"

Table 4.6 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Pre-Test

NO	CLASSIFICATION	SCORE	PREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	0	0%
2	GOOD	71-85	6	20%
3	FAIR	56-70	8	27%
4	POOR	41-55	7	23%
5	VERY POOR	≤ 40	9	30%
Σ			30	100%

Source: The Classification of pre test of MA YMPI Rappang

The data above shows that from 30 students, there were 9(30%) students in very poor level, 7(23%) students in Poor level, 8(27%) student in fair level, 6(20%) students in good level and none of students who gain excellent level.

4.1.2.2 Score of Post-test

The researcher has given post-test to know the students' vocabulary mastery after giving treatment by applying Spelling Bee Game for six meetings. Most of

them were better than before. They can memorize the list of vocabularies fluently with a good spelling.

There was the result of the students' post-test :

Table 4.7 The Students' Score of Post-test

No.	Nama	The Score of Post-Test	Classification
1	Responden 1	82,5	Good
2	Responden 2	90	Exelent
3	Responden 3	57,5	Fair
4	Responden 4	60	Fair
5	Responden 5	82,5	Good
6	Responden 6	72,5	Good
7	Responden 7	90	Exelent
8	Responden 8	65	Fair
9	Responden 9	72,5	Good
10	Responden 10	65	Fair
11	Responden 11	70	Fair
12	Responden 12	90	Exelent
13	Responden 13	95	Exelent
14	Responden 14	82,5	Good
15	Responden 15	82,5	Good
16	Responden 16	57,5	Fair
17	Responden 17	82,5	Good
18	Responden 18	90	Exelent
19	Responden 19	82,5	Good

20	Responden 20	67,5	Fair
21	Responden 21	82,5	Good
22	Responden 22	85	Good
23	Responden 23	80	Good
24	Responden 24	85	Good
25	Responden 25	80	Good
26	Responden 26	80	Good
27	Responden 27	95	Exelent
28	Responden 28	90	Exelent
29	Responden 29	85,5	Good
30	Responden 30	77,5	Good
	Σ	2378,0	

Source: The result of post test of MA YMPI Rappang

Based on the result of the post-test analysis in the table above, it shows that there are 7 students got Excellent, there are 7 students got fair and most of them got good category. However, the total score is 2378 from the overall students achieved of their vocabulary mastery. It described that the quality of the students' vocabulary mastery is good. They got an improvement after getting treatment by using Spelling Bee Game.

Calculating the mean score of post-test as follow:

$$X = \frac{\Sigma E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$X = \frac{2378}{30}$

30

$X = 79,3$

So, the mean score of pre-test is 79,3

After determining the mean score of post-test was 79.3 it could be seen that students' vocabulary mastery was in a good category. Based on Suarsimi Asrikunto "Dassar-dasar pendidikan"

Table 4.8 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Post-Test

NO	CLASSIFICATION	SCORE	PREQUENCY	PERSENTAGE
1	EXCELLENT	86-100	7	23,3%
2	GOOD	71-85	16	53,3%
3	FAIR	56-70	7	23,3%
4	POOR	41-55	0	0%
5	VERY POOR	≤ 40	0	0%
Σ			30	100%

Source: The Classification of post test of MA YMPI Rappang

The data above shows that from 30 students, there were 7 (23,3%) students in Exelent level, 7(23,3%) students in Fair level, 16 (27%) students in Good level and none of students who gained poor level.

4.1.3 The overall Result of pre-test and post-test

The result explained that the pre-test and post-test are used to measure the students' knowledge gained in the treatment by applying Spelling Bee Game in this

research. In other words to determine the student's knowledge level of their vocabulary mastery, the pre-test is given to the students before doing treatment, it means that the students had to answer the test well and the post-test is given to the students after doing treatment with the same kind of test. In another word to measure the students' knowledge level of vocabulary mastery is applying Spelling Bee Game.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.9 The Comparison between Pre-test and Post-test Result

No.	Nama	The Score of Pre-Test	The Score of Post-test
1	Responden 1	76	82,5
2	Responden 2	40	90
3	Responden 3	28	57,5
4	Responden 4	56	60
5	Responden 5	24	82,5
6	Responden 6	52	72,5
7	Responden 7	60	90
8	Responden 8	64	65
9	Responden 9	52	72,5
10	Responden 10	44	65
11	Responden 11	20	70
12	Responden 12	48	90
13	Responden 13	40	95
14	Responden 14	48	82,5
15	Responden 15	48	82,5
16	Responden 16	44	57,5

17	Responden 17	56	82,5
18	Responden 18	80	90
19	Responden 19	24	82,5
20	Responden 20	32	67,5
21	Responden 21	24	82,5
22	Responden 22	32	85
23	Responden 23	64	80
24	Responden 24	60	85
25	Responden 25	68	80
26	Responden 26	60	80
27	Responden 27	72	95
28	Responden 28	80	90
29	Responden 29	84	85,5
30	Responden 30	72	77,5
Mean		51,7	79,3

(Source: Primary data processing)

The table above shows that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary mastery by applying spelling bee game. The improvement can be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 24 and the maximum was 84, beside that the minimum score of post-test was 57,5 and the maximum score of post-test was 95. The mean of pre-test was 57,1 and the mean of post-test was 79,3. Before giving a treatment the students got poor category but after doing treatment by applying

spelling bee game the students got good category, it means that there is improvement with students' vocabulary mastery.

4.1.4 T-test Value

T-test was used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.10 The Worksheet of the Calculating of the Score on Pre-test and Post-test

No.	Nama	The Score of Pre-Test	The Score of Post-test	(D)	D ²
1	Responden 1	76	82,5	6,5	42,25
2	Responden 2	40	90	50	2500
3	Responden 3	28	57,5	29,5	870,25
4	Responden 4	56	60	4	16
5	Responden 5	24	82,5	58,5	3422,25
6	Responden 6	52	72,5	20,5	420,25
7	Responden 7	60	90	30	900
8	Responden 8	64	65	1	1
9	Responden 9	52	72,5	20,5	420,25
10	Responden 10	44	65	21	441
11	Responden 11	20	70	50	2500
12	Responden 12	48	90	42	1764
13	Responden 13	40	95	55	3025
14	Responden 14	48	82,5	34,5	1190,25
15	Responden 15	48	82,5	34,5	1190,25
16	Responden 16	44	57,5	13,5	182,25

17	Responden 17	56	82,5	26,5	702,25
18	Responden 18	80	90	10	100
19	Responden 19	24	82,5	58,5	3422,25
20	Responden 20	32	67,5	35,5	1260,25
21	Responden 21	24	82,5	58,5	3422,25
22	Responden 22	32	85	53	2809
23	Responden 23	64	80	16	256
24	Responden 24	60	85	25	625
25	Responden 25	68	80	12	144
26	Responden 26	60	80	20	400
27	Responden 27	72	95	23	529
28	Responden 28	80	90	10	100
29	Responden 29	84	85,5	1,5	2,25
30	Responden 30	72	77,5	5,5	30,25
Σ				826	32687,5

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N}$$

In which:

D = the mean score of difference

$\sum D$ = the total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{826}{30}$$

$$30$$

$$D = 27,53$$

So, the mean score of difference is 27,53

Finding out the difference by calculating the T-test value by using the following formula:

Notation:

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

T : the test of significance

D : the mean score of difference ($X_1 - X_2$)

$\sum D$: the sum of the total score

$\sum D^2$: the square of the sum score of difference

N : the total sample.

The calculation the t-test value

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

$$t = \frac{27,53}{\sqrt{\frac{32687,5 - \frac{826^2}{30}}{30(30-1)}}$$

$$t = \frac{27,53}{\sqrt{\frac{32687,5 - \frac{682276}{30}}{30(29)}}$$

$$t = \frac{27,53}{\sqrt{\frac{32687,5 - 22742,5}{870}}$$

$$t = \frac{27,53}{\sqrt{\frac{9945}{870}}}$$

$$t = \frac{27,53}{\sqrt{11,43}}$$

$$t = \frac{27,53}{3,38}$$

$t = 8,14$ So, the t-test value is 8,14

4.1.5 Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used T-test. The result of T-test is $t = 8,14$. To find out the degree of freedom (df) the researcher used following formula;

$$df = N - 1$$

$$df = 30 - 1$$

$$df = 29$$

For the level of significance ($p = 0,05$) and $df = 29$ then the value of the table = 8,14 the value of the T-test was greater than the t-table ($8,14 > 1,699127$) it means that there was an improvement with the students' vocabulary mastery after giving treatment by applying Spelling Bee Game to the students of MA YMPI Rappang.

4.1.6 Analysis of Questionnaire

Questionnaire was used as an instrument to gain more information about students' responses. In order to get the information from the respondents, there were 10 questions which were asked in the questionnaire (see appendix). The students' answers then were classified into two categories yes or no (see appendix) so they can be analyzed easier.

The result summary of the questionnaire was as follow :

Tabel 4.11 The Result of the Questionnaire.

Question	Total Answer	
	Yes	No
QS 1	28	2
QS 2	3	27
QS 3	30	0
QS 4	30	0
QS 5	19	11
QS 6	18	12
QS 7	19	11
QS 8	26	4
QS 9	26	4
QS 10	26	4

Source; The students of MA YMPI Rappang

The result above gives the information that is explained below:

1. 93% of the students liked to learn English lesson.
2. Most of the students never used Spelling Bee Game vocabulary lesson
3. All of the students agreed that the teacher had given an interesting vocabulary lesson by applying Spelling Bee Game
4. All of the students agreed that Spelling Bee game can help student to improve their vocabulary mastery
5. 63% of the students already knew synonym of word by the teacher
6. 60% students already knew antonym of word by the teacher
7. 63% students already knew the definition of word by the teacher
8. 87% students already knew the function of word by the teacher
9. 87% of the students felt their vocabulary mastery in sentence improved because of *Spelling Bee Game*
10. 87% of the students felt their vocabulary mastery in english improved because of *Spelling Bee Game*

The researcher has given questionnaire to know the students responses to the Spelling Bee Game. All of students were interesting to apply three step interview in learning process. All of them interested to apply Spelling Bee Game as the technique to improve their vocabulary mastery. they felt Spelling Bee Game able to improve their vocabulary mastery

4.2 Discussion

4.2.1 The Result of the test.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got poor, 7 (23,3%) students in Exelent level, 7(23,3%) students in Fair level, 16 (27%) students in Good

level From the result, the researcher concluded that the students' vocabulary mastery from poor up to Good category.

In addition, the mean score of pre-test was 51,7 and the mean score of post-test was 79,3. As conclusion, the mean score of post-test (79.3) was greater than pre-test (51.7). Even, for the level significant (p) 5% and $df = 29$, and the value of table is 1.699127 while the value of t-test is 8.14 it means that, the t-test value is greater than t-table ($8,14 \geq 1.699127$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

In the preface study that the researcher did in MA YMPI Rappang it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the teacher seldom used game such as Spelling Bee Game to improve the students' vocabulary mastery.

The researcher concluded that one of the main factor which made the students lack of vocabulary caused by the strategy or media used in class is monotonous, the students rarely study using media or game in class since in vocabulary learning so many vocabularies were not familiar to them. Students who lack of vocabulary sometimes can not deduce the meaning of a word from the context.

For students, still many vocabularies that they had not known. An unknown vocabulary can be like a suddenly dropped causing the students stop and think about the meaning of the word and thus making them miss the next part of the speech. Both the students and teacher had problem related to the in learning vocabulary process. The teacher did not follow the way to teach vocabulary properly. Moreover, the materials were also not good enough to be used since the materials were almost the same and less

varied. Those condition were causing bad effect for the students so then the students got low score in vocabulary mastery.

Some problems occurred during the implementation of Spelling Bee Game to improve the students vocabulary mastery. First was related to time management, and the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the material of vocabulary. Besides that, the different of knowledge about vocabulary also was caused trouble in teaching. Considering the importance of teaching vocabulary, there should be a technique that can promote the language learning.

Teaching vocabulary has been presented in so many methods and should be taught in various ways so that students could be interested in learning vocabulary. One of method to develop students' vocabulary was playing game. One kind of the game is Spelling Bee. There are some advantages in using Spelling Bee, it can improve students' spelling skill, vocabulary skill, comprehension in the text given and it also can be used by students to practice their concentration and their ability in memorizing. Spelling Bee game is one of the funny game to teach English vocabulary. In this game children or students not only memorize a word, letter by letter but also students be brave speaking in front of public. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding the meaning of words. This game has helped the students to enhance their vocabulary mastery in English by learning in a fun and interesting way.

After the researcher applied Spelling Bee Game in the class during teaching vocabulary, the researcher found that some of students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed Anagram media can

improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

This was surely improve the students' vocabulary mastery. In the use of *Spelling Bee game*, there were many advantages as follows:

1. The learning activities are interesting and not makes the students to be bored.
2. The students are easy to understand the words given.
3. The students are enjoy and fun in the learning process.
4. The students can spell the words well.

In addition, some previous studies have proved that Spelling bee game is able to improve students' vocabulary mastery and it works also in this research. The object of this research is the second grade of MA YMPI Rappang where researcher used Spelling Bee to enhance their vocabulary mastery. The application of this game proved the theory that said "Spelling bee game helps students to memorize words with the correct spelling words. And then, students' comprehension toward the words."⁴² Therefore, spelling bee game is recommended as a good strategy in teaching

Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of *Spelling Bee game* it was proved that this method influenced the learners' vocabulary mastery.

4.2.2 The Result of the Questionnaire

After giving post test the researcher gave 10 questions to answer by students in two categories yes or no. The questionnaire was given to know th students' responses to Spelling

⁴²Mc Pherson in Anisa Rohmawati, *Spelling Bee in Teaching Vocabulary* (Journal of English and Education, 2015), p. 12.

Bee Game after treatment, so the researcher can conclude whether Spelling Bee game can improve the students' vocabulary mastery.

The benefits of spelling bees extend beyond language: Since students are required to spell words while on stage, they also develop self-confidence, communication and public speaking skills, and the ability to thrive under pressure. Another positive impact to students is that spelling bee brings a fun and relaxing atmosphere. Students learn the language without any stress. When the students learn in the relaxing atmosphere, it gives a chance to students to learn new words easily.⁴³

93% of the students liked to learn English lessons. Most of the students never used Spelling Bee Game vocabulary lessons. All of the students agreed that the teacher had given an interesting vocabulary lesson by applying Spelling Bee Game. All of the students agreed that Spelling Bee game can help students to improve their vocabulary mastery. 63% of the students already knew synonyms of words by the teacher. 60% of students already knew antonyms of words by the teacher. 63% of students already knew the definition of words by the teacher. 87% of students already knew the function of words by the teacher. 87% of the students felt their vocabulary mastery in sentences improved because of *Spelling Bee Game*. 87% of the students felt their vocabulary mastery in English improved because of *Spelling Bee Game*.

The students have positive responses towards the use of Spelling Bee Game in the teaching and learning activity. Most of the students liked to have Spelling Bee Game in their English class. Furthermore, they were more concerned about the spelling of the words and more motivated because the spelling bee game was not only interesting but also beneficial to the students.

⁴³Huyen, N. T. T., & Nga, K. T. T., *Learning Vocabulary Through Games* (ASIAN EFL Journal, Vol.5, 2003), p. 90.

Based on the students' responses the researcher conclude that spelling bee game help them to improve their vocabulary mastery. they were also interested to learn vocabulary by applying Spelling Bee Game. Besides, Spelling Bee Game is a complete package that can train students' spelling and vocabulary mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

Based on the findings of the study, the researcher gave a conclusions:

The research of data analysis showed that Spelling Bee Game is able to help students personalize their learning vocabulary and listen to and appreciate the ideas and thinking of others and it was also described that this material was an effective way when the students are solving problems that have no specific right answers.

The data analysis test also showed that there was a difference between the students' vocabulary mastery before and after applying "Spelling Bee Game", it was proved by the development of mean score from 51,7 on the pre-test to 79,3 on post-test, while the T-test value 8,14 is higher than t-table 1,699127. Therefore, Spelling Bee Game was able to improve the students' vocabulary mastery of the the studens MA YMPI Rappang.

The researcher can see how the students responses towards the use of spelling bee game from the result of questionnaire. It showed that the spelling bee game was not only motivating and fun but could also provide excellent practice for improving the students' vocabulary mastery. Playing the spelling bee game is considered very effective and the researcher indirectly add an element of fun and relaxation in vocabulary practice. The purpose of using game in teaching process is to make the material more interesting, enjoyable and challenging especially in

introducing new vocabulary. Spelling Bee game is one of the funny game to teach English vocabulary. In this game students not only memorize a word, letter by letter but also students be brave speaking in front of the people. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of meaning, class word, similiar meaning, definition and how the word is used in the sentence.

The researcher concluded that all of students were interesting to apply spelling bee game in learning process. They felt spelling bee game able to enhance their vocabulary mastery.

5.2 Suggestion

In considering the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

5.2.1 For the English teacher

1. The teacher has to be more creative and innovative to manage the use of media, method, technique and game in teaching Vocabulary
2. The English teacher should be able to use some of technique that was suitable for the students' condition. In other words, the teacher should build a favorable atmosphere in teaching-learning process because a conductive condition in teaching would become one access to carry the success of material to be taught.
3. The English teacher should teach the students how to explain something in the good explanation or description so, the students can practice or use English in daily life as well.
4. The teacher should give more chances to the students to be more active, and let the students do several practices. The teacher should trust the

students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

5.2.2 For the students/members

1. The members should express their selves on improving their vocabulary mastery and does not less motivation in learning vocabulary wherever and whenever.
2. The members should repeat to memorize vocabulry English in daily life because, practice makes perfect.
3. The members should be intensified and accustomed to sharing their idea with their friends.

5.2.3 For the next researcher

1. There were still much more media,technique,method,strategy and game in teaching English and Spelling bee game is one of the technique of teaching. So the next researcher should be more creative to find another technique of teaching.
2. It is necessary to another researcher conduct a further research, in order to validate the result of this study.

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Appendix 1. Research Instrument

INSTRUMENT**Pre-test, Post-test and Questionnaire****1. Pre-Test**

1.1 Find the meaning of the words below!

- | | |
|---------------|--------------------|
| a. Assemble : | f. Saran : |
| b. Brief : | g. Menilai : |
| c. Conclude : | h. Pendapat : |
| d. Relevant : | i. Sebab : |
| e. Event : | j. Membandingkan : |

1.2 Choose the letter of the word which is nearest in meaning to the word in italics !

- Vocabulary is one of the *important* elements in a language. (**invariably / origin / essential**)
- You look *perfect* today (**ideal / beautiful / nice**)
- Technological *development* greatly facilitate human activity . (**decrease/ progress/ useless**)
- Labaco continued to *explore* other ideas about the new product. (**inquire / unbelievable/ cacle**)
- I must *prepare* for dinner .(**place/ price/ provide**)

1.3 Draw lines connecting the pairs of opposites below!

A	B
Observe	Baseless
Indirect	Invalid
Support	Infract
Valid	Disclaim
Claim	Direct

1.4 Arrange these random words below!

1. Alamat	a. A-S-R-S-D-E-D
2. Kategori	b. Y-C-T-A-E-R-G-O
3. Lengkap	c. E-M-C-P-L-E-T-O
4. Menemukan	d. V-R-E-D-S-I-C-O
5. Contoh	e. P-L-E-X-M-A-E

2. Post-Test

2.1 Draw lines connecting the pairs of opposites below !

A	B
Always	Derelict
Consist	Rumors
Crucial	Infract
Fact	Invalid
Observe	Never
Indirect	Fade
Support	Unimportant
Valid	Infract
Claim	Disclaim
Occur	Direct

2.2 Find the meanings of the words below !

- | | |
|-----------------|---------------------|
| a. Evidence : | f. Pendapat : |
| b. Appropriate: | g. Menilai : |
| c. Conclude : | h. Sangat penting : |
| d. Brief : | i. Sebab : |
| e. Event : | j. Membandingkan : |

2.3 Complete the sentences with the correct word below !

- Technological *development* greatly facilitate human activity . (**decrease/ progress/ useless**)
- Vocabulary is one of the *important* elements in a language. (**invariably / origin / essential**)

- c. I must *prepare* for dinner .(**place/ price/ provide**)
- d. Labaco continued to *explore* other ideas about the new product. (**inquire / unbelievable/ cacle**)
- e. You look *perfect* today (**ideal / beautiful / nice**)

2.4 Arrange these random words below !

1. Petunjuk	a. L-U-E-C
2. Menggambarkan	b. D-S-E-R-C-B-I-E
3. Menjelaskan	c. N-X-E-L-P-A-I
4. Mengukur	d. U-R-E-M-E-A-S
5. Partisipasi	e. I-O-N-R-P-A-T-T-I-I-I-P-A-C
6. Meramalkan	f. P-E-R-I-C-D-T
7. Kategori	g. Y-C-T-A-E-R-G-O
8. Lengkap	h. E-M-C-P-L-E-T-O
9. Menemukan	i. V-R-E-D-S-I-C-O
10. Garis besar	j. L-N-E-I-O-T-U

PAREPARE

3. Questionnaire

NAMA :

KELAS :

No	PERTANYAAN	JAWABAN	
		YA	TIDAK
1	Apakah Anda menyukai mata pelajaran Bahasa Inggris?		
2	Apakah Anda pernah menggunakan teknik <i>Spelling Bee Game</i> sebelumnya untuk membantu Anda menguasai kosakata dalam Bahasa Inggris?		
3	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>Spelling Bee Game</i> menarik?		
4	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>Spelling Bee Game</i> membantu Anda dalam menghafal kosa kata Bahasa Inggris?		
5	Apakah cara guru dalam mengajarkan kosakata menggunakan <i>Spelling Bee Game</i> membantu Anda dalam mengetahui sinonim dalam kosa kata ?		
6	Apakah cara guru dalam mengajarkan		

	kosakata menggunakan <i>Spelling Bee Game</i> membantu Anda dalam mengetahui antonim dalam kosakata ?		
7	Apakah cara guru dalam mengajarkan kosakata menggunakan <i>Spelling Bee Game</i> membantu Anda dalam mengetahui definisi setiap kosakata ?		
8	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>Spelling Bee Game</i> membantu Anda dalam mengetahui fungsi setiap kosakata ?		
9	Menurut Anda, apakah cara guru dalam mengajarkan kosakata menggunakan <i>Spelling Bee Game</i> membantu Anda dalam mengetahui penggunaan kosakata dalam kalimat ?		
10	Apakah cara guru dalam mengajarkan kosakata menggunakan teknik <i>Spelling Bee Game</i> meningkatkan kosakata Anda dalam Bahasa Inggris?		

Appendix 2. Lesson Plan

LESSON PLAN ONE

Study Program	: English
Topic	: Introduce Spelling bee game & alphabet
Meeting	: First Meeting
Duration	: 2 x 40 minutes

1. Course Description

This course prepares students to be able to know how to do spelling bee game in learning process.

2. Course Objectives

After completing the course, the students are able :

- 2.1 Applicate spelling bee game, How to spell a letter

3. Materials and Equipment

- 3.1 Self-introduce and introduce others

4. Teaching Method

Perform, practice spelling bee game

5. Procedures/ Activities :

- 5.1 The researcher greets the students.
- 5.2 The researcher introduces spelling bee game
- 5.3 The researcher gives material about alphabet
- 5.4 The researcher asks to spell alphabet one by one
- 5.5 The students spell their full name.

6. Extra Class work

- 6.1 The researcher concludes the material.
- 6.2 The researcherr gives the students motivation to practice their English.
- 6.3 The researcher closes the class



LESSON PLAN TWO

Study Program : English
Topic : Academic vocabulary
Meeting : Second Meeting
Duration : 2 x 40 minutes

1. Course Description

This course prepares students to be able to mention and spell foods and drinks.

2. Course Objectives

In the end of the class, the students are able to spell the vocabulary given clearly.

3. Materials and Equipmentin

Academic Vocabulary

4. Teaching Method

Perfrom, practice and spelling bee game

5. Procedures/ Activities :

- 5.1 The researcher greets the students.
- 5.2 The researcher repeat the last material
- 5.3 The researcher gives material about academic vocabulary.
- 5.4 The researcher give some examples.
- 5.5 The students memorize the list of vocabulary.
- 5.6 The researcher gives some explanations about the rule of spelling bee game.
- 5.7 The students practice spelling bee game.

6. Extra Class work

6.1 The researcher concludes the material has given

6.2 The researcherr gives the students motivation to practice their English.

6.3 The researcher closes the class.



LESSON PLAN THREE

Study Program : English years)
Topic : Academic Vocabulary
Meeting : Third Meeting
Duration : 2 x 40 minutes

1. Course Description

This course prepares students to be able to mention and spell academic vocabulary.

2. Course Objectives

In the end of the class, the students are able to mention academic vocabulary, and knowing the concept of vocabulary clearly.

3. Materials and Equipment

Academic vocabulary

4. Teaching Method

Perfrom, practice and spelling bee game

5. Procedures/ Activities :

- 5.1 The researcher greets the students.
- 5.2 The researcher repeats the last material
- 5.3 The researcher gives list of vocabulary about academic vocabulary.
- 5.4 The researcher gives some examples.
- 5.5 The students memorize the list of vocabulary.
- 5.6 The researcher gives chance to the students to ask about how the vocabulary is used in the sentence.
- 5.7 The students practice spelling bee game.

6. Extra Class work

6.1 The researcher concludes the given material.

6.2 The researcherr gives the students motivation to practice their English.

6.3 The researcher closes the class.



LESSON PLAN FOUR

Study Program	: English years)
Topic	: Noun (Fruits)
Meeting	: Academic Vocabulary
Duration	: 2 x 40 minutes

1. Course Description

This course prepares students to be able to mention and spell academic vocabulary.

2. Course Objectives

In the end of the class, the students are able to mention academic vocabulary clearly and knowing the concept of vocabulary.

3. Materials and Equipment

Academic vocabulary

4. Teaching Method

Perfrom, practice and spelling bee game

5. Procedures/ Activities :

- 5.1 The researcher greets the students.
- 5.2 The researcher greets the students.
- 5.3 The researcher repeat the last material
- 5.4 The researcher gives list of vocabulary about academic vocabulary.
- 5.5 The researcher gives some examples.
- 5.6 The students memorize the list of vocabulary.
- 5.7 The researcher gives chance to the students to ask about the definition and how the word is used in the sentence.
- 5.8 The students practice spelling bee game.

6. Extra Class work

6.1 The researcher concludes the given material.

6.2 The researcherr gives the students motivation to practice their English.

6.3 The researcher closes the class.



LESSON PLAN FIVE

Study Program : English years)
Topic : Academic Vocabulary
Meeting : Fifth Meeting
Duration : 2 x 40 minutes

1. Course Description

This course prepares students to be able to mention and spell academic vocabulary.

2. Course Objectives

In the end of the class, the students are able to mention academic vocabulary clearly and knowing the concept of vocabulary.

3. Materials and Equipment

Academic vocabulary

4. Teaching Method

Perfrom, practice and spelling bee game

5. Procedures/ Activities :

- 5.1 The researcher greets the students.
- 5.2 The researcher greets the students.
- 5.3 The researcher repeat the last material
- 5.4 The researcher gives material about academic vocabulary.
- 5.5 The researcher gives some examples.
- 5.6 The students memorize the list of vocabulary.
- 5.7 The researcher gives a chance to the students to ask about the definition and how the vocabulary is used in the sentence.
- 5.8 The students practice spelling bee game.

6. Extra Class work

6.1 The researcher concludes the given material.

6.2 The researcherr gives the students motivation to practice their English.

6.3 The researcher closes the class.



LESSON PLAN SIX

Study Program : English years)
Topic : Academic Vocabulary
Meeting : Sixth Meeting
Duration : 2 x 40 minutes

1. Course Description

This course prepares students to be able to mention and spell academic vocabulary.

2. Course Objectives

In the end of the class, the students are able to mention the vocabulary given clearly and knowing the concept of vocabulary.

3. Materials and Equipment

Academic vocabulary

4. Teaching Method

Perfrom, practice and spelling bee game

5. Procedures/ Activities :

- 5.1 The researcher greets the students.
- 5.2 The researcher greets the students.
- 5.3 The researcher repeat the last material
- 5.4 The researcher gives list of vocabulary about the academic vocabulary .
- 5.5 The researcher gives some examples.
- 5.6 The students memorize the list of vocabulary.
- 5.7 The researcher gives a chance to ask about how the word is used in the sentence and the definition of the word.
- 5.8 The students do spelling bee game.

5.9 The researcher announces the winner of the spelling be game.

6. Extra Class work

6.1 The researcher concludes the given material.

6.2 The researcherr gives the students motivation to practice their English.

6.3 The researcher closes the class.



Appendix 3. The Result of questionnaire

Respondent	QS 1		QS 2		QS 3		QS 4		QS 5		QS 6		QS 7		QS 8		QS 9		QS 10	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
RS1	1		1		1		1		1		1		1		1		1		1	
RS2	1		1		1		1		1		1		1		1		1		1	
RS3	1		1		1		1		1		1		1		1		1		1	
RS4	1		1		1		1		1		1		1		1		1		1	
RS5	1		1		1		1		1		1		1		1		1		1	
RS6	1		1		1		1		1		1		1		1		1		1	
RS7	1		1		1		1		1		1		1		1		1		1	
RS8	1		1		1		1		1		1		1		1		1		1	
RS9	1		1		1		1		1		1		1		1		1		1	
RS10	1		1		1		1		1		1		1		1		1		1	
RS11	1		1		1		1		1		1		1		1		1		1	
RS12	1		1		1		1		1		1		1		1		1		1	
RS13	1		1		1		1		1		1		1		1		1		1	
RS14		1																		
RS15	1		1		1		1		1		1		1		1		1		1	
RS16	1		1		1		1		1		1		1		1		1		1	
RS17	1		1		1		1		1		1		1		1		1		1	
RS18	1		1		1		1		1		1		1		1		1		1	
RS19	1		1		1		1		1		1		1		1		1		1	
RS20	1		1		1		1		1		1		1		1		1		1	
RS21	1		1		1		1		1		1		1		1		1		1	
RS22	1		1		1		1		1		1		1		1		1		1	
RS23	1		1		1		1		1		1		1		1		1		1	
RS24	1		1		1		1		1		1		1		1		1		1	
RS25	1		1		1		1		1		1		1		1		1		1	
RS26	1		1		1		1		1		1		1		1		1		1	
RS27	1		1		1		1		1		1		1		1		1		1	
RS28	1		1		1		1		1		1		1		1		1		1	
RS29	1		1		1		1		1		1		1		1		1		1	
RS30		1																		
Total	28	2	3	27	30	0	30	0	19	11	18	12	19	11	26	4	26	4	26	4
Percentage	93%	7%	10%	90%	100%	0%	100%	0%	63%	37%	60%	40%	63%	37%	87%	13%	87%	13%	87%	13%

Appendix 4. Documentation



Picture I : *The students were given Pre-Test*



Picture II : The students watched the movie “Akeelah and the Bee”



Picture III : The students watched the movie “Akeelah and the Bee”



Picture III : *The students were given list of vocabulary*



Picture IV, V : *The students memorized the vocabulary*



Picture VI,VII : *The students did the Spelling Bee Game*



Picture VI,VII : *The students were given Post-Test*

Appendix 5. Research Allowance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: iaip@iainparepare.ac.id

Nomor : B-1573 /In.39.5.1/PP.00.9/08/2019
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI SIDENRENG RAPPANG
 Cq. Badan Kesatuan Bangsa dan Perlindungan Masyarakat
 di
 KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MEGAWANY
 Tempat/Tgl. Lahir : PINRANG, 17 Agustus 1997
 NIM : 15.1300.079
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : JL. ADIKARYA PONRANGAE, KEC. PITURIAWA, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah KAB. SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :

"ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING BEE GAME AT THE SECOND GRADE OF MA YMPI RAPPANG"

Pelaksanaan penelitian ini direncanakan pada bulan September sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

02 Agustus 2019

Wakil Dekan I,



Herdan

Tembusan :

1. Rektor IAIN Parepare



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN

Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 661/IP/DPMTSP/9/2019

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **MEGAWANY** Tanggal **04-09-2019**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **BADAN KESATUAN BANGSA DAN POLITIK** Nomor **800/761/KesbangPol/2019** Tanggal **04-09-2019**

MENGIZINKAN

KEPADA

NAMA : MEGAWANY

ALAMAT : JL. AHMAD DONGI LK. I, KEL. PONRANGAE, KEC. PITU RIAWA

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

JUDUL PENELITIAN : " ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING BEE GAME AT THE SECOND GRADE OF MA YMPI RAPPANG "

LOKASI PENELITIAN : MA YMPI RAPPANG

JENIS PENELITIAN : KUANTITATIF

LAMA PENELITIAN : 11 September 2019 s.d 16 Oktober 2019

Zin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 04-09-2019



Biaya : Rp. 0,00

Tembusan :

- KEPALA SEKOLAH MA YMPI RAPPANG
- REKTOR INSITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
- PERTINGGAL



**YAYASAN MADRASAH PENDIDIKAN ISLAM
MADRASAH ALIYAH YMPI RAPPANG**

Alamat : Jl. Angkatan 66 No. 24 Rappang . Telp. 0421-95021

**SURAT KETERANGAN PENELITIAN
Nomor: 187/A.6/MAS-YMPI/10/2019**

Berdasarkan Surat Wakil Dekan I Institut Agama Islam Negeri Parepare Nomor B.-1573/In.39.5.1/PP.09/08/2019 Perihal izin penelitian, maka dengan ini kami menerangkan bahwa:

Nama : MEGAWANY
NIM : 15.1300.079
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Judul Skripsi : 'ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH SPELLING BEE GAME AT THE SECOND GRADE OF MA YMPI RAPPANG''

Benar telah melaksanakan penelitian pada Madrasah Aliyah YMPI Rappang mulai tanggal 11 September s.d. 16 Oktober 2019 dalam rangka penulisan Skripsi untuk penyelesaian studi Program Sarjana (S1) pada IAIN Parepare.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Rappang, 16 Oktober 2019
Kepala Madrasah

H. Kasmirah, S.Ag
NIP 197306172003122001



PAREPARE

CURICULUM VITAE



MEGAWANY, the writer was born on August 17th 1997 in Pinrang. She is from the couple P. Manti and Damari. She is the last child from four children in her family. She has three sisters, they are Hamsia, Irmawati and Suriani.

She began her study in Elementary School at SD 7 Lancirang and graduated on 2009. In the same year, she continued her study in Junior High School and finished her study there on 2012. After that she enrolled in SMAN 1 Pituriawa which has been changed into SMAN 7 Sidrap and graduated on 2015. In the same year, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare. During her study in IAIN Parepare, she has entered as the member of MASSIDDI as the regional organization. She is also the member of Ikatan Keluarga Mahasisiwa Bidikmisi (IKMB). She completed her skripsi with the title “ Enhancing Students’ Vocabulary Mastery Through Spelling Bee Game at the Second Grade of MA YMPI Rappang” on 2019.