

**AN UNDERGRADUATE THESIS**

**THE USE OF SPELLING BEE GAMES TO INCREASE STUDENTS'  
VOCABULARY MASTERY AT MUHAMMADIYAH AHMAD DAHLAN  
JUNIOR HIGH SCHOOL OF METRO**

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**STATE ISLAMIC FOR ISLAMIC STUDIES OF METRO  
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**THE USE OF SPELLING BEE GAMES TO INCREASE STUDENTS'  
VOCABULARY MASTERY AT MUHAMMADIYAH AHMAD DAHLAN  
JUNIOR HIGH SCHOOL OF METRO**

**Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Departemen**

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**THE USE OF SPELLING BEE GAMES TO INCREASE STUDENTS'  
VOCABULARY MASTERY AT MUHAMMADIYAH AHMAD DAHLAN  
JUNIOR HIGH SCHOOL OF METRO**

**ABSTRACT**

**By:  
AZZAHRA APRILLIA**

The objective of this research was to show increasing of using spelling bee games on the students' vocabulary mastery at Muhammadiyah Ahmad Dahlan Junior High School of Metro. The problems of this research is the students' are hard to achieve vocabulary using dictionary. By using spelling bee games, students' could share their idea as the meaning of words.

In other side, the research method used in this research was a Classroom Action Research (CAR) which is used to solved the students' problem in vocabulary mastery. The subject of this research were VIII al 'Alim students of Muhammadiyah Ahmad Dahlan Junior High School of Metro. The Research instrument used to collect data in this research were observation, test, documentation and field note.

The result of this research showed that the implementation of Spelling Bee Games was successful since the criteria of success were achieved. The first criterion was 70% of students could pass the target score  $\geq 75$  based on KKM. The finding shows that 78.78% of students had already became more active in the learning process. The result of observation showed that by using Spelling Bee Games, most of students were involved actively in the learning process.

**Keywords:** *Spelling Bee, Vocabulary Mastery*

**PENGUNAAN PERMAINAN SPELLING BEE UNTUK  
MENINGKATKAN PENGUASAAN KOSAKATA SISWA DI SMP  
MUHAMMADIYAH AHMAD DAHLAN METRO**

**ABSTRAK**

**Oleh:  
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Tujuan penelitian ini adalah untuk menunjukkan peningkatan dari penggunaan permainan spelling bee terhadap penguasaan kosakata siswa di SMP Muhammadiyah Ahmad Dahlan Metro. Masalah yang muncul dari penelitian ini adalah siswa mengalami kesulitan untuk menggunakan kosakata menggunakan kamus. Dengan menggunakan permainan spelling bee, siswa dapat menggunakan pemahaman mereka sebagai arti kosakata.

Di sisi lain, jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas yang ditujukan untuk menyelesaikan masalah siswa dalam penguasaan kosakata. Adapun subjek penelitian ini adalah siswa kelas VIII al 'Alim SMP Muhammadiyah Ahmad Dahlan Metro. Instrumen penelitian yang digunakan untuk mengumpulkan data pada penelitian ini adalah observasi, tes, dokumentasi, dan catatan lapangan.

Hasil penelitian menunjukkan bahwa penerapan permainan Spelling Bee berhasil mencapai indikator yang telah ditentukan sebelumnya. Indikator pertama yaitu 70% siswa dapat mencapai nilai KKM  $\geq 75$ . Hasil di lapangan menunjukkan 78.78% siswa menjadi lebih aktif dalam proses pembelajaran. Hasil penelitian yang didapat adalah dengan menggunakan permainan Spelling Bee, mayoritas siswa menjadi lebih aktif dalam proses pembelajaran.



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*Assalamualaikum Wr. Wb.*

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Sudah kami dapat setuju dan dapat diajukan untuk dimunasaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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**NOTIFICATION LETTER**

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To: The Honorable,  
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*Assalamu'alaikum Wr. Wb*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

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## MOTTO

إِنَّمَا تُوعَدُونَ لَوَاقِعٌ

Indeed, what you are promise is to occur

(AL MURSALAT : 7)

## DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. Almighty God who always given me spirit to passed this journey nice done.
2. My almamater, my campus, my college, my place for this almost 5 years, IAIN Metro. ☺ ☺
3. My lovely parents who far away from me, might you always health and happy.
4. My big-big-big family, Machmani Family, who always called and asked when will I finished my study. I done right now!
5. My *Gengges*: mami Tami; Ruday (Rudi); mbokde Desy; Ipehssi; Ipok (Ivo); adek Imas; and ucu Virda. You guys who always give support, spirit, soul, smile, laugh and also cry around. This long journey would not be complete without you. *I LOVE YOU, GUYS!*
6. All of my friends of the same class (B Class), same generations, TBI AK'13.
7. and all of my colleagues that- I could not mention-one by one.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise to Allah who has created the beautiful universe, created human as the best vessel and given his blessing to all mankind all over the world without any exception. Peace and blessing be upon the lovely prophet Muhammad SAW, the family and followers.

This undergraduated thesis is requirement to fulfill the degree of Sarjana Pendidikan (S.Pd) in English Education Study Program entitled: "The Use of Spelling Bee Games to Increase Students' Vocabulary Mastery at Muhammadiyah Ahmad Dahlan Junior High School of Metro".

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Finally, the researcher realizes that this undergraduated thesis is still imperfect. Therefore, critique and suggestion are needed to build up this undergraduated thesis to be better.

Metro, January 10<sup>th</sup> 2018

The Researcher



**AZZAHRA APRILLIA**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Research**

English as communication language has a great role human activities. The students must be able to master English in order to face the development of science and technology. That is why government of Indonesia decided English is the first foreign language that must be taught in elementary school, junior high school, senior high school, and university. It is hoped that the graduate of each will be able to master English well. One of the reasons why English taught in school is to make the students interested in learning it and to have basic skills for the next level of education.

As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. The students will not achieve success in learning unless they enjoy the process. That is why, we can be seen that students' feeling toward a learning process will influence their achievement.

Honestly, there is misconception that all learning should not be in fun and relaxed atmosphere. Actually, it is possible to find learning not in serious and solemn condition. Games help language learners to learn a language and enjoy it at the same time. The way children learn their mother tongue is the same time when they learn English as foreign language through playing games where there is no stressful situation will

make them can learn much more. By using a game, students will enjoy a learning process which at first makes them feel bored. Classroom atmosphere that derive from the game can make students learn better because they learn without any pressure.

Then, the same situation comes from the students of Muhammadiyah Ahmad Dahlan (MuAD) of Metro as known as SMP MuAD, especially at second grade. It is showed when the researcher conducts the pre-survey on the May 9<sup>th</sup>, 2017; the researcher found that most of the students have difficulties in their vocabulary mastery. Most of students are hard to know the meaning of word, they also hard to achieve vocabulary by dictionary, less motivation to learn, and also they need some upgrade in teaching learning.

Moreover, the following is the result data score of vocabulary diagnostic test of SMP Muhammadiyah Ahmad Dahlan Metro.

**Table 1.1**

**The Results Data Score of Diagnostic Test of Muhammadiyah Ahmad Dahlan Junior High School of Metro**

<b>NO</b>	<b>Score</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1</b>	<b><math>\geq 75</math></b>	<b>High</b>	<b>7</b>	<b>21,2 %</b>
<b>2</b>	<b><math>\geq 65</math></b>	<b>Fair</b>	<b>3</b>	<b>9,1 %</b>
<b>3</b>	<b><math>&lt; 55</math></b>	<b>Low</b>	<b>23</b>	<b>69,7 %</b>
<b>Total</b>			<b>33</b>	<b>100%</b>

Source: The English teacher's archives taken on May, 9<sup>th</sup> 2017

From the table above, it can be inferred that the students' vocabulary mastery is low because the Material Mastery Criteria (MMC) in SMP Muhammadiyah Ahmad Dahlan is 75. It can be seen that there are 7 students get the score  $\geq 75$ , the percentage is 21,2 %, and only 3 students who get the score  $\geq 65$  with the percentage is 9,1 %, and 23 students who get score  $< 55$  with the percentage 69,7 %. It means that the score of the students are still low.

Based on the background of the problem above, the researcher would like to conduct a research entitle: The Use of Spelling Bee Games to Increase Students' Vocabulary Mastery at SMP Muhammadiyah Ahmad Dahlan of Metro.

**B. Problem Identification**

Based on the background above, the researcher found some problems on the students' vocabulary mastery at the second grade of SMP

Muhammadiyah Ahmad Dahlan in the academic year 2017/2018. They are as follows:

1. Most of students have difficulties to know the meaning of word.
2. Students are also hard to achieve vocabulary using dictionary.
3. Students have low motivation in learning English.
4. Students need fun method in learning to create an enjoy ambience.

### **C. Problem Limitation**

To avoid the broadness of the discussion, the researcher wants to limit the problem only focused on the students who are hard to achieve vocabulary using dictionary. The researcher will use spelling bee game to solve the problem as well.

### **D. Problem Formulation**

Based on the background of research and problems identification above, the researcher formulates the following research's question: "Can the use of Spelling Bee Games increase the students' vocabulary mastery at the second grade of SMP Muhammadiyah Ahmad Dahlan?"

## **E. Objectives and Benefits of The Research**

### **1. Objectives of The Research**

The objective of this research is to show the improvement of spelling bee game to increase the vocabulary mastery at the second grades of SMP Muhammadiyah Ahmad Dahlan.

### **2. Benefits of The Research**

#### **a. For the Students**

- 1) As information to know the roles of spelling bee games.
- 2) To be a contribution in one solving problems of vocabulary mastery.
- 3) To give information about the effectiveness of using spelling bee games.

#### **b. For the Teachers**

- 1) As contribution to increase students' English vocabulary mastery by using spelling bee games.
- 2) To know the effectiveness of using spelling bee games.

#### **c. For the Headmaster**

The result of this research can give the motivation for the headmaster to increase the students' vocabulary mastery of the students, so they can also increase the quality of the students.

#### **d. For the Researcher**

To be a consideration as one of fun learning method that could be used to create joyful atmosphere in the class.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept Of Vocabulary Mastery

##### 1. The Definition of Vocabulary

The most important part of the language is vocabulary. Vocabulary is one of the elements that fulfill the students' access to the important ideas and concept of subject. Vocabulary is really the main point in learning a language in order that people can communicate one to another. In other way, mastery in vocabulary means that someone is being master in it. Know how to use it, understand how to fit it into the sentence, mastery in using it in appropriate, and so on.

One substance connected to the four skills in language, such as writing, speaking, listening and reading is vocabulary.<sup>1</sup> So, students have to be mastery in vocabulary to fill their language necessity. In other side, the achievement level of writing compositions is up to 20% by vocabulary assistance, and it is helped by students' reading activity to improve their vocabulary mastery.<sup>2</sup>

By this fact, we can conclude that learning vocabulary is one simply reason to learn a language. Vocabulary also helps everyone to manage their language in order to communicate each other. In other

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<sup>1</sup>Huyen and Nga (2003:2) in Rahayu Sekarini, "Implementing "Spelling Bee" Game to Improve Seventh Graders' Spelling Ability" in *State University of Malang*, (Malang), p. 2.

<sup>2</sup>Rahayu Sekarini, Implementing "Spelling Bee" Game to Improve Seventh Graders' Spelling Ability" in *State University of Malang*, (Malang), p. 4.

side, vocabulary is needed to learn another substance in English itself, such as writing, reading, speaking and listening.

Every student who intended to learn language especially english, might begin with learning vocabulary. Vocabulary is number of words that everyone knows. Language consists of words.<sup>3</sup> According to Martin H. Manser in Walter T. Petty and Julie M. Jansen, vocabulary is number of words in language; vocabulary is word known person; vocabulary is list of words with their meaning.<sup>4</sup> From the statement above, the researcher infers that vocabulary refers to some words in a language and having meaning.

Many students assume that learning vocabulary only learn about words without knowing how it is used in the language. So, they hard to mastery vocabulary and it has the impact to their English learning process and their English achievement.

Cameron explains that vocabulary development is not only about learning words, but also about learning more those words, formulatic phrases or chuncks, finding words inside them and learning how to use it in the language.<sup>5</sup> It means that in learning vocabulary is not only emphasize on the meaning of the words but also their formulatic phrases, how to use it, etc.

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<sup>3</sup>Caroline T. Linse, practical english language teaching: young learners, mc graw-hill, 2005, p.121

<sup>4</sup>Walter T. Petty and julie m. Jansen, developing children's language (USA, 1980), P. 285

<sup>5</sup>Lynne cameron, teaching language to young learners, cambridge university press, cambridge, 2001, p. 73

Wallace adds that “vocabulary is not the whole story the system of language (its grammar or structure) it also important: how the plural is formed, how past tense is signified, and so on”.<sup>6</sup> Nevertheless, it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it: whereas if we have the vocabulary we need it is usually possible to communicate, after a fashion.

Based on the explanation above, the researcher assumes that vocabulary is an amount of words that can be understood clearly include the meaning, the form and the function by the learners in order to reach the purpose of learning language as a mean of communication. So, if we master in vocabulary, of course, we can communicate easily with other people.

## 2. Kinds of Vocabulary

There are many kinds of vocabulary in English language; vocabulary can be defined into eight groups as follows :

- a. Nouns; are words that show people, things, places, animal, and others.

Example : Aurelia, book, Lampung, lion, and others.

### 1) Abstract noun and concrete noun

- abstract noun cannot be seen by eyes.

for example : happiness, freedom, honesty, and wisdom.

- concrete nouns are people, place, or things.

for example : Rendy, Surabaya, chair, and others.

- 2) Common nouns; are nouns that explain things generally.

Example : mount, sea, lake, bay, island, ocean, and others.

- 3) Proper nouns; are names of people, places, or things.  
They usually use capital letters.

Example : Grace, Jakarta, Fujiama, Fuji Rahayu.

- 4) Collective nouns; name of group that they are to be an unit.

Example : committee, people.

- 5) Material nouns; are names or things that does not made by people.

Example :gold, water, fish, metal, etc.

- b. Pronouns; are words that used instead of a noun.

Example : her, it, his, you, etc.

- 1) Personal pronoun; is pronoun that show the speaker, and the people are as object.

Example : I, her, us.

2) Demonstrative pronoun; is pronoun that show something.

Example : This, these, those, that, such.

3) Indefinite pronoun; indefinite does not have antecedent and they are as singular.

Example : someone, anyone, none, everybody, everyone.

4) Reflexive pronoun; show the action of the subject which back again to the subject.

Example : myself, yourself, himself, itself, ourselves.

5) Interrogative pronoun; is pronoun that used to ask.

Example : who, whom, what, where, when, which, whose.

6) Possessive pronoun; that show the ownership.

Example : my, your, our, their, his, her, its.

7) Reciprocal pronoun; show the back and forth relationship one another.

Example : each other, one another.

8) Relative pronoun;

Example :who, whom, which, that, whose.

c. Adjective; are words that used to explain noun or pronoun.

Example : good, bad, long, short, big, small, and others.

- 1) Adjective of quantity; words that show the number of things which uncountable.

Example : few, little, all, some, many, several, lots of.

- 2) Adjective of quality; words that show shape, situation, noun or pronoun.

Example : small, crowded, and others.

- 3) Adjective of numeral; words that show amount.

Example : one, two, three, first, second, third, and others.

- 4) Demonstrative adjective; words that show the indication of itself.

Example : these, this, those, that.

- 5) Proper adjective; is word from proper noun that usually show nation or language.

Example : English, British, Dutch, etc.

- 6) Interrogative adjective; used to make question.

Example : which, whom, whose.

- 7) Possessive adjective; use to show own words.

Example : my, your, his, her, our, their, its, etc.

- 8) Distributive adjective; is adjective that show one from all things.

Example : each, every, either, neither.

- d. Verbs; are words that show the name of action.

Example : come, think, write, eat, sleep, go, write, etc.

- 1) Ordinary verbs; ordinary verbs have features : if they used in negative and interrogative sentences, use the auxiliary verbs do, does or did.
- 2) Auxiliary verbs; verbs that give an aid to the verb's meaning.
- 3) Linking verbs; used to related between subject and the complements.

Example : appear, become, feel, grow, and others.

- 4) Transitive verbs; verbs which need an object to complete the meaning.
- 5) Intransitive verbs; verbs which does not need an object.
- 6) Regular verb; verb that can be change according to the tenses.

Example : work, worked, try, tried.

- e. Adverbs; are words that explain how the job do, where is the place, when the event happen.

Example : quickly, at home, in the afternoon.

- 1) Adverb of manner; adverb that give explanation about the way of a job do or happen.

Example : She walks slowly.

- 2) Adverb of place and direction; adverb that give explanation about place and direction happen.

Example : She is teaching the girl in her room.

- 3) Adverb of time; give explanation about time of event.

Example : He came yesterday.

- 4) Adverb of degree; give explanation about level of things.

Example : very, extremely, quite, rather, fairly, and others.

- 5) Adverb of quantity; give explanation about the quantity of activities happen.

Example : twice, little, and others.

- f. Preposition; words that show the relationship between noun, pronoun, and other words in the sentences or paragraph.

Example : about, at, above, across, after, at, by, in, on, and others.

- g. Conjunction; word that used to connect word and word.

Example : but, and, for, or, so, and yet.

- h. Interjection; word or phrase that used for showing feeling such as anger, surprise, etc.

Example : oh!, help!, what a pity, and others.<sup>7</sup>

Here, the researcher limits kinds of vocabulary only on noun, verb, and adjective to conduct the research, because noun, verb, and

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<sup>7</sup>FuadMas'ud, *Essential of English Grammar Practical Guide* (Yogyakarta : BPEE, 1991), P. 61.

adjective of vocabulary often found by the students in learning activities, especially in English.

### 3. Teaching Vocabulary

There is no language without words, vocabulary is part of language system. It is clear that vocabulary is the essential part in learning English because we use the language for communication, whether it is spoken or written is made up of vocabulary. Without vocabulary the learners cannot communicate approximately.

David Wilkins in Scott Thornbury said that without grammar very little can be conveyed. Without vocabulary *nothing* can be conveyed. If people spend most of their time in studying grammar, their English will not be improved very much. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognize the tremendous communicative advantage in developing an extensive vocabulary.<sup>8</sup>

In this research, the researcher focuses to teach English vocabulary mastery for young learner. Furthermore, Brewster maintains that in teaching vocabulary in a foreign language, the teacher needs to bear in mind that children are still building up their first language vocabulary and are still in the process of acquiring and

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<sup>8</sup> Scott tornbury, how to teach vocabulary (england: longman, 2002), p. 13

organizing concept.<sup>9</sup> It means that the learning of vocabulary in a foreign language for young learner will complex matter.

There are some assumptions in teaching vocabulary for young learners ought to be enjoyable and ordinary. Do not use written symbols in teaching for young learners; it should be presented through sounds. The meaning of language should be clearly through real objects or by presentation of expression.

## **B. The Concept Of Spelling Bee Games**

Teaching children using something fun is needed to help them for learning a language<sup>10</sup>. Game is one way to solve it. Games ought to be at the heart of teaching foreign language.<sup>11</sup> Generally, both young and teenage learner like games. In case, it is used to explore more skill to be creative in such a practical training in the cheerful ambience.<sup>12</sup>

Games help students to save memory of words easily. That is why games are used by many people to adsorbed lesson or material inside or outside the class.

### **1. Kinds of Games**

Based on the result of data collection and data analysis, there are six types of games used by the teacher. They are

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<sup>9</sup> Jean Brewster and Gail Ellis with Denis Girard, the primary English teacher's guide (English: penguin english, 2004) p. 81

<sup>10</sup> Noviani Aisyatin, "Games as Warming Up Activities in Young Learners' Classroom at an English Course" in *Journal of English and Education*, (Bekasi: Indonesia University of Education), No. 2 (I) 2014, p. 49.

<sup>11</sup> Noviani Aisyatin, *op. Cit.* p. 50.

<sup>12</sup> Ilka Lyubenova Birova, "Game as a Main Strategy in Language Education" in *American Journal of Education Research*, (Bulgaria: Department of Russian Language, Sofia University St. Kliment Ohridski, Sofia), No. 1, 7-11 2013 Vol. 1, p. 8.

competitive game, cooperative game, individual game, communicative game, linguistic game, and skill-practiced game. The teacher usually combined those games into competitive-communicative game, competitive-linguistic game, cooperative-communicative game, cooperative-linguistic game, and so on.

**TABEL 2.1**

**Types of Games**

No	Name of Game	Game Kinds (Hadfield's Theory)	Game Types Based on Goal	Game Types Based on Literacy Programs
			(Hadfield's Theory)	(Evan's Theory)
1.	"Translating" Game	Competitive Game	Linguistic Game	Skill-practiced Game
2.	"Guessing Nationality" Game	Cooperative Game	Communicative Game	Skill-practiced Game
3.	"Singular-Plural" Game	Competitive Game	Linguistic Game	Skill-practiced Game

4.	“What are These/Those” Game	Individual Game	Linguistic Game	Skill-practiced Game
5.	“Guessing Gesture” Game	Competitive Game	Communicative Game	Skill-practiced Game
6.	Guessing word	Competitive Game	Linguistic Game	Skill-practiced Game
7.	Picture	Cooperative game	Communicative game	Skill-practiced Game
8.	Quartet	Cooperative game	Communicative game	Skill-practiced Game
9.	Arranging words	Competitive Game	Linguistic Game	Skill-practiced Game
10.	Guessing picture	Competitive Game	Linguistic Game	Skill-practiced Game

Source: NovianiAisyatin, "Games as Warming Up Activities in Young Learners' Classroom at an English Course" in *Journal of English and Education*, (Bekasi: Indonesia University of Education), No. 2 (I) 2014. P.52

In the observation session, there were five games which were included into five combinations of game types. They were translating game (competitive-linguistic game), "guessing nationality" game (cooperative-communicative game), "singular-plural game" (competitive-linguistic game), "what are these/those?" game (individual-linguistic game), and "guessing gesture" game (competitive-communicative game).

However, in the interview session, the teacher did not mention the game in the observation session. She only mentioned some games in general, such as jumbled words, spelling game, guessing things by using keyword, and others word game.<sup>13</sup>

## 2. The Concept of Spelling Bee Games

Spelling is teach in a way that emphasize the common word patterns that make up English mastery.<sup>14</sup> English mastery spelling is important because spelling does not must include letters or pattern of words but also sound of letters or words. Each word or letter has its specific sound. Spelling is process of

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<sup>13</sup>Noviani Aisyatin, "Games as Warming Up Activities in Young Learners' Classroom at an English Course" in *Journal of English and Education*, (Bekasi: Indonesia University of Education), No. 2 (I) 2014, p. 52-53.

<sup>14</sup>Beverly Axfordet.all, *Scaffolding Literacy*, Acer Press 2009.P.72.

describing out relationships between sounds and contents.<sup>15</sup>

Spelling is also social, its purpose being to enable readers to construct meaning correct or standard spelling assist the reader.<sup>16</sup> The strategies to be easy to teach spelling:

a. Spell like it sounds

Students need recognize with spelling unknown words. Students use this strategy when they attempt to write words by breaking words into sounds they hear and saying them aloud as they write a word.

b. Spell it by pattern

In this strategy teachers taught the patterns for the sounds (ee as in bee, see, feet; dr as in drop, drink; tr as in tree, trap) and build word families.<sup>17</sup>

The expansion of spelling word is spelling bee. Spelling bee is a competition for children to spell words in front of the audience. The idea of the spelling bee comes from the United States where they have been extremely popular for a number of years. Nowadays, Spelling Bee competitions are also held in the United Kingdom, Australia, New Zealand, Canada, and

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<sup>15</sup> Sharp, Dr. Ann. C. The Development of Young Childrens' Spelling Ability: Educational Literacy Researcher and Consultant, P.7

<sup>16</sup> State Literacy Strategy, Focus on Literacy: Spelling, (Department of Education and Training, 1997), p. 8

<sup>17</sup>Rossi Antenucciet all. Spelling: from Beginnings to Proficiency, The State of South Australia 2011, P. 21

Indonesia. They have become more popular globally in recent years, too, and are now held in schools all over the world.

Spelling Bee competitions help children increase their spelling, increase their vocabulary, and develop correct English usage. They also help build children's self confidence and, more importantly, they are a lot of fun.

In the end, spelling bee is a kind of competition or game where the competitors have to compete to spell words given correctly and aloud.<sup>18</sup> Spelling Bee is more than a memorizing activity because students have to memorize the words and also introduced to complicated thinking process when they receive several clues to spell the word correctly, such as definition, alternative pronunciation, kinds of words (noun, adjective, verb) and the use of words in a sentence.

Spelling bee game is one of many alternative activity that could be used in teaching vocabulary for students.<sup>19</sup> Students will get some advantages from learning vocabulary using spelling bee game. One of them is memorizing word easily in fun way. Students sometimes need enjoyable ambience to relax their mind in the way to get lesson the teacher taught. Then, spelling bee games used to get that.

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<sup>18</sup>E. Safra, Jacob. *Encyclopedia of Britannica Almanac*. (US: Encyclopedia Britannica INC. 2009). ISBN: 13:978-1-61535-329-3. p.623

<sup>19</sup>Rohmawati, anisa. "Spelling Bee in Teaching Vocabulary", in *Journal of English Education*, (Department of English Education: Indonesia University of Education), No. 3(2) 1-15, 2015. P.2

Spelling Bee is not just about how to memorize and spell the letter of the word. It is considered a complicated thinking process. McPherson in Anisa Rohmawati stated one of the advantages of Spelling Bee is this game once was used as an activity or contest to motivate the students, and it was perceived as an opportunity for good spellers to display the ability of memorizing words with correct spelling.<sup>20</sup>

### **C. Action Hypothesis**

On attempting to give a tentative solution to the problem, the researcher formulates the hypothesis as follows: “The students’ vocabulary mastery can be increased through Spelling Bee Games at Muhammadiyah Ahmad Dahlan Junior High School of Metro”

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<sup>20</sup>Rohmawati, anisa. *Op-cit.* p.6

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Setting of Research**

The researcher will conduct the research at the second grade students of SMP Muhammadiyah Ahmad Dahlan, which is located on Jalan Letjent Ar. (Alamsyah Ratu) Prawiranegara West Metro, Lampung.

##### **B. Subject of Research**

The subject of this research is the students of VIII (Second) grade of SMP Muhammadiyah Ahmad Dahlan. From five classes of all students in the second grade, VIII Al Lathief is chosen as the subject of the research. This class is chosen because it is the suitable class to do a research with the problems in vocabulary rather than another class. Here is the table below of the students in VIII Al Lathief class:

**Table.3.1**

**The Total Students of VIII Al Lathief**

<b>No.</b>	<b>Sex</b>	<b>Total</b>
1.	Female	33
		33

##### **C. Research Procedure**

The researcher will apply the Classroom Action Research in this research. Action research is a form of *collective* self-refelctive enquiry undertaken by participants in social situation in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices are carried out.

... The approach is only action research when it is *collaborative*, though it is important to realize that the action research of the group is achieved through the *critically examined action* of individual group members.<sup>21</sup>

In addition, Ary, et. al said that action research is a planned, systematic, and cyclical approach to understanding the process of learning and to analyzing the work of educational places.<sup>22</sup> In this research, researcher using procedure of Classroom Action Research, they are: preliminary observation, planning, implementing, observing and reflecting.

#### 1. Reconnaissance

In this step of research procedure, the researcher will directly observe the process of teaching and learning in the classroom and collect a pre-survey data in the students' vocabulary diagnostic test.

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<sup>21</sup>Kemmis and Mc Taggart in Cohen, Louis., Manion, Lawrence., and Marrison, Keith. *Research Methods in Education*. (New York: Routledge 2007) p. 89-112

<sup>22</sup> Donald Ary, et.al. *Introduction to Research in Education*. Wadsworth: Cengage Learning, 2010 (p. 514)

## 2. Planning

In this step, the researcher will have the action research in Second grade students' of SMP Muhammadiyah Ahmad Dahlan in several cycles. The researcher will discuss with the English teacher to determine the actions to solve the existing problems. Besides, this step also covers socializing the research program, designing lesson plan and preparing the indicator of success. In addition, the researcher will give the students pre-test, and then in the next meetings, there will be the implementation of the actions, and in the last action, there will include a post-test.

## 3. Implementation

In this step, the researcher will conduct the teaching by using Spelling Bee Games. Therefore, the researcher will play the game as the teacher and work collaboratively with the collaborator (English Teacher). In this case, the collaborator plays as the observer. When the researcher as the teacher applies Spelling Bee Games in vocabulary teaching, the English teacher as the collaborator observes the process of the teaching and learning with the observation sheet which is

prepared before by the researcher. At last, the researcher will give a post-test to the students in written form.

#### 4. Observation

In this step, the researcher will collect the data which is gathered by the observer about the students' response, participation, achievement and everything found during the teaching and learning process.

#### 5. Reflection

In this step, the researcher will analyze the data and make the reflection of the actions. If the result of the actions does not show the improvement of the students in the advertisement writing skill as what in the indicator of success, so the researcher will do the next cycle.

Here is the action research spiral adopted by the researcher:<sup>23</sup>

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<sup>23</sup> David Hopkins. *A Teacher's Guide to Classroom Research (4<sup>th</sup> Edition)*.(McGraw Hill: Open University Press, 2008), p. 51

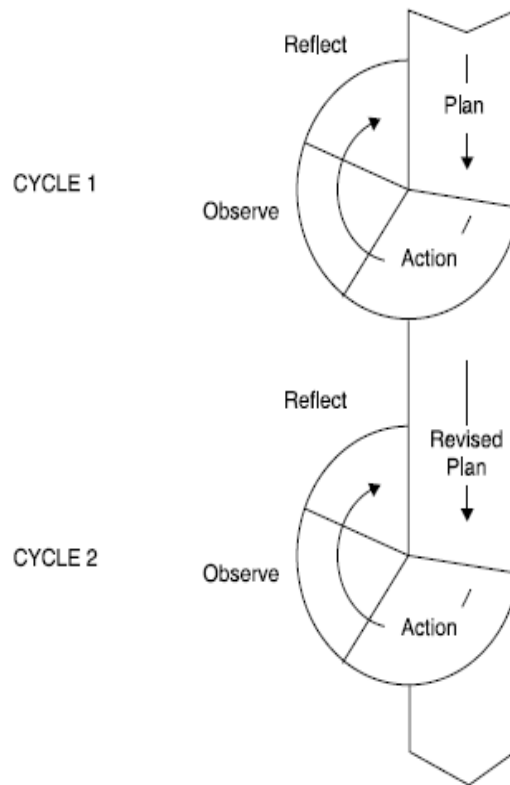


Figure 3.1. Kemmis and McTaggart's Action Research Spiral

#### D. Data Collection Technique

The term of data collecting technique refers to the way on how the data is gathered in order to ensure the acquisition of relevant and valid information.<sup>24</sup> In completing the data, the researcher will use qualitative data and quantitative data. To gain the qualitative data, the researcher will use observation and documentation.<sup>25</sup> While in gaining the quantitative data, there will consist of pre-test and post test.<sup>26</sup>

<sup>24</sup>Tomal, Daniel R. *Action Research for Educators*. USA: Scarecrow Press, Inc., 2003 (p. 25)

<sup>25</sup>Donald Ary. Op. Cit. (p. 32)

<sup>26</sup>Donald Ary. Log. Cit. (p. 274)

## 1. Observation

Observation is a mainstay of action research that enables the researcher to document and reflect systematically upon classroom occurring in the interactions and events<sup>27</sup>. The observation in this study will be conducted to monitor the teaching and learning process before, during, and after the actions implemented. In this case, the researcher will use two techniques of observation; direct observation and checklist to get the information.<sup>28</sup>

## 2. Documentation

Documentation is used to get information that consists of public and private records that are needed in the form of newspapers, minutes of meetings, personal journals, and letters which is obtaining about a site or participants in a study.<sup>29</sup> The documentation in this study will be used to collect the data in the form of photographs and pictures. The photographs will be gathered by using camera phone or a digital camera while the pictures will be collected by the archive of the school. These kinds of documentation will support the main data of this study.

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<sup>27</sup> Anne Burn. *Collaborative Action Research for English Language Teachers*. (Cambridge: Cambridge University Press, 1999), p. 80

<sup>28</sup> Daniel RTomal. Op.cit (p. 28-32)

<sup>29</sup> Donald Ary. Op.cit (p. 442)

### 3. Test

Test is the way in measuring a person's ability, knowledge, or performance in a given domain.<sup>30</sup> This technique provides two kinds of test; pre-test and post-test. In this case, the pre-test will be conducted before implementing the Spelling Bee Games to measure the students' writing skill at first. Meanwhile, the post-test will be implemented after using the Spelling Bee Games. Here is the scoring rubric of spoken English adopted from John Read as follows:<sup>31</sup>

**Table 3.2**

**The Assessment of Vocabulary Mastery**

Indicator	Score	Level	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable● Substantive● Thorough development of thesis● Relevant to assigned topic
	26-22	Good to Average	Some knowledge of subject● Adequate range● Limited development of thesis● Mostly relevant to topic, but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject● Little substance● Inadequate development of topic

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<sup>30</sup>H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education, 2005), p. 3.

<sup>31</sup>Read, John. *The Cambridge Language Assessment Series: Assessing Vocabulary*. (UK: Cambridge University Press, 2000). ISBN: 0-521-62182-8. p. 217

	16-13	Very Poor	Does not show knowledge of subject● Non-substantive● Not patient● OR not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression● Ideas clearly stated/supported● Succinct● Well-organized● Logical sequencing● Cohesive
	17-14	Good to Average	Somewhat choppy●loosely organized but main ideas stand out● Limited support● Logical but incomplete sequencing
	13-10	Fair to Poor	Non-fluent● Ideas confused or disconnected● lacks logical sequencing and development
	9-7	Very Poor	Essentially translation● Little knowledge of English vocabulary, idioms, word form● OR not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range● Effective word/ idiom choice and usage● Word form mastery● Appropriate register
	17-14	Good to Average	Adequate range● occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>

	13-10	Fair to Poor	Limited range● Frequent errors of word/idiom form, choice, usage● <i>meaning confused or obscured</i>
	9-7	Very Poor	Essentially translation● Little knowledge of English vocabulary, idioms, word form● OR not enough to evaluate
Language	25-22	Excellent to Very Good	Effective complex constructions● Few errors of agreement, tense, number, word order/ function, articles, pronouns, preposition.
	21-18	Good to Average	Effective but simple constructions● minor problems in complex constructions● several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11	Fair to Poor	Major problems in simple/complex constructions● Frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions● <i>Meaning confused or obscured</i>
	10-5	Very	Virtually no mastery of sentence construction

		Poor	rules● Dominated by errors● Does not communicate● OR not enough to evaluate
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conversations● Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing ● Poor handwriting● <i>Meaning confused or obscured</i>
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing● Poor handwriting● <i>meaning confused or obscured</i>
	2	Very Poor	No mastery of conversations● Dominated by errors of spelling, punctuation, paragraphing● handwriting illegible● OR not enough to evaluate

Spelling Bee as the treatment of this study was given in every meeting. There will be four meetings. In every meeting, the students were given a word list and the students will be asked to read it first. Then they played Spelling Bee game. The words of the Spelling Bee game will be taken from the

Brainwave: Spelling Bee Handbook from Macmillan Publisher 2012. After receiving treatments, the post-test, in a form of spelling test, was conducted to measure the ability of students' vocabulary after the treatments were given.

#### 4. Field Note

Field note refers to notes created by the researcher during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may constitute the whole data collected for a research study [e.g., an observational project] or contribute to it, such as when field notes supplement conventional interview data.<sup>32</sup>

#### **E. Data Analysis Technique**

The term of data analysis as cited in Donald Ary is a process of sifting, discarding, and cataloguing an attempt to answer the two basic questions: 1) what are the important themes in this data?; 2) how much data support each of these themes?<sup>33</sup>

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<sup>32</sup>Schwandt, Thomas A. *The SAGE Dictionary of Qualitative Inquiry*. 4th edition. Thousand Oaks, CA: SAGE, 2015.

<sup>33</sup>Donald Ary. Op.cit (p. 547)

In order to analyze the data, the researcher will use the formula as follows:<sup>34</sup>

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

Note:

X = Mean (the average score of the students)

$\sum x$  = the sum of total score

n = the total subject under study

#### **F. The Indicators of Success**

In this study, the researcher will determine the indicator of success as follows: If 25 students or 75% of the students can pass the minimum mastery criteria (MMC)  $\geq 75$  which is adapted from the school agreement (SMP Muhammadiyah Ahmad Dahlan).

If the indicator of success above can be achieved, it means that the study of Classroom Action Research will be stopped, but if the condition has not been reached yet, so there will be the next cycle as the alternative.

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<sup>34</sup>Timothy C. Urdan, *Statistics in Plain English (3<sup>rd</sup> Edition)*, (New York: Routledge, 2010), p. 14

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. RESULT OF THE RESEARCH**

##### **1. Description of the Research Location**

###### **a. The History of SMP Muhammadiyah Ahmad Dahlan Metro**

SMP Muhammadiyah Ahmad Dahlan Metro is a Junior High School (SMP) in Metro and it was established as one of the Muhammadiyah's activities in Metro or *AUM (Amal Usaha Muhammadiyah)*. It is located on Jalan Letjent Ar. (Alamsyah Ratu) Prawiranegara West Metro, Lampung.

SMA Muhammadiyah was registered to the Department of Education and Culture with registration number: 118/KPTS//D.3/01/2015 and the School Statistics Number (NSS): 69899788.

Furthermore, the solidarity of SMP Muhammadiyah Ahmad Dahlan was built by its vision and mission that highly dedicated as the main starting point to carry out the system. The vision of SMP Muhammadiyah Ahmad Dahlan Metro is "Create a good moral, excellent and having achievement students". Moreover, the specific missions of SMP Muhammadiyah Ahmad Dahlan Metro are generated as follows:

- 1) To run holistic education and learning based on Islamic values.

- 2) Improve the quality of human resources that good in morals, intellectuals, and social.
- 3) Makes SMP Muhammadiyah Ahmad Dahlan Metro as an excellent educational learning center.
- 4) Develop the Quality Management of Education system based on the education services quality.
- 5) Develop an accountable, transparent, and participative school leadership management pattern.

b. The Teachers' Educational Background at SMP Muhammadiyah Ahmad Dahlan Metro

The number of the teachers' educational background in SMP Muhammadiyah Ahmad Dahlan Metro in the academic year of 2017/2018 can be identified as follows:

Table 4.1

The Teachers' Educational Background

Educational Background				TOTAL
SMA	D3	S1	S2	25
5	3	14	3	

c. Students Quantity of SMP Muhammadiyah Ahmad Dahlan Metro

The student's quantity of SMP Muhammadiyah Ahmad Dahlan Metro in the academic year of 2017/2018 can be identified as follows:

Table 4.2

The Students Quantity of SMP Muhammadiyah Ahmad Dahlan Metro  
in the Academic Year of 2017/2018

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class VII	157	94	251
2.	Class VIII	44	63	107
3.	Class IX	23	32	55
<b>TOTAL</b>		<b>224</b>	<b>189</b>	<b>413</b>

## 2. Description of the Research

In this research, the researcher as an English teacher and Mr. Arif Bachtiar, S.Pd as the collaborator conducted the research in two cycles and each cycle consists of planning, implementing, observing and reflecting. Before conducting the cycles, the researcher firstly conducted the pre-cycle or reconnaissance to observe the process of teaching and learning in the classroom and to analyze the score of pretest.

### a. Reconnaissance

In order to find the problems related to the teaching and learning process of class VII al-Lathief in SMP Muhammadiyah Ahmad Dahlan Metro, the researcher conducted some sequences of the observation. The observation was conducted on Monday, May 8<sup>th</sup> 2017. Based on the observation, it was known that the process of teaching and learning in the

classroom is ineffective and not conducive. It was described when the teacher delivered the material, there were no students who made a good response actively. The students tended to keep silent all the time unless the teacher asked them to speak up.

After observing the classroom activity, the researcher collected the pretest score of students' vocabulary mastery. The pretest was conducted on Tuesday, May9<sup>th</sup> 2017 by measuring the students' vocabulary mastery.

The students' score of pretest was collected by asking the students to do the oral and written test. The oral test is asking about their daily activities or their hobby. The written test is cross word and fill the blanks.

The result of pretest could be seen on the table below:

Table 4.3

The Pretest Score

NO	NAME	SCORE	NOTE
1	AYS	43	Failed
2	ANHA	86	Passed
3	ANZ	36	Failed
4	ASPP	56	Failed
5	ASS	50	Failed
6	ATA	30	Failed
7	ADPS	36	Failed
8	ANR	40	Failed
9	AZA	73	Failed

10	AM	53	Failed
11	AR	66	Failed
12	AIS	50	Failed
13	DAM	63	Failed
14	HKB	80	Passed
15	INS	76	Passed
16	IS	80	Passed
17	KPL	40	Failed
18	MS	20	Failed
19	MA	30	Failed
20	NM	46	Failed
21	NQ	80	Passed
22	NNS	20	Failed
23	PLUJ	33	Failed
24	PYDF	40	Failed
25	PRP	33	Failed
26	RA	30	Failed
27	SFH	60	Failed
28	SAZ	30	Failed

29	SLZ	56	Failed
30	SGK	0	Failed
31	WNS	80	Passed
32	ZM	46	Failed
33	N	80	Passed
<b>Total Score</b>		<b>1642</b>	
<b>Average</b>		<b>49,75</b>	
<b>Highest Score</b>		<b>86</b>	
<b>Lowest Score</b>		<b>0</b>	

Table 4.4

Students' Mark of Pretest of Vocabulary Mastery Pretest

No	Mark	Frequency	Category
1	75-100	7	Passed
2	0-74	26	Failed
<b>Total Students</b>		<b>33</b>	

Based on the pretest above, it could be showed that the average score of the students in pretest was 49,75. Furthermore, the highest score of the students' pretest was 86 and 0 as the lowest. In addition, related to the minimum mastery criteria (KKM) of the English subject ( $\geq 75$ ), there were only 7 students who had passed the minimum mastery criteria

(KKM) and 26 students were failed. In short, it could be concluded that the students' vocabulary mastery was very poor.

From the data above, the researcher concluded that the students' score of vocabulary mastery was poor. Besides, this number implies that;

- a. Most of the students have difficulties to know the meaning of word.
- b. Students also hard to achieve vocabulary using dictionary.
- c. Students have low motivation in learning English
- d. Students need fun method in learning to create enjoyable ambience.

After discussing with the collaborator, Mr. Arif Bachtiar, S.Pd the researcher had identified the field problems found in teaching and learning process as follows:

- a. The students were not so confident using English.
- b. The students did not speak English fluently.
- c. The students had difficulties in using grammar.
- d. The students found difficulties in pronouncing some English words.
- e. The students were lack of vocabularies.
- f. The students often used Bahasa Indonesia to speak, especially to answer the teacher's questions.
- g. The students were not totally giving more attention to their teacher.
- h. The method used by the teacher did not engage to the students.

b. Cycle I

Cycle I consists of planning, implementing, observing and reflecting.

Here is the details explanation of each step in Cycle I.

1) Planning

According to the result of the pretest above, the researcher has identified and found the problems after taking the students' pretest score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, observation sheet that contains about list of students' names and activity, and evaluation for the next meeting.

2) Implementing

In this step, the researcher conducted the implementation of the treatment in the next meeting. The researcher conducted the treatment on Saturday, December 9<sup>th</sup> 2017. In this meeting, the role of the researcher was as an English teacher and Mr. Arif Bachtiar, S.Pd was as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about narrative text.

At the beginning of teaching and learning process, the researcher asked to the students about narrative text. Some of the students did not

know at all about narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of narrative text.

After that, the researcher divided the students into 4-5 students each group. Each group must look for one example of narrative text and discuss about it.

Afterwards, the researcher explained about the concept of Spelling Bee Games. The researcher gave the example of Spelling Bee Games. Then, each student was asked to take a piece of paper that written the word on it. Each student was given a chance to spell the word also give the simple meaning about it. The student do this randomly. The word written on the paper is connected to the material explained before, narrative text. The researcher guided all students to be actively in their works. Then each group presented the result of discussion. Afterwards, the researcher gave some additions of their work.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Monday, December 11<sup>th</sup> 2017. The post-test was done to know the improvement of the students' vocabulary mastery after giving treatment. The researcher asked the

students to do a spelling bee games about their daily life. The result of post-test in cycle I could be seen on the table, as follows:

Table 4.5  
Post-Test I Score

NO	NAME	SCORE	NOTE
1	AYS	51	Failed
2	ANHA	80	Passed
3	ANZ	56	Failed
4	ASPP	61	Failed
5	ASS	53	Failed
6	ATA	62	Failed
7	ADPS	80	Passed
8	ANR	64	Failed
9	AZA	54	Failed
10	AM	60	Failed
11	AR	80	Passed
12	AIS	47	Failed

13	DAM	56	Failed
14	HKB	81	Passed
15	INS	77	Passed
16	IS	73	Failed
17	KPL	64	Failed
18	MS	66	Failed
19	MA	81	Passed
20	NM	62	Failed
21	NQ	81	Passed
22	NNS	51	Failed
23	PLUJ	46	Failed
24	PYDF	42	Failed
25	PRP	52	Failed
26	RA	80	Passed
27	SFH	58	Failed
28	SAZ	58	Failed

29	SLZ	57	Failed
30	SGK	65	Failed
31	WNS	80	Passed
32	ZM	63	Failed
33	N	85	Passed
<b>Total Score</b>		<b>2126</b>	
<b>Average</b>		<b>64,42</b>	
<b>Highest Score</b>		<b>85</b>	
<b>Lowest Score</b>		<b>42</b>	

Table 4.6

Students' Mark of Post-test I of Vocabulary Mastery

No	Mark	Frequency	Category
1	75 – 100	10	Passed
2	0 – 74	23	Failed
<b>Total Students</b>		<b>33</b>	

From the table 4.5, it could be analyzed that the students' average score was 64,42. The highest score was 85 and the lowest score was 42. Based on the minimum mastery criteria (KKM), there were 10 students (30,30%) that had passed on post-test I or got score  $\geq 75$ . It

means that in cycle I, the students' achievement was improved enough, but it was not successful yet.

### 3) Observing

In this step, the collaborator observed the students activities. The researcher as a teacher gave material to the students about narrativetext. Then, the students were asked to discuss, describe and presents the slides of narrative text by using spelling bee games.

In the learning process, there were four indicators used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students are paying attention in learning process.
- b) The students are enjoyable in spelling bee games.
- c) The students are pronounce well the words.
- d) The students are giving word's meaning.

The result of the students' learning activities could be seen as follows:

Table 4.7

The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students are paying attention in learning	16	48.48%

	process.		
2	The students are enjoyable in spelling bee games.	29	87.87%
3	The students are pronounce well the words.	10	30.30%
4	The students are giving word's meaning.	24	72.72%
<b>Total students</b>		<b>33</b>	

The table showed that the students payed attention were 16 students (48.48%). Besides, there were 29 students (87.87%) who are enjoyable in spelling bee games, 10 students (30.30%) who pronounce well, and 24 students (72.72%) who were good in giving the word's meaning.

Based on the result above, it could be inferred that the learning process of cycle I was not successful yet because only one activity, it was enjoyable in spelling bee games, that got the percentage of  $\geq 75\%$  and the others got  $< 75\%$ .

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pretest and post-test I score.

From the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not active in class.
- c) Some students had many more anxiety and less of confidence.
- d) Some students did not understand the material.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to encourage them in studying harder and made the learning process more interesting, communicative and attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.
- c) The teacher guided the students who they were not active yet in a group discussion.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 4.8

Students' Score at Pretest and Post-Test I

No	Name	Pretest Score	Post-Test I Score	Improvement	Explanation

1	AYS	43	51	8	Improved
2	ANHA	86	80	-6	Decreased
3	ANZ	36	56	20	Improved
4	ASPP	56	61	5	Improved
5	ASS	50	53	3	Improved
6	ATA	30	62	32	Improved
7	ADPS	36	80	44	Improved
8	ANR	40	64	24	Improved
9	AZA	73	54	-19	Decreased
10	AM	53	60	7	Improved
11	AR	66	80	14	Improved
12	AIS	50	47	-3	Decreasedv
13	DAM	63	56	-7	Decreased
14	HKB	80	81	1	Improved
15	INS	76	77	1	Improved
16	IS	80	73	-7	Decreased

17	KPL	40	64	24	Improved
18	MS	20	66	46	Improved
19	MA	30	81	51	Improved
20	NM	46	62	16	Improved
21	NQ	80	81	1	Improved
22	NNS	20	51	31	Improved
23	PLUJ	33	46	13	Improved
24	PYDF	40	42	2	Improved
25	PRP	33	52	19	Improved
26	RA	30	80	50	Improved
27	SFH	60	58	-2	Decreased
28	SAZ	30	58	28	Improved
29	SLZ	56	57	1	Improved
30	SGK	0	65	65	Improved
31	WNS	80	80	0	Constant
32	ZM	46	63	17	Improved

33	N	80	85	5	Improved
<b>Total</b>		<b>1642</b>	<b>2126</b>	<b>484</b>	
<b>Average</b>		<b>49.75</b>	<b>64.42</b>	<b>14.67</b>	

In this research, pretest and post-test I had done individually. It was aimed to know the students' vocabulary mastery before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students' result score. It could be seen from the average score in pretest 49.75 and post-test I 64.42. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 10 students (30,30%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

#### c. Cycle II

The cycle II was similar with cycle I. It was divided into planning, implementing, observing, and reflecting. It would be explained more as follows:

##### 1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and the collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, and post-test II.

## 2) Implementing

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students be more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test II.

The treatment in cycle II was conducted on Wednesday, January 3<sup>rd</sup> 2018. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about recount text. The teacher asked to the students to mention about definition of recount text, generic structure, social function, and language features. Moreover, the teacher divided into 4-5 students each groups as in previous cycle. Then, the teacher asked them to discuss about the recount text. The teacher guided the students to be active in group and after all the groups finished the discussion, the teacher asked each group to present the result. After the group finished their presentation, the teacher ask them one by one randomly about the word they used inn their presentation using spelling bee games.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to speak up more in order to get good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Friday, January 5<sup>th</sup> 2018. The test was asked the students by using the spelling bee games. It was the same type as the first cycle but in the different words. The result of post-test II could be seen on the table below:

Table 4.9  
Post-Test II Score

NO	NAME	SCORE	NOTE
1	AYS	79	Passed
2	ANHA	87	Passed
3	ANZ	79	Passed
4	ASPP	82	Passed
5	ASS	80	Passed
6	ATA	84	Passed
7	ADPS	84	Passed
8	ANR	62	Failed

9	AZA	81	Passed
10	AM	62	Failed
11	AR	76	Failed
12	AIS	69	Failed
13	DAM	76	Passed
14	HKB	83	Passed
15	INS	84	Passed
16	IS	76	Passed
17	KPL	81	Passed
18	MS	78	Passed
19	MA	83	Passed
20	NM	62	Failed
21	NQ	84	Passed
22	NNS	80	Passed
23	PLUJ	78	Passed
24	PYDF	72	Failed

25	PRP	72	Failed
26	RA	83	Passed
27	SFH	80	Passed
28	SAZ	58	Failed
29	SLZ	78	Passed
30	SGK	86	Passed
31	WNS	84	Passed
32	ZM	81	Passed
33	N	80	Passed
<b>Total Score</b>		<b>2564</b>	
<b>Average</b>		<b>77,69</b>	
<b>Highest Score</b>		<b>87</b>	
<b>Lowest Score</b>		<b>58</b>	

Table 4.10

Students' Mark of Post-test II of Vocabulary Mastery

No	Mark	Frequency	Category
1	75 – 100	26	Passed
2	0 – 74	7	Failed

<b>Total Students</b>	<b>33</b>
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Based on the table above, it could be seen that the students' average score in post-test II was 77,69. The highest score was 87 and the lowest score was 58. According to the minimum mastery criteria (KKM), 78,78% students had passed the test. Most of the students could improve their vocabulary mastery. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by using spelling bee games. In the learning process, there were also four indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 4.11

#### The Students' Activities in Cycle II

<b>No</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	The students are paying attention in learning process.	27	81.81%
2	The students are enjoyable in spelling bee	33	100%

	games.		
3	The students are pronounce well the words.	25	75.75%
4	The students are giving word's meaning.	26	78.78%
<b>Total students</b>		<b>33</b>	

The table above showed that the students' activity in cycle II was improved. The students' activities that had high percentage were students' enjoyable in using spelling bee games in the class (100%) and the second-high percentage was students' attention (81.81%), then the third was students' who good in giving word's meaning (78.78%) and the last was the students' pronunciation (75.75%). Based on the result above, the researcher indicated that learning process in cycle II was successful because all indicators of the students' learning activities got the percentage of  $\geq 75\%$ .

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There was  $> 75\%$  of students who passed the post-test. It means that the students' vocabulary mastery had improved. From the result above, the researcher concluded that this research was successful and would not be continued to the next cycle.

The students score on vocabulary mastery from post-test I to post-test II could be seen on the table below:

Table 4.12

Students' score at Post-Test I and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improvement	Explanation
1	AYS	51	79	28	Improved
2	ANHA	80	87	7	Improved
3	ANZ	56	79	23	Improved
4	ASPP	61	82	21	Improved
5	ASS	53	80	27	Improved
6	ATA	62	84	22	Improved
7	ADPS	80	84	4	Improved
8	ANR	64	62	-2	Decreased
9	AZA	54	81	27	Improved
10	AM	60	62	2	Improved
11	AR	80	76	-4	Decreased
12	AIS	47	69	22	Improved
13	DAM	56	76	20	Improved
14	HKB	81	83	2	Improved
15	INS	77	84	7	Improved

16	IS	73	76	3	Improved
17	KPL	64	81	17	Improved
18	MS	66	78	12	Improved
19	MA	81	83	2	Improved
20	NM	62	62	0	Constant
21	NQ	81	84	3	Improved
22	NNS	51	80	29	Improved
23	PLUJ	46	78	32	Improved
24	PYDF	42	72	30	Improved
25	PRP	52	72	20	Improved
26	RA	80	83	3	Improved
27	SFH	58	80	22	Improved
28	SAZ	58	58	0	Constant
29	SLZ	57	78	21	Improved
30	SGK	65	86	21	Improved
31	WNS	80	84	4	Improved

32	ZM	63	81	18	Improved
33	N	85	80	-5	Decreased
<b>Total</b>		<b>2126</b>	<b>2564</b>	<b>438</b>	
<b>Average</b>		<b>64,42</b>	<b>77,69</b>	<b>13,27</b>	

Based on the result above, it could be inferred that spelling bee games could improve the students' vocabulary mastery because there was an improvement from the total average in post-test I 64,42 became 77,69 in post-test II. In the cycle II, most of the students could develop their vocabulary mastery. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 4.13

The Comparison between Students' Vocabulary Mastery in

Post-test I and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Explanation
1	AYS	51	79	Improved
2	ANHA	80	87	Improved
3	ANZ	56	79	Improved

4	ASPP	61	82	Improved
5	ASS	53	80	Improved
6	ATA	62	84	Improved
7	ADPS	80	84	Improved
8	ANR	64	62	Decreased
9	AZA	54	81	Improved
10	AM	60	62	Improved
11	AR	80	76	Decreased
12	AIS	47	69	Improved
13	DAM	56	76	Improved
14	HKB	81	83	Improved
15	INS	77	84	Improved
16	IS	73	76	Improved
17	KPL	64	81	Improved
18	MS	66	78	Improved
19	MA	81	83	Improved

20	NM	62	62	Constant
21	NQ	81	84	Improved
22	NNS	51	80	Improved
23	PLUJ	46	78	Improved
24	PYDF	42	72	Improved
25	PRP	52	72	Improved
26	RA	80	83	Improved
27	SFH	58	80	Improved
28	SAZ	58	58	Constant
29	SLZ	57	78	Improved
30	SGK	65	86	Improved
31	WNS	80	84	Improved
32	ZM	63	81	Improved
33	N	85	80	Decreased
<b>Total</b>		<b>2126</b>	<b>2564</b>	
<b>Average</b>		<b>64,42</b>	<b>77,69</b>	

Based on the table of the comparison between students' result score in post-test I and post-test II, there were 26 students (78.78%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would not be continued to the next cycle.

## **B. INTERPRETATION**

### **1. Cycle I**

In the first step of Cycle I, the researcher discussed with the collaborator, Mr. Arif Bachtiar, S.Pd. to prepare some kinds of teaching designs. Then, in the implementation stage, the researcher gave the treatment to the students. The treatment was conducted by teaching the students using Spelling Bee Games. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 10 students (30.30%) students who passed the post-test I. The lowest score was 42, the highest score was 85, and the average score was 64,42.

From the result of the students' score in pretest and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pretest 49,75 and post-test I 64,42. Although there was an improvement of the students' achievement, cycle I was not

successful yet because only 10 students (30.30%) who passed in post-test I. It means that in the cycle I, the students' achievement was improved enough but it was not successful yet because the indicator of success was not reached yet.

## 2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because the indicator of success was not reached yet. In the cycle II, the researcher gave the treatment then the post-test II. After that, the researcher analyzed the result of post-test II and concluded that there were 26 students (78.78%) who passed the test because they got score  $\geq 75$ . In post-test II, the lowest score was 58, the highest score was 87, and the average score was 77,69.

From the result of the students' score from post-test II, it could be concluded that there was an improvement of the students' score. The improvement could be seen on the average score. The average score in the post-test I and post-test II were 64,42 and 77,69, then the increasing score was 13,27. In the pretest, post-test I, and post-test II, the total students who got score  $\geq 75$  were 7, 10 and 26 students. Because the achievement of the students had been improved enough and the indicator of success was reached, the research was successful and would not be continued to the next cycle.

## 3. Students' Score in Pretest, Post-test Cycle I, and Post-test Cycle II

English learning process was successful in cycle I but the students' average score was low. Meanwhile, the score of the students in post-test I was higher than pretest. Moreover, in cycle II, the students' average score was higher than cycle I. The following table below was the table of illustration score in students' pretest, cycle I and cycle II:

Table 4.14

Students' Score of Pretest, Post-test I, and Post-test II

<b>No</b>	<b>Name</b>	<b>Pretest Score</b>	<b>Post-Test I Score</b>	<b>Post-Test II Score</b>
1	<b>AYS</b>	43	51	79
2	<b>ANHA</b>	86	80	87
3	<b>ANZ</b>	36	56	79
4	<b>ASPP</b>	56	61	82
5	<b>ASS</b>	50	53	80
6	<b>ATA</b>	30	62	84
7	<b>ADPS</b>	36	80	84
8	<b>ANR</b>	40	64	62
9	<b>AZA</b>	73	54	81
10	<b>AM</b>	53	60	62

11	<b>AR</b>	66	80	76
12	<b>AIS</b>	50	47	69
13	<b>DAM</b>	63	56	76
14	<b>HKB</b>	80	81	83
15	<b>INS</b>	76	77	84
16	<b>IS</b>	80	73	76
17	<b>KPL</b>	40	64	81
18	<b>MS</b>	20	66	78
19	<b>MA</b>	30	81	83
20	<b>NM</b>	46	62	62
21	<b>NQ</b>	80	81	84
22	<b>NNS</b>	20	51	80
23	<b>PLUJ</b>	33	46	78
24	<b>PYDF</b>	40	42	72
25	<b>PRP</b>	33	52	72
26	<b>RA</b>	30	80	83

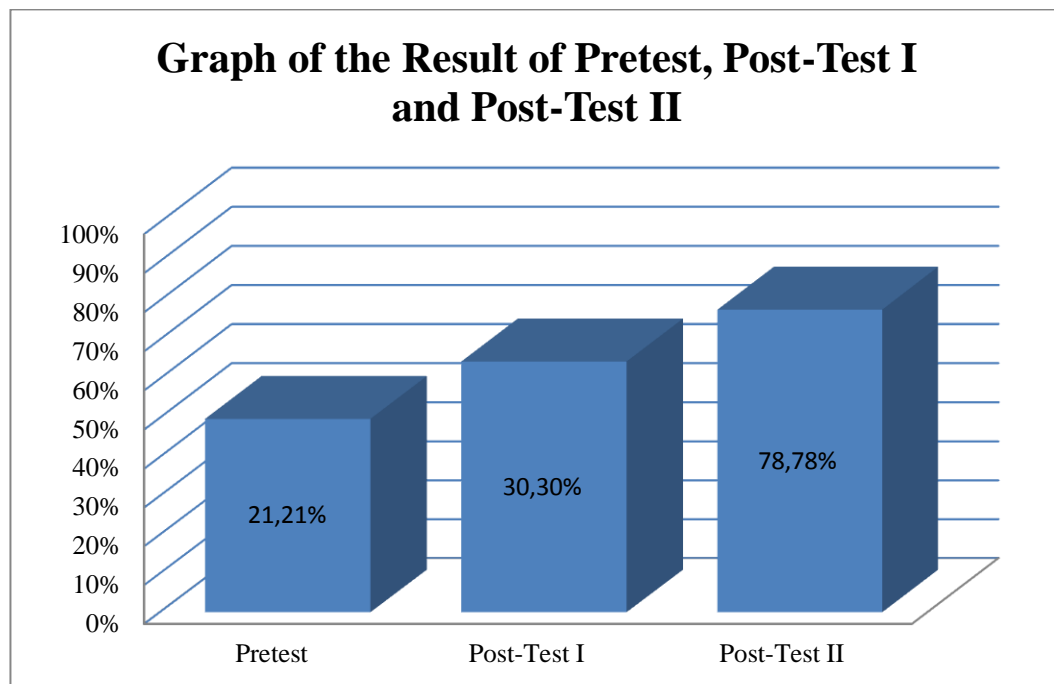
27	<b>SFH</b>	60	58	80
28	<b>SAZ</b>	30	58	58
29	<b>SLZ</b>	56	57	78
30	<b>SGK</b>	0	65	86
31	<b>WNS</b>	80	80	84
32	<b>ZM</b>	46	63	81
33	<b>N</b>	80	85	80
<b>Total</b>		<b>1642</b>	<b>2126</b>	<b>2564</b>
<b>Average</b>		<b>49,75</b>	<b>64,42</b>	<b>77,69</b>

Based on the result of pretest, post-test I and post-test II, it was showed that there was an improvement of the students' score. It could be seen from the average score from 49,75to 64,42 became 77,69. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pretest, post-test I and post-test II, as follows:

**Figure 4.1**

**Graph of the Result of Pretest, Post-test I and Post-test II**



Based on the graph above, it can be inferred that Spelling Bee Games could improve the students' vocabulary mastery. It was supported by the improving scores of the students from pretest to post-test I and from post-test I to post-test II.

#### 4. The Comparison of Pretest and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the application of Spelling Bee Games could improve the students' vocabulary mastery. There was a progress average score from 49.7 to 64.4 and to 77.69.

From the graph in figure 4.1, it could be seen that there was an improvement on the average score and total of the students who passed the test from pretest, post-test I to post-test II.

In the graph above, the average score in the pretest was 61,89 and only 7 students or (21.21%) passed the test. Moreover, in the post-test I and II there was 10 students or (30.30%) who passed the test with the average score of

64,42 and 26 students or (78.78%) who passed the test with the average score of 77,69. From the explanation above, the researcher concluded that the research was successful and the cycle could be stopped in the cycle II because the indicator of success (78% of students got score  $\geq 75$ ) was reached.

#### 5. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The improvement table could be shown as follows:

Table 4.15

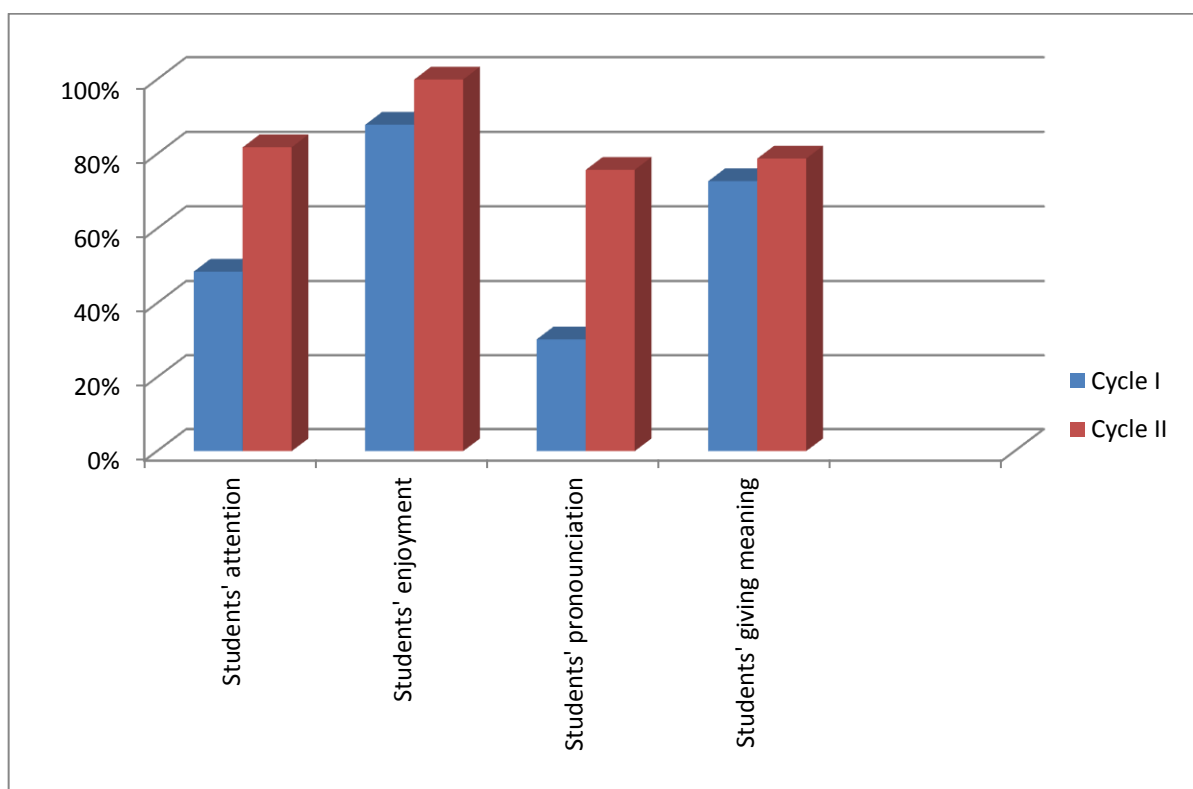
Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	The students paid attention while in the process of teaching and learning.	16	48.48%	27	81.81%	33.33%
2	The students' enjoyment in the learning process using spelling bee games.	29	87.87%	33	100%	12.13%
3	The students' pronunciation from spelling bee games.	10	30.30%	25	75.75%	45.45%

4	The students' that could giving meaning in spelling bee games.	24	72.72%	26	78.78%	6.06%
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**Figure 4.2**

**Graph of the Students' Result of Learning Activities in Cycle I and Cycle II**



Based on the graph above, it can be explained as follows:

- a. The students paid attention while in the process of teaching and learning

In the cycle I, the percentage of the students' attention was 48.48%. They paid attention along the English lesson especially when the teacher explained the material and gave the instructions. Then, in

the cycle II, the students had more paid attention to the teacher with the percentage of 81.81%. The improvement of the students' attention from the cycle I to the cycle II was 33.33%.

- b. The students enjoyment of using spelling bee games in learning and teaching process

The students' cooperation in the cycle I can be shown in the percentage of 87.87%. It means that the students interest enough of using spelling bee in teaching and learning process. Then, in the cycle II, the students had shown their interest by follow the learning process happily with the percentage of 100% and the improvement was 12.13%.

- c. The students were having better pronunciation

In the cycle I, most of students were not really good in pronunciation. It was proved with the students' percentage of 30.30%. Meanwhile, in the cycle II, the students had the percentage of 75.75%. It means that there was an improvement of the students' pronunciation with the improving percentage of 45.45%.

- d. The students had a good understanding in giving the words meaning

The students' understanding in the cycle I reached the percentage of 72.72%. It means that most of the students did not really have a good understanding on giving the word's meaning by their own language. They did not know what and how to deliver it well. Then, in the cycle II, the percentage was improved with the percentage of

78.78%. The students' understanding had improved 6.06% from the cycle I to the cycle II.

Based on the data above, it could be concluded that the students were active in the learning process because most of the students shown good improvement in their learning activities when Spelling Bee Games was applied in the learning process from cycle I up to cycle II.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the application of Spelling Bee Games in students' vocabulary mastery, it could be concluded that there was an improvement of the students' vocabulary mastery by using Spelling Bee Games among the eleventh graders of Muhammadiyah Ahmad Dahlan Junior High School of Metro. Therefore, the application of Spelling Bee Games could be an effective to be applied and it could be used as an alternative way in teaching vocabulary because the game is easy of use and very beneficial one. Moreover, by applying this game, the students also could involve actively in the process of learning. In addition, it made the students easier to understand the material so the students' vocabulary mastery was also improved while their feeling is in enjoyment.

It was supported by the improvement of the students' average score from pretest 49,75 to post-test I 64,42 then became 77,69 in post-test II. In the cycle I, there were only 10 students who passed the test. Moreover, in the cycle II, there were 26 students who got score  $\geq 75$ . It means that the result of cycle II had already reached the indicator of success that was  $\geq 75\%$  of the students who fulfilled the KKM. It was clear enough to state that Spelling Bee Games could be used to improve the students' vocabulary mastery.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in the process of learning English so they can be more competent and well practiced of the material that has been given by the teacher especially in their mastery in vocabulary.
2. The students are suggested to improve their personal competencies of reading, writing and speaking in order to have a good mastery in vocabulary.
3. It is suggested for the English teacher to use Spelling Bee Games as an alternative method in the classroom because this method is an effective, simple, and very beneficial to improve the students' vocabulary mastery and to encourage the students in their learning process.
4. The teacher is also expected to give more motivation to the students in order to be more excited in learning English since many students assume that English is very difficult subject to be learned.
5. It is suggested for the headmaster in order to persuade the teachers to use this game because it is very effective method to be applied for the teacher in teaching and delivering the material.

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