## AN UNDERGRADUATE THESIS

# THE INFLUENCE OF USING SPELLING BEE GAME MEDIA TOWARD STUDENTS' SPEAKING SKILL AT EIGHT GRADE OF SMP MUHAMMADIYAH 

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THE STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO
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# THE INFLUENCE OF USING SPELLING BEE GAME MEDIA TOWARD STUDENTS' SPEAKING SKILL AT EIGHT GRADE OF SMP MUHAMMADIYAH 

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) In English Education Study Program

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## THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO <br> 1439 H /2017

# THE INFLUENCE OF USING SPELLING BEE GAME MEDIA TOWARD STUDENTS SPEAKING SKILL AT EIGHTH GRADE OF SMP MUHAMMADIYAH SEKAMPUNG 

ABSTRACT<br>BY:<br>YUYUN YUIANTI

The purpose of this research was to determine whether there is any positive and significant influence of using spellingg bee game media toward students speaking skill at eighth grade of SMP Muhammadiyah Sekampung.

The problem that faced by the students is the students have lack vocabulary and difficulties to pronouce a word in speaking. This research is carried out to discuss spelling bee game influences students' speaking skill.

This research is quantitative research. The research used test and documentation to collect the data. This research used random sampling as sampling technique. The researcher gave one pre-test before treatment and one post-test after treatment. This research used 25 students as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

The result of data analysis from t -test formula illustrates that t observed $=$ 4.441 is higher than $\mathrm{t}_{\text {table }}$ with the significant level of $5 \%=2.682$ and $1 \%=2.406$. Thus, it can be inferred that there is a positive ifluence. Then, the result of data anlysis from Chi-Square formula illustrates that $\chi^{2}$ observed $=17.574$ is higher than $\chi^{2}$ table with the significant level of $5 \%=5.99$ and $1 \%=9.21$. It means that there is a significant influence. Therefore, the Alternative Hypothesis (Ha) is accepted. With the result that there is a positive and significant influence of using Spelling Bee Game on the students speaking skill at the eighth grade of SMP Muahammadiyah Sekampung.

# PENGARUH PENGGUNAAN MEDIA GAME MENGEJA TERHADAP KEMAMPUAN SISWA DALAM KEMAMPUAN BERBICARA KELAS VII DI SMP MUHAMMADIYAH SEKAMPUNG <br> ABSTRAK 

## OLEH:

## YUYUN YULIANTI

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan penggunaan media game mengeja terhadap kemampuan siswa dalam kemampuan berbicara.

Masalah yang dihadapi siswa yaitu kesulitan dalam minim nya kosa kata dan mengucapkan kata dalam berbicara. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh media game mengeja terhadap kemampuan siswa dalam kecakapan berbicara.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam mengumpulkan data ialah tes dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah random sampling. Dalam penelitian ini siswa diberikan satu kali pre-tes sebelum perlakuan khusus dan satu kali post-test setelah perlakuan khusus. Subjek penelitian ini ialah 25 siswa. Penelitian ini menggunakan rumus Chi Square dan $t$-test untuk menganalisa data.

Hasil analisa data dari rumus $t$-test menunjukkan bahwa $\mathrm{t}_{\text {observasi }}=4.441$ lebih tinggi dibandingkan dengan $\mathrm{t}_{\text {table }}$ dengan taraf signifikan $5 \%=2.682$ dan $1 \%$ $=2.406$. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus Chi-Square menunjukkan bahwa $\chi^{2}{ }_{\text {observed }}$ $=17.574$ lebih besar dari pada $\chi^{2}$ table dengan taraf signifikan $5 \%=5.99$ and $1 \%=$ 9.21. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternalif Hipotesis (Ha) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan media Gme Mengeja pada kemampuan berbicara siswa di kelas VIII SMP Muhammadiyah Sekampung.

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

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Metro, September 2017
The writer,

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## MOTTO


"And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in Power, full of Wisdom. (Q.S Luqman: 27)

## DEDICATION

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to:

1. My beloved parents Mr.Suryadi and Mrs.Nurma
2. My beloved Sister Anggita and Brother Irfani
3. My beloved almamater IAIN Metro.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the Universe whom without His Mercy and Blessing, none of these would be possible. May peace will not stop to be upon our idol, the only one perfect human, our prophet Muhammad Saw, his family and his companions. The writer is very grateful for the chances He has given to accomplish this research proposal entitled "The Influence of Using Spelling Bee Game Media Toward Students’ Speaking Skill at Eight Grade of SMP Muhammadiyah Sekampung in the academic year 2016/2017.

First, I would like to thank to prof. Dr. Enizar, M.Ag, who has given permission to the writer to done this research. Then, the writer would like to extend his gratitude to the sponsors, Dr. Widhiya Ninsiana, M.Pd and Ahmad Subhan Raza,, M.Pd who have constantly given their endorsement, time, and guidance so that the writer could finish the proposal. There was nothing writer could do to return their deeds.

Finally, the writer hopes that this little piece of work can be useful for me and for all the readers, and also this paper can contribute soothing to the betterment of English teaching and learning in general.

Metro, September 2017
The writer,

YUYUN YULIANTI
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## CHAPTER I

## INTRODUCTION

## A. Background of The Study

In this world, many people use the language to communicate. Language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need. There are so many languages in this world, they grow up with their differences in vocabularies, pronounce, grammar, etc. One of the language that exist in this world is English.

English has been the most important language in international communication. The people all over the world speak English when they met one another in every international meeting, workshop, or conference. Many of technology products use English in their system. That is why, learning English is necessity. Therefore, many countries in this world set an educational curriculum to include English subject, either in Indonesia.

Indonesia as one of the developing countries that set educational curriculum to include English as a foreign Language, which is studying from junior high school up to the university level. Language has many functions, its means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is
the students are expecting to master the four skills of language: listening, speaking, reading, and writing.

Speaking is voice produce skill of the languages people share something by spoken language. There are some approaches can use in teaching speaking. One of them is used Spelling Bee Game, is a game that emphasizes in the speaking skill.

Spelling Bee Game is a way of reinforcing the acquisition of spelling skills, is through enjoyable activities. A time-honoured way of improving the speaking skill. Moreover, spelling bee game is enjoyable. Use this game students are expected to get confidence and capability in speaking english. That is why practice very needed for their development.

Whereas, many students do not practice the language, its make them difficult in spoken. Although, the students have been studying English when their in junior high school. They are still unable to use English in interacting with their English teacher and friends in the classroom.

Many of the students feel unconfident, even they feel afraid to speak English, because they have made mistakes in their speaking. Unconfident make students' speaking worse, wrong in pronounce, unsmooth and make them got low score.

The pre survey had done on September $3^{\text {rd }}, 2016$, the researcher got the data from the observation, that is the students mostly at the eight grade of SMP Muhammadiyah Sekampung have difficulties in speaking,
they have low score in speaking. The table below is the students' speaking score data.

Table 1
The data of speaking score the eighth grade of SMP Muhammadiyah Sekampung in the academic year of 2016/2017.

| No | Students' Initial | Score |
| :--- | :--- | :--- |
| 1 | AN | 74 |
| 2 | ADY | 65 |
| 3 | AAP | 60 |
| 4 | AYS | 72 |
| 5 | EYS | 63 |
| 6 | FK | 83 |
| 7 | FAL | 74 |
| 8 | GC | 60 |
| 9 | JA | 79 |
| 10 | MZA | 65 |
| 11 | MJ | 80 |
| 12 | NR | 60 |
| 13 | PY | 62 |
| 14 | RN | 78 |
| 15 | RM | 69 |
| 16 | RLA | 64 |
| 17 | RDA | 70 |
| 18 | RP | 77 |
| 19 | SMA | 60 |
| 20 | SM | 62 |
| 21 | SA | 73 |
| 22 | SDA | 64 |
| 23 | TY | 74 |
| 24 | YA | 65 |
| 25 | ZA |  |
|  |  |  |

Source: Teacher's document

Table 2
Data pre-survey with standard minimum 75.

| No. | Score | Frequency | Categories | Percentage |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | $75-83$ | 4 | Good | $16 \%$ |  |  |  |  |
| 2. | $68-74$ | 4 | Fair | $16 \%$ |  |  |  |  |
| 3. | $60-67$ | 17 | Bad | $68 \%$ |  |  |  |  |
| Total |  |  |  |  |  | $\mathbf{2 5}$ |  | $\mathbf{1 0 0 \%}$ |

Based on the table above, there are 4 students got score > 75,4 students got score 68-74 and 17 students got score 60-67. Referring that data, we can assumed, that the students have problem in their speaking. Based on the data above, the researcher was solve the probles by using spelling bee game. Spelling Bee Game is a way of reinforcing the acquisition of spelling skills, is through enjoyable activities. The researcher wants to know about; whether Spelling Bee game given the positive influence of the students' speaking skill at the tenth grade of SMP Muhammadiyah Sekampung.

## B. Problem Identification

Based on the background of the study above, the researcher identification as follows:

1. The students speaking skill is low.
2. The students feel shy in their speaking English.
3. The students are afraid for being mistake.
4. The students get wrong in pronounce a word.

## C. Problem Limitation

From the problems identification above, the researcher focuses on the students speaking skill is low and the researcher used spelling bee game in this research.

## D. Problem Formulation

Based on the problem limitation above the researcher formulate the problem of the research as follows: is there any positive and significant influence of using spelling bee game toward the students speaking skill at eight grade of SMP Muhammadiyah Sekampung in academic year 2016/2017?.

## E. Objective of the Study

In line with the problems above, the objective of the study wheter is any positive and significant influence of using spelling bee game
toward the students' speaking skill at eight grade of SMP Muhammadiyah Sekampung in academic year 2016/2017.

## F. Benefits of the Study

After doing research and finding the result the writer hopes that it will be useful for:
a. For the Students

By using spelling bee game in teaching speaking as motivor, it is hoped that the students will be more interested and motivated in learning English. So that their speaking skill will be develop.
b. For the Teacher

Hopefully, this study spelling bee gives a solution for the teachers in teaching speaking.
c. For Headmaster

This research hopefully can be a positive contribution in teaching speaking at SMP Muhammadiyah Sekampung.

## CHAPTER II

## REVIEW OF THE RELATED THEORIES

## A. Theoretical Review

## 1. The Concept of Speaking Skill

## a. Definition of Speaking

According to Thornburry speaking is a speech production that becomes a part of our daily activities. While Underwood said that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). ${ }^{1}$

The telecommunications company, Orange, claims that 'the most natural way to communicate is simply to speak'. (Well, they

[^0]would, wouldn't they?) It's true that most young children acquire the ability to speak quite naturally and most of us could get by in general terms without formally being taught how to speak. Just as the rudiments of writing begin with motor control and co-ordination to produce a graphic system, a speaker first of all has to produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production. ${ }^{2}$ In other words, we can say that speaking is learning about how to speak, and it is so hard better than knowing other people saying.

## b. Definition of Speaking Skill

According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. In other words, sepaking activity must be done on fun situation that make students feel enjoy, fun, full of spirits,etc. It will make brains of the students are processed, so that the acquisition process of the students run effectively. The teachers have a

[^1]responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. ${ }^{3}$

Brown,\& Joyce state that "speaking is an interactive process of constructing meaning which is comprised of producing and receiving information Among the language learning four skills speaking is viewed to be at the heart of second language learning ${ }^{4 \prime \prime}$.

In other hands, speaking is a way to say what you feel now, and it is appears from our mind.

Based on the definitions above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is akill of speaker to give information to a listener or group of listeners by transfer it effectifelly. And speaking must be set on fun situation.

In a major study carried out in Britain, Brown and Yule investigated the speaking and listening skill of scondary school pupils. They found that while most pupils were able to use language for transactional purpose ( that is language used to get things done in the real world). In addition, the pupils were not turns' - that is,

[^2]monologues in which the speaker is required to put together a coherent sequence of utterances. ${ }^{5}$

According to many teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem-solving, and Roleplaying. In addition,supported this idea that the activities that can assist better speaking skills are free discussion and role-playing. Also, stated that the language activities are important factors in teaching language for communication. Activities help create interaction in the language classroom. Additionally, communicative activities can motivate the learners a establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning. ${ }^{6}$

Based on the statements above the reseacher can conclude that speaking skill is always related to communication. Communicative activities can motivate the learner to establish good relationship beetween speaker and the listener so they can developed their speaking skill well.

[^3]
## c. Types of spoken language

To make easier in speaking learning process, we have to know the types of spoken language. According to Browns book adopted from Nunan, we can see the types of spoken language as follow:

Figure 1.

## Types of spoken language

Monologue

In monologue, when one speaker use spoken language for any length of time, as in speeches, lectures, readings, news broadcasts and the like, the hearer must process long stretches of speech without interruption- the stream of speech will go on whether or not the hearer comprehends. ${ }^{7}$ In dialogue, involve two speaker at least, that promote social relationships (interpersonal) or to convey proportional or factual information (transactonal).

[^4]
## d. Micro-skills of Speaking

According to Brown proposes a list of Micro-skills for oral communication skills. They are mentioned as:

1. Produce chunks of language of different lengths.
2. Orally produce different among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devicespauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word phrases (noun and verbs), systems (e.g., tense and agreement), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in approach phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as, emphasizing key words, appealing for help, and accurately assessing how well your interlocutor is understand you. ${ }^{8}$

From explanation above, the researcher concludes that micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units and little bit about tenses.

## e. The Difficulties of Speaking

According to Brown, these same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now the producer. These are the characteristics of spoken language can make oral performance easy as well as, in some case difficult.

[^5]1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Redundancy

The speaker has an opportunity to make meaning clearer through the dancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced Forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
4. Performances Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learner can actually be taught how to pause and hesitate.
5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained bellow. The stress-timed rhythm of spoken English its intonation patterns conveys important massages.
8. Interaction

Learning to produce waves of language in vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation. ${ }^{9}$

Table 3
Analytic Speaking Skill Criteria

| Aspect | Category | Indication |
| :--- | :--- | :--- |
| Fluency | 3(good) | Generally natural delivery, only <br> occasional halting when searching for <br> appropriate words/expressions. |
|  |  | 2(fair) |
|  |  | Speech is slow and hesitant. Maintain <br> speech in passive manner and needs |

[^6]|  |  | regular prompt. |
| :---: | :---: | :---: |
|  | 1(bad) | The students speak so little that no 'fluent' speech can be said to occur. |
| Pronunciation | 3(good) | Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded. |
|  | 2(fair) | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
|  | 1(bad) | Words are unintelligible. |
| Vocabulary | 3(good) | Effective use of vocabulary for the task with little inappropriacies. |
|  | 2(fair) | Limited use of vocabulary with frequent inappropriacies. |
|  | 1(bad) | Inappropriate and inadequate vocabulary. |
| Grammatical accuracy | 3(good) | Very few grammatical errors. |
|  | 2(fair) | Speech is broken and distorted by frequent errors. |
|  | 1(bad) | Unable to construct comprehensible sentences. |
| Comprehension | 3(good) | Appears to understand everything without difficulty. |


|  | 2(fair) | Has great difficulty following what is <br> said. Can comprehend only social <br> conversation, speak slowly and with <br> frequent repetitions. |
| :--- | :--- | :--- |
|  | 1(bad) | Cannot be said to understand even <br> simple conversation in english. ${ }^{10}$ |

2. The Concept of Spelling Bee Game

## a. Definition of Spelling Bee Game

According to Jacob E.Safara, spelling bee is the contest or game in which players attempt to spell correctly and aloud words assigned them by an impartial judge. Competion may be individual, with players eliminated when they misspell a word and the last remaining player being the winner, or between teams, the winner being the team with the most players remaining at the close of the contest. The spelling bee is old custom that was revived in schoolsin United States in the late 19th century and enjoyed great vogue there and britain ${ }^{11}$.

In the US,local,regional, and national competition continue to be held annualy. The US national spelling bee was begun by the Louisville Courier-Journal newspaper in 1925,and it was taken ove

[^7]by scripps howard,Inc in 1941. To qualify, speller must meet 12 requirements, including that they have neither reached their 16th birthday nor passed beyond the eighth grade.

According to Wendy Curtis, spelling bee has long been thought of as an important part of a child's shcool experience,a familiar and expected part of school. Spelling will become important to the students, and they will naturally take the initiative to learn and remember words that are important to them ${ }^{12}$.

Hulter Calder state that "spelling bee is a way of reinforcing the acquisition of spelling skills is through enjoyable activities. A time-honoured way of improving spelling abilty" ${ }^{13}$.

Some example words that used in the spelling bee game contest ${ }^{14}$.

| Box : Spelling Bee |  |  |
| :--- | :--- | :--- |
| Elementary | Intermediate | Advanced |
| Quet | Design | Dialogue |
| Chocolate | Straght | Abdomen |

[^8]| Young | Independent | Syllable |
| :--- | :--- | :--- |
| Addres | Except | Word |
| Water | Symbol | Prologue |
| Clothes | Tongue | Pronunciation |
| Fruit | Intrnational | Asphait |
| Friend | Laugh | Authenic |
| Vegetable | Paboratory | Yacht |
| See | Religious | Patalyse |
| Colour | Patient | Comprehensible |
| Believe | Character | Amateur |
| Question |  |  |

## b. Procedures of Spelling Bee Game

There are some procedures to apply this game, as follows:

1. The teacher dectating some words.
2. Divide students in the class into team , each team consist of two students.
3. Ask all team to sit behind the the teacher (corrector) and the spellers.
4. Choose the spellers to present infront of the class randomly.
5. The speller spell without bring the text.
6. The teacher mention a woord clearly than students (speller) try to spell the word.
7. The speller spells a word, letter by letter.
8. Each speller should help each other to find the correct answer.
9. The teacher keep track of the score.
10. Some words which are often mis-spelt are suggested in the box ${ }^{15}$
11. The team with the most words spelled correctly is the winner ${ }^{16}$.

## c. Advantage and Disadvantage of Spelling Bee Game

## 1. Advantage of Spelling Bee Game

Teaching speaking or teaching English by using Spelling Bee game have several advantages, they are :
a. Played in good spirit, spelling bees are an enjoyable and educationally profitable way of developing accurate spelling habits in students. If used properly, spelling bees ensure that students enjoy what are doing and respond to the challenge positively.

[^9]b. Students are capable of spelling words containing the skill that they have learned and are competent with basic sight word, you can expand the horizon gently ${ }^{17}$.

From those advantages, the writer can conclude that teaching English or speaking by using games have several benefits not only make students to learn with joyful activity but also stimulate them to speak by which students unconsciously practice their speaking skill.

## 2. Disadvantage of Spelling Bee Game

The disadvantages of using spelling bee game as an teaching media in teaching speaking skill, such as:
a. Spelling Bee Game spent much time in the teaching process ${ }^{i}$.
b. This game needs many participants ${ }^{18}$

## 3. Teaching Speaking through Spelling Bee Game

Teaching that is humanly most helpful begins with training which can be examined in the interaction of mother and offspring in

[^10]many species. ${ }^{19}$ Then teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. ${ }^{20}$ It means that teaching is some activity that is give guidance and knowledge with training. Even where teachers and students come from the same town, village, or social group they are likely to live in different culture-that of teacher and students. ${ }^{21}$ Then, the speaking is some interaction activities with others.

Based on the explanation above, the writer can assume that the teaching speaking is giving the knowledge or guidance how to speak well or how to interact with other people.

Spelling bee game are supposed to be useful for teacher in encouraging students to be more successful language learner especially speaking. In spelling bee game, the teacher gives materials such difficult words which are enable learners to expose their English through the activities. For instance, spelling bee game it is a classroom activity where the teacher chooses one student to in front of the class, then the teacher gives or mention a word then the student spells the word letter by letter.So others students must prepare to spell another word as can as possible.

[^11]
## B. Theoretical Framework and Paradigm

## 1. Theoretical Framework

This research consist of two variables, they arc independent variable ( x ) and dependent variable (y). The independent variable is the students' use spelling Bee game (x) and dependent variable is students' speaking skill (y) in this case, the writer assumes that there is hypothetical causality between students' use spelling Bee game (x) as independent variable and students' speaking skill (y) as independent variable, in order to answer tentative answer of the problem in the research.

If the Students' that play speling bee game corectly and seriously. So the students will influence they speaking skill. In speaking skill, students should have good pronounciation when they spell each words. Therefore, students that usual practice spelling game has a great impact to students' speaking skill. To overcome the problem of teaching speaking, students need good spelling the word.

## 2. Paradigm

Paradigm means the way of irrespective which is need by someone or group to watch an indication or event based on the paradigm, so that someone or group can with on indication ${ }^{22}$.

[^12]Therefore, the paradigm of this research can be described as the following.

## Figure 1

## The Influence of Using Spelling Game Technique

## Toward the Students' Speaking Skill



Based on figure above, it can assume that the spelling bee game is a good, the students speaking skill is also good. So there positive and significant of using spelling bee game toward the students speaking performance. However, if the spelling bee game is bad, the students speaking skill is also bad. So there is no positive influence of using spelling bee game toward the students speaking skill.

## C. Hypothesis Formulation

1. Hypothesis Formulation

Hypothesis is attentive statement about the outcome of the research. Based on the theoretical framework and paradigm above, so in this research the hypothesis is formulated as follows:
a. Alternative Hypothesis (HA)

There is influence of spelling bee game toward the student's speaking skill to the eight grade of SMP Muhammadiyah Sekampung in academic year 2016/2017.
b. Null Hypothesis (H0)

There is no influence of spelling bee game toward the student's speaking skill to the eight grade of SMP Muhammadiyah Sekampung in academic year 2017/2018.

## 2. Statictical Hypothesis

If $=F_{0}>\mathrm{Ft}$
Ha is accepted and Ho is recjected

If $=\mathrm{F}_{0}<\mathrm{Ft}$

Ha is rejected and Ho is accepted

[^13]
## CHAPTER III

## RESEARCH METHOD

## A. Research Design

In this research, the researcher used a quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (particular statistics). ${ }^{1}$

According Daniel Muijs a quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics) ${ }^{2}$.

This research used two variables; they are independent variables ( X ) and dependent variable ( Y ). The independent variable is spelling bee game ( X ), and dependent variable $(\mathrm{Y})$ is speaking skill. In arranging the research, the writer used preexperimental design with one group pre-test and post-test.

The pre-test have been given before the experimental treatment and the post-test carried out after the experimental treatments. This research is intended to investigate whether there is a positive and significant influence of using spelling bee game

[^14]toward the students' speaking skill among eight grade of SMP Muhammadiyah Sekampung in academic year 2016/2017.

Therefore, the researcher used one class as an experimental class, the research design is follows:

| Class | Pretest | Treatment | Posttest |
| :--- | :--- | :--- | :--- |
| Exp. Class | T 1 | X | T 2 |

T1 : The result before the treatment called Pretest
X : Treatment by using Spelling Bee Game
T2 : The result after treatment called Posttest.
The pre-test have been given before the teacher give them the treatment and the post-test carried out after the teacher give them the treatment. This research is intended to investigate whether there is a positive and significant influence of using spelling bee game toward the students' speaking skill at eight grade of SMP Muhammadiyah Sekampung.

## B. Population and Sampling Technique

## 1. Population

The population is the group that want to generalize your discover. ${ }^{3}$ Moreover, the population of this research is the students at eight grade of SMP Muhammadiyah Sekampung in

[^15]academic year 2016/2017. It will be illustrated in pattern bellow:

Table 2

> The Population at Eight Grade of SMP Muhammadiyah Sekampung

| No | Grade | Numbers |
| :---: | :---: | :---: |
| 1. | 8 A | 25 |
| 2. | 8 B | 25 |
| Total Numbers | 50 |  |

Source: The School Archives, taken on Augustus 3, 2016.
From the table above, the population consists of two classes there are 50 students.

## 2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population ${ }^{4}$. The sample in this research is one class namely experimental class consist of 25 students, and the other one as control class consist of 25 students.

[^16]
## 3. Sampling Technique

According to Sugiyono "sample is part of the amount and characteristic which is owned by population". ${ }^{5}$ It means that sample is the part of population which presents that population which had researched. In this research, the reseacher used random cluster sampling. Random cluster sampling is a techique of taking sample which is take the sample randomly. The reason of using random total sampling is based on the total population.

## C. Definition of Variables

## 1. The Operational Definition of Variables

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied. ${ }^{6}$ There are two variables in this research which consist of using spelling technique and speaking skill. The operational definition of variables in this research as follows:
a. Independent Variables

The independent variables are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent

[^17]variable. Independent variable of this research is Spelling Bee Game as the variable (X).

In this research, researcher used observation to know about the condition of the student, especially in the score of speaking subject and also to know the media that uses by teacher when they are teaching speaking. Then, the researcher analyzed the data and write in the observation list, as the result of pre-survey data.

The researcher used the quantitative research, which pretest and post test design. In this design, the pretest and posttest intended to investigate whether using Spelling Bee Game media can be uses to influence speaking performance.

The researcher used oral test to know about students' speaking performance, include in the good category (75-83). Furthermore, in the fair category ( 68-74), bad category (60-68).

Moreover, the indicator of this variable as follows:

1) The students are able to spell the word clearly.
2) The students are able to build the confidence of their selves to speak English.

## b. Dependent Variable

Dependent Variable of this research is Students’ speaking skill (variable Y). Variable Y or dependent variable is measuring by a test.

In this research the student can explore their ideas with a good speaking. This variable can be measured by using oral test, that is monologue test. The test heve been given two times, which are before the treatment or called as pre-test and after the treatment or called as post test. The test is only 1 question that is to spell the word. The student get the score according to rubric measurement of descriptive speaking ability categories include fluency, pronunciation, vocabulary, grammatical accuracy and comprehension. And each categories has speaking score criteria include, good, fair, and bad. So the highest score is 100 as the total of the score speaking performance.

The indicator of oral test in speaking skill are :

1) The students are good in speaking. For oral communication, spelling correctly is needed know the meaning of word when they speak up.
2) The students are good in vocabulary. They cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.
3) The students are good in pronunciation. Pronunciation is the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.
4) The students are good in fluency. Fluency can be defined as the ability to speak fluently and accurately.

## A. Data Collecting Method

## 1. Test

## a. Pre-test

To know students' speaking performance before treatment, researcher used pre-test to get an information or data abou students' speaking skill' score without using spelling bee. In this research, the type of the test is oral test and the kind of this test is monologue. The data analyzed after the treatment has been given to the students.

## b. Post-test

The Post-test have been given after the treatment. For the example, the researcher give the students exercise to know their speaking skill. The type of test is oral test. In this research the kind of the test is monologue. Then, the data from the test compared to the pre-tests data. The post - test will finish after the treatment in order to find out whether using this game can influence of the students' speaking skill.

Whereas, the post-test have been given in the last meeting after treatment in order to find out whether the statement give any contribution to the students' speaking skill in the experimental class is higher than the control class or is there is significant different between the experimental class and the control class scores.

## 2. Documentation

In this research, the researcher used documentation as a data collecting method to get the visual and audio data that analyzed by the researcher. Whereas, documentation as the media which is used to get information from written language of document (for example: books, magazine, rule, note and others).

The researcher will get the data:
a. The researcher used the documentation method to get detail information about students' speaking skill, Documentation here about the score of students' speaking skill at eight grade of SMP Muhammadiyah Sekampung that is gotten from the English Teacher.
b. Documentation about the condition teachers, official employees and students of SMP Muhammadiyah Sekampung.

## 3. Observation

Observation is a data collection tool that was done by observing and recording systematically. This method is hoped that to get
information about the learning process, the facilities of there and the other.

## B. Research Instrument

The research instrument in this research hold the test which has explained follows:

## 1. Instrument Blueprint

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about speaking performance, so the research instrument which is used in present research is in the form of speaking skill test.

Here is the blue print, such as:
a. The instrument used in test in this research, it included the pre - test and post - test about English learning result. The writer used the oral test that is monologue tests. It consist of 1 item.
b. The instrument used in documentation method was documentation guidance, as follow; 1) Documentation about condition of the teachers and officials in the SMP Muhammadiyah Sekampung ; 2) Documentation about the students of SMP Muhammadiyah Sekampung ; 3).Documentation about the organization structure of SMP Muhammadiyah Sekampung.
c. The instrument used in observation method was observation guidance, as follow; Observation of the strategy that is used by the teacher in teaching speaking process,Observation the location sketch, Observation the establishmen, Observation about building of SMP Muhammadiyah Sekampung.

Instrument blueprint in this research is an illustration of the test consist of the indicate of each variabel. They are spelling bee game and speaking skill.

Table 4
Illustration of Independent and Dependent Variable

| No | Variable | Indicator | Form of test | Items |
| :--- | :--- | :--- | :--- | :---: |
| 1 | Independent <br> variable <br> (Spelling Bee <br> Game) | 1. Student can spell words <br> corectly. <br> 2. The students be able to <br> express their idea in | Oral Test <br> (speech) |  |
| 2 | Dependent <br> variable <br> (Speaking | 1. The student must be able <br> to understand about the <br> topic. <br> skill) | Oral test <br> (speech) | 1 |


|  | tospeak a short  <br> monologue about the  <br> words.      |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## C. Data Analysis Technique

To investigate whether there is the influence of spelling bee game towards students' speaking skill at eight grade of SMP Muahammadiyah Sekampung. The researcher used one class as experiment class that compared between pre test and post test. Here, the researcher used Chi-Square and T-test formula.

Chi-Square Many parametric models, possessing different characteristics, shapes, and properties, have been proposed in the literature ${ }^{7}$. These models are commonly used to develop parametric inferential methods. The inference developed and conclusions drawn based on these methods, however, that critically depend on the specific parametric model assumed for the analysis of the observed data. For this reason, several model validation techniques and goodness of fit tests have been developed over the years. The oldest and perhaps the most commonly used one among these is the chi-squared goodness of fit test proposed by Karl Pearson over a century ago.

[^18]Since then, many modifications, extensions, and generalizations of this methodology have been discussed in the statistical literature. test given by the formula of chi-square:

$$
X_{p}^{2}=\sum_{i j} \frac{(f t j-E t j) 2}{E_{t j}}
$$

$$
X_{p}^{2}=\text { chi-square }
$$

$$
\boldsymbol{\Sigma}=\text { population }
$$

$$
\mathbf{f E}=\text { high score }
$$

$$
\mathbf{t j} \mathbf{i}=\text { low score }
$$

$$
\mathbf{E}_{\mathbf{j}}=\text { responden }
$$

Here is the formulation of $t$-test:

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

Explanation:
t = Score of T-test
$\sum d=$ The total of differences betwen $\mathrm{X}_{1}-\mathrm{X}_{2}=\mathrm{D}$
$N \quad=$ Total subject ${ }^{8}$
${ }^{8}$ Suharsimi Arikunto, Prosedure Penelitian Suatu Pendekatan Praktek, (Jakarta: Rineka Cipta, 2006), p. 150

## CHAPTER IV <br> RESULT OF THE RESEARCH

## A. Description of Data

## 1. Research Setting

a. Short Story About the Establishment of SMP Muhammadiyah Sekampung.

SMP Muhammadiyah Sekampung is located on Jl. Raya Sekampung No.57, Giri Klopomulyo village that has wide about 5790 $\mathrm{m}^{2}$. It is having a distance about 1 km from district office of Sekampung. Junior High School Muhammadiyah Sekampung was founded in 1973. However, it began operating in 1974.

Since it was established the leader headmaster of the school had been changed as follow :
a. Drs. Jaidun Danu Wikarso (1973-1980)
b. A. Misbah Abu Hanafi (1980-1985)
c. M. Ali A.S. (1985-2002)
d. Drs. Sukri (2004-2007)
e. Tugino, S.Pd (2007-20011)
f. Eko Hariyanto, S.Pd (2011 until now)
b. The vision and mission of SMP Muhammadiyah Sekampung

1. The vision of Junior High School Muhammadiyah Sekampung
"The formation of students who excel, have a noble character, smart, achievement, and responsible."
2. The mission Junior High School Muhammadiyah Sekampung
a. Increasing the appreciation and practice of Islamic teaching "Amar Ma'ruf Nahi Munkar".
b. Implementing effective and efficient learning and guidance.
c. Improving the academic and non academic skills.
d. Improving the discipline and high work ethic and excellent service.
e. Establishing harmonious cooperation between the school community and the related environment.
c. School Identity of SMP Muhammadiyah Sekampung

Schools' name : SMP Muhammadiyah Sekampung
Schools’ address : Jl. Raya Sekampung No.57, Giri Klopomulyo, Sekampung, East Lampung

The status : Accredited B
d. Building Condition And School Fasilities

SMP Muhammadiyah Sekampung has a satisfy facilities to support both the learning process and extracurricular program it provides some extracurriculars such as :

1) Sport programs like futsal, football, and volleyball
2) OSIS, UKS, and Scouting Movement

Specifically, the facilities in SMP Muhammadiyah Sekampung as follows :

1) The headmasters' room
2) The administration room
3) The teachers' room
e. The total of the teachers and the students in SMP Muhammadiyah Sekampung

Junior High School Muhammadiyah Sekampung have 16 teachers, staff teachers, and 105 students. The total of the students devided some classes that can be identified as follow :

## Table 4

## The number of Junior High School Muhammadiyah

Sekampung East Lampung

| No | Class | Sex |  | Total |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Male | Female |  |
| 1. | VII (Seven) | $\mathbf{1 6}$ | $\mathbf{1 8}$ | $\mathbf{3 4}$ |
| 2. | VIII (Eight) | $\mathbf{1 9}$ | $\mathbf{3 1}$ | $\mathbf{5 0}$ |
| 3. | IX (Nine) | $\mathbf{8}$ | $\mathbf{1 3}$ | $\mathbf{2 1}$ |
| Total |  |  | 105 |  |

Source : Documentation of Junior High School Muhammadiyah Sekampung
a. Schools' map :


Source : Documentation of Junior High School Muhammadiyah Sekampung

## 2. Research Data

This research was conducted on tenth grade of SMP Muahammadiyah Sekampung which consist of two classes for about 25 students in control class ans 25 students in experiment class. This research was held from August 1st until August 12th 2017. The reseacher conducted her research by steps, the explanation as follow :
a. Pre-Test

The pre-test was given to all of the students in the first meeting in order to find out students' speaking skill, although it was held on August 1st and August 5th 2017.
b. Treatment

The reseacher gave the same material with different treatment for both of the classes, which is the control class treated without Spelling Bee Game and the experimental class using Spelling Bee Game. Moreover the treatment held on August 1st and August 5th 2017.
c. Post-test

The post-test was conducted to know the result of the students' speaking skill and it was held on August 8th and August 12th 2017.

Based on the steps above, the researcher got the result of the students' speaking skill score both of the experimental class and control class, the explanation as follow:

Table 8
The Result of Students Experimental Class Pre-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| NO | SUBJECT | FL | PR | VO | GR | IN | SCORE |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | AN | 16 | 13 | 12 | 11 | 11 | 63 |
| 2 | ADY | 18 | 16 | 16 | 12 | 10 | 72 |
| 3 | AAP | 16 | 13 | 12 | 11 | 11 | 63 |
| 4 | AYS | 16 | 12 | 12 | 7 | 9 | 56 |
| 5 | EY | 14 | 10 | 12 | 6 | 6 | 48 |
| 6 | FK | 16 | 10 | 10 | 9 | 7 | 52 |
| 7 | FAL | 18 | 13 | 14 | 8 | 14 | 67 |
| 8 | GC | 18 | 16 | 14 | 10 | 10 | 68 |
| 9 | JA | 18 | 13 | 12 | 9 | 11 | 63 |
| 10 | MZA | 18 | 16 | 14 | 9 | 11 | 68 |
| 11 | MJ | 22 | 16 | 16 | 10 | 8 | 72 |
| 12 | NR | 14 | 10 | 10 | 8 | 6 | 48 |
| 13 | PY | 20 | 16 | 14 | 12 | 10 | 72 |
| 14 | RN | 20 | 14 | 16 | 10 | 12 | 72 |
| 15 | RM | 18 | 16 | 14 | 9 | 11 | 68 |
| 16 | RLA | 16 | 12 | 12 | 9 | 7 | 56 |
| 17 | RDA | 16 | 12 | 12 | 7 | 9 | 56 |
| 18 | RP | 22 | 16 | 14 | 11 | 9 | 72 |
| 19 | SMA | 18 | 14 | 14 | 11 | 11 | 68 |
| 20 | SM | 22 | 14 | 12 | 10 | 12 | 70 |
| 21 | SA | 18 | 14 | 12 | 12 | 12 | 68 |
| 22 | SDA | 22 | 16 | 12 | 11 | 11 | 72 |
| 23 | SH | 18 | 14 | 12 | 12 | 12 | 68 |
| 24 | YA | 20 | 16 | 16 | 11 | 11 | 74 |
| 25 | ZA | 18 | 14 | 12 | 12 | 12 | 68 |
| Total |  |  |  |  |  | 1624 |  |
| Average |  |  |  |  | 64,96 |  |  |
| The highest score |  |  |  |  |  | 74 |  |
|  |  |  |  |  |  |  |  |


| The lowest | 48 |
| :--- | :---: |
| The number of the students who got 75 or <br> more | 0 |

Note :
$\mathrm{Fl}=$ Fluency
$\mathrm{Pr}=$ Pronounciation
Vo = Vocabulary
$\mathrm{Gr}=$ Grammatical Accuracy
In = Interactional Strategies
Based on the table above, the researcher measured the class interval using formula as follows:

R = the highest score - the lowest score
$=74-48$
$=26$
K $=1+3.3 \log n$
$=1+4.613=5.613$
$=6$
P $=\underline{R}$
K
$=\underline{26}$
6
$=4$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 9
Frequency Distribution as the Result of Experimental Class Pre-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| Interval | Frequency | Category | Percentages \% |
| :---: | :---: | :---: | :---: |
| $48-51$ | 2 | Low | $8 \%$ |
| $52-55$ | 1 | Low | $4 \%$ |


| $56-59$ | 3 | Low | $12 \%$ |
| :---: | :---: | :---: | :---: |
| $60-63$ | 4 | Low | $16 \%$ |
| $64-67$ | - | Low | $0 \%$ |
| $68-71$ | 7 | Average | $28 \%$ |
| $72-75$ | 8 | Average | $32 \%$ |
|  | 25 |  | $100 \%$ |

Based on the table of frequency distribution above, it can be inferred that no one students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students speaking skill is very low.

Furthermore, The Result of Students Control Class Pre-Test can be identified as follows:

Table 10
The Result of Students Control Class Pre-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| NO | SUBJECT | FL | PR | VO | GR | IN | SCORE |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | AKS | 16 | 14 | 12 | 6 | 8 | 56 |
| 2 | ADJ | 16 | 14 | 12 | 10 | 11 | 63 |
| 3 | AF | 16 | 14 | 12 | 6 | 8 | 56 |
| 4 | AA | 14 | 12 | 14 | 6 | 6 | 52 |
| 5 | BP | 20 | 16 | 16 | 12 | 12 | 76 |
| 6 | DF | 16 | 14 | 16 | 11 | 11 | 68 |
| 7 | DN | 18 | 14 | 16 | 11 | 9 | 68 |
| 8 | DCS | 16 | 14 | 16 | 8 | 9 | 63 |
| 9 | EA | 18 | 16 | 16 | 11 | 11 | 72 |
| 10 | ESR | 16 | 12 | 12 | 6 | 6 | 52 |
| 11 | FY | 18 | 16 | 18 | 9 | 11 | 72 |
| 12 | FDL | 20 | 18 | 16 | 11 | 11 | 76 |
| 13 | IP | 16 | 12 | 12 | 8 | 8 | 56 |
| 14 | IAN | 20 | 16 | 14 | 10 | 12 | 72 |


| 15 | J | 20 | 16 | 16 | 13 | 11 | 76 |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 16 | LLP | 16 | 12 | 12 | 10 | 6 | 56 |
| 17 | NF | 18 | 18 | 14 | 11 | 11 | 72 |
| 18 | PAS | 18 | 16 | 16 | 12 | 14 | 76 |
| 19 | PN | 16 | 16 | 14 | 13 | 9 | 68 |
| 20 | RA | 20 | 18 | 16 | 11 | 11 | 76 |
| 21 | TS | 16 | 12 | 12 | 8 | 8 | 56 |
| 22 | TS | 16 | 14 | 14 | 8 | 11 | 63 |
| 23 | YP | 16 | 12 | 12 | 6 | 6 | 52 |
| 24 | YL | 18 | 16 | 16 | 11 | 11 | 72 |
| 25 | ZA | 18 | 18 | 14 | 11 | 11 | 72 |
| Total |  |  |  |  |  |  |  |
| Average |  |  |  |  |  |  |  |
| The highest score |  |  |  |  |  |  |  |
| The lowest |  |  |  |  |  |  |  |
| The number of the students who got 75 or more | 5 |  |  |  |  |  |  |

## Note :

$$
\begin{aligned}
& \mathrm{Fl}=\text { Fluency } \\
& \mathrm{Pr}=\text { Pronounciation } \\
& \mathrm{Vo}=\text { Vocabulary } \\
& \mathrm{Gr}=\text { Grammatical Accuracy } \\
& \mathrm{In}=\text { Interactional Strategies }
\end{aligned}
$$

Based on the table above, the researcher then measured the class interval using formula as follows:
$\mathrm{R}=$ the highest score - the lowest score
$=76-52$
$=24$
$K=1+3.3 \log n$
$=1+4.613=5.613$
$=6$
$\mathrm{P}=\underline{R}$

$$
\begin{aligned}
& K \\
= & \underline{24} \\
= & 4
\end{aligned}
$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

## Table 11

Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| Interval | Frequency | Category | Percentages \% |
| :---: | :---: | :---: | :---: |
| $52-55$ | 3 | Low | $12 \%$ |
| $56-59$ | 5 | Low | $20 \%$ |
| $60-63$ | 3 | Low | $12 \%$ |
| $64-67$ | - | Low | $0 \%$ |
| $68-71$ | 3 | Average | $12 \%$ |
| $72-75$ | 6 | Average | $24 \%$ |
| $76-79$ | 5 | High | $20 \%$ |
|  | 25 |  | $100 \%$ |

Based on the table of frequency distribution above, it can be inferred that there were only 5 (20\%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be inferred that the students speaking skill is low.
a. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students speaking skill before and
after a treatment was given. And the data of post-test score at the control class as follows:

Table 12
The Result of Students Control Class Post-Test at the Eighth Grade of SMP Muhammadiyah sekampung

| NO | SUBJECT | FL | PR | VO | GR | IN | SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | AKS | 18 | 14 | 14 | 8 | 9 | 63 |
| 2 | ADJ | 18 | 14 | 12 | 12 | 11 | 67 |
| 3 | AF | 16 | 12 | 14 | 9 | 9 | 60 |
| 4 | AA | 16 | 12 | 12 | 7 | 8 | 55 |
| 5 | BPP | 18 | 16 | 16 | 10 | 12 | 72 |
| 6 | DF | 20 | 18 | 16 | 11 | 11 | 76 |
| 7 | DN | 18 | 16 | 16 | 11 | 11 | 72 |
| 8 | GC | 16 | 15 | 16 | 9 | 11 | 67 |
| 9 | JA | 18 | 16 | 14 | 12 | 12 | 72 |
| 10 | MZA | 14 | 12 | 14 | 8 | 8 | 56 |
| 11 | MJ | 16 | 14 | 16 | 14 | 12 | 72 |
| 12 | NR | 20 | 14 | 16 | 12 | 10 | 72 |
| 13 | PY | 16 | 16 | 14 | 9 | 11 | 66 |
| 14 | RN | 18 | 16 | 16 | 11 | 11 | 72 |
| 15 | RM | 22 | 18 | 18 | 11 | 9 | 78 |
| 16 | RLA | 16 | 14 | 14 | 8 | 8 | 60 |
| 17 | RDA | 20 | 16 | 16 | 11 | 9 | 72 |
| 18 | RP | 22 | 16 | 16 | 13 | 11 | 78 |
| 19 | SMA | 18 | 16 | 12 | 11 | 11 | 68 |
| 20 | SM | 18 | 18 | 14 | 11 | 14 | 75 |
| 21 | SA | 14 | 12 | 12 | 9 | 9 | 56 |
| 22 | SDA | 16 | 16 | 12 | 12 | 11 | 67 |
| 23 | SH | 14 | 14 | 12 | 8 | 8 | 56 |
| 24 | YA | 16 | 16 | 16 | 12 | 12 | 72 |
| 25 | ZA | 20 | 16 | 14 | 11 | 9 | 70 |
| Total |  |  |  |  |  |  | 1694 |
| Average |  |  |  |  |  |  | 67,76 |
| The highest score |  |  |  |  |  |  | 78 |
| The lowest |  |  |  |  |  |  | 55 |
| The number of the students who got 75 or more |  |  |  |  |  |  | 4 |

Note:
$\mathrm{Fl}=$ Fluency
$\mathrm{Pr}=$ Pronounciation
Vo = Vocabulary
$\mathrm{Gr}=$ Grammatical Accuracy
In = Interactional Strategies

Based on the table above, the researcher then measured the class interval using formula as follows:
$\mathrm{R}=$ the highest score - the lowest score
$=78-56$
$=22$
$K=1+3.3 \log n$
$=1+4.613=5.613$
$=6$
$\mathrm{P}=\underline{\mathrm{R}}$
K
$=\underline{22}$
6
$=3.7=4$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 13
Frequency Distribution as the Result of Control Class Post-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| Interval | Frequency | Category | Percentages \% |
| :---: | :---: | :---: | :---: |
| $56-59$ | 4 | Low | $16 \%$ |
| $60-63$ | 3 | Low | $12 \%$ |
| $64-67$ | 4 | Average | $16 \%$ |
| $68-71$ | 2 | Average | $8 \%$ |
| $72-75$ | 8 | Average | $32 \%$ |
| $76-79$ | 4 | High | $16 \%$ |
|  | 25 |  | $100 \%$ |

Based on the table of frequency distribution above, it can be inferred that there were only 4 ( $16 \%$ ) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students speaking skill is still low.

The researcher also conducted post-test for the experimental class. The result of the students post-test at the experimental class can be identified as follows:

Table 14
The Result of Students Experimental Class Post-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| NO | SUBJECT | FL | PR | VO | GR | IN | SCORE |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | AN | 22 | 18 | 16 | 12 | 13 | 81 |
| 2 | ADY | 24 | 18 | 18 | 13 | 15 | 88 |
| 3 | AAP | 18 | 16 | 16 | 12 | 10 | 72 |
| 4 | AYS | 18 | 14 | 14 | 9 | 8 | 63 |
| 5 | EYS | 16 | 14 | 12 | 6 | 8 | 56 |
| 6 | FK | 18 | 16 | 14 | 8 | 12 | 68 |
| 7 | FAL | 20 | 16 | 14 | 10 | 12 | 72 |
| 8 | GC | 24 | 18 | 18 | 14 | 14 | 88 |


| 9 | JA | 22 | 16 | 16 | 11 | 11 | 76 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | MZA | 18 | 16 | 14 | 11 | 9 | 68 |
| 11 | MJ | 20 | 16 | 16 | 12 | 12 | 76 |
| 12 | NR | 18 | 14 | 12 | 9 | 8 | 61 |
| 13 | PY | 24 | 18 | 16 | 13 | 14 | 85 |
| 14 | RN | 22 | 16 | 16 | 12 | 11 | 77 |
| 15 | RM | 20 | 16 | 16 | 12 | 12 | 76 |
| 16 | RLA | 20 | 16 | 14 | 11 | 11 | 72 |
| 17 | RDA | 18 | 14 | 12 | 9 | 8 | 61 |
| 18 | RP | 20 | 18 | 16 | 14 | 13 | 81 |
| 19 | SMA | 18 | 14 | 14 | 9 | 8 | 63 |
| 20 | SM | 20 | 16 | 16 | 11 | 9 | 72 |
| 21 | SA | 22 | 18 | 16 | 12 | 13 | 81 |
| 22 | SDA | 20 | 18 | 16 | 11 | 13 | 78 |
| 23 | SH | 18 | 14 | 14 | 11 | 11 | 68 |
| 24 | YA | 20 | 18 | 16 | 11 | 11 | 76 |
| 25 | ZA | 20 | 18 | 16 | 12 | 11 | 77 |
| Total |  |  |  |  |  |  | 1836 |
| Average |  |  |  |  |  |  | 73,44 |
| The highest score |  |  |  |  |  |  | 88 |
| The lowest |  |  |  |  |  |  | 56 |
| The number of the students who got 75 or more |  |  |  |  |  |  | 13 |

Note :
$\mathrm{Fl}=$ Fluency
$\mathrm{Pr}=$ Pronounciation
Vo = Vocabulary
$\mathrm{Gr}=$ Grammatical Accuracy
In = Interactional Strategies
Based on the table above, the researcher then measured the class interval using formula as follows:
$\mathrm{R}=$ the highest score - the lowest score

$$
\begin{aligned}
& =88-56 \\
& =32
\end{aligned}
$$

$$
\begin{aligned}
\mathrm{K} & =1+3.3 \log \mathrm{n} \\
& =1+4.613=5.613 \\
& =6 \\
P & =\underline{R} \\
& \mathrm{~K} \\
& =\underline{32} \\
& =5.33=5
\end{aligned}
$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 15
Frequency Distribution as the Result of Experimental Class Post-Test at the Eighth Grade of SMP Muhammadiyah Sekampung

| Interval | Frequency | Category | Percentages \% |
| :---: | :---: | :---: | :---: |
| $56-60$ | 1 | Low | $4 \%$ |
| $61-65$ | 4 | Low | $16 \%$ |
| $66-70$ | 3 | Average | $12 \%$ |
| $71-75$ | 4 | Average | $16 \%$ |
| $76-80$ | 7 | High | $28 \%$ |
| $81-85$ | 4 | High | $16 \%$ |
| $86-90$ | 2 | High | $8 \%$ |
|  | 25 |  | $100 \%$ |

Based on the table of frequency distribution above, it can be inferred that there were 13 (52\%) students passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students speaking skill in post test was increased or high.

## B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t -test

The researcher used $t$-test in order to prove whether there is any positive influence between experimental class which received the treatment using Spelling Bee Game Media and control class which didn't receive treatment using Spelling Bee Game Media at the Eight Grade of SMP Muhammadiyah Sekampung, as follows:
a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 16
The Authentic Table of the Differences between Experimental Class and Control Class at the Eight Grade of SMP Muhammadiyah Sekampung

| NO | Control Class |  |  |  | NO | Experimental Class |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Subject | Pre- <br> Test <br> (X1) | Post- <br> Test <br> (X2) | Difference <br> (X) |  | Subject | Pre- <br> Test <br> (Y1) | Post- <br> Test <br> (Y2) | Difference <br> (Y) |
| 1. | AKS | 56 | 63 | 7 | 1. | AN | 63 | 81 | 18 |
| 2. | ADJ | 63 | 67 | 4 | 2. | ADY | 72 | 88 | 16 |
| 3. | AF | 56 | 60 | 4 | 3. | AAP | 63 | 72 | 9 |
| 4. | AA | 52 | 56 | 4 | 4. | AYS | 56 | 63 | 7 |


| 5. | BPP | 76 | 72 | -4 | 5. | EYS | 48 | 56 | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6. | DF | 68 | 76 | 8 | 6. | FK | 52 | 68 | 16 |
| 7. | DN | 68 | 72 | 4 | 7. | FAL | 63 | 72 | 9 |
| 8. | DCS | 63 | 67 | 4 | 8. | GC | 68 | 88 | 20 |
| 9. | EA | 72 | 72 | 0 | 9. | JA | 63 | 78 | 15 |
| 10. | ESR | 52 | 56 | 4 | 10. | MZA | 68 | 68 | 0 |
| 11. | FY | 72 | 72 | 0 | 11. | MJ | 72 | 76 | 4 |
| 12. | FDL | 76 | 72 | -4 | 12. | NR | 48 | 61 | 13 |
| 13. | IP | 56 | 60 | 4 | 13. | PY | 72 | 85 | 13 |
| 14. | IAN | 72 | 72 | 0 | 14. | RN | 72 | 77 | 5 |
| 15. | J | 76 | 78 | 2 | 15. | RM | 68 | 76 | 8 |
| 16. | LLP | 56 | 60 | 4 | 16. | RLA | 56 | 72 | 16 |
| 17. | NF | 72 | 72 | 0 | 17. | RDAY | 56 | 61 | 5 |
| 18. | PAS | 76 | 78 | 2 | 18. | RP | 72 | 81 | 9 |
| 19. | PN | 68 | 68 | 0 | 19. | SMA | 68 | 63 | -5 |
| 20. | RA | 76 | 76 | 0 | 20. | SM | 72 | 72 | 0 |
| 21. | TS | 56 | 56 | 0 | 21. | SA | 68 | 81 | 13 |
| 22. | TS | 63 | 67 | 4 | 22. | SDA | 72 | 78 | 2 |
| 23. | YP | 52 | 56 | 4 | 23. | SH | 68 | 68 | 0 |
| 24. | YL | 72 | 72 | 0 | 24. | YA | 74 | 76 | 2 |
| 25. | ZA | 74 | 70 | 2 | 25. | ZA | 68 | 77 | 9 |
| The Result |  | 1643 | 1690 | $\sum \mathrm{X}=53$ | The Result |  | 1622 | 1838 | $\Sigma \mathrm{Y}=212$ |

b. Putting the data into $t$-test formula in order to get $\mathrm{t}_{\text {observed }}$ :

$$
\begin{aligned}
& M_{x}=\underline{53}=2.12 \\
& \Sigma \mathrm{X}^{2}=\Sigma \mathrm{X}^{2}-\frac{(\Sigma \mathrm{X})^{2}}{\mathrm{~N}} \\
& =317-\underline{(53)^{2}} \\
& 25 \\
& \mathrm{M}_{\mathrm{y}}=\underline{212}=8.48 \\
& \sum y^{2}=\sum \mathrm{Y}^{2}-\frac{\left(\sum \mathrm{Y}\right)^{2}}{\mathrm{~N}} \\
& =2824-\underline{(212)^{2}} \\
& =317-\frac{2809}{25} \\
& =317-112.36 \\
& \sum x^{2}=204.4 \\
& \sum y^{2}=1026.24
\end{aligned}
$$

Therefore the researcher counted by using the formula of $t$-test as follow:

$$
\begin{aligned}
t & =\frac{M x-M y}{\sqrt{\left(\frac{\sum X^{2}+\sum Y^{2}}{N_{x}+N_{y}-2}\right)\left(\frac{1}{N_{x}}+\frac{1}{N_{y}}\right)}} \\
\mathrm{t} & =\frac{2.12-8.48}{\sqrt{\left(\frac{204.4+1026.24}{25+25-2}\right)\left(\frac{1}{25}+\frac{1}{25}\right)}} \\
& =\frac{+6.36}{\sqrt{\left(\frac{1230.64}{48}\right)\left(\frac{2}{25}\right)}} \\
& =\frac{+6.36}{\sqrt{(25.638 x 0.08)}} \\
& =\frac{6.36}{\sqrt{2.05104}}=\frac{6.36}{1.432}=4.441
\end{aligned}
$$

Moreover, after putting the data above into formula $t$-test, the researcher got $\mathrm{t}_{\text {observed }}$ is 4.441 .

1. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Spelling Bee Game Media at the Eighth Grade of SMP Muhammadiyah Sekampung, as follows:
a. Preparing the table distribution frequency of pre-test and post-test in experimental class (8.1)

Table 17
Distribution Frequency of Pre-Test And Post-Test In Experimental Class (8.1)

| Variables | Category |  |  | Total |
| :---: | :---: | :---: | :---: | :---: |
|  | High | Fair | Low |  |
| Pre-Test | 0 | 15 | 10 | 25 |
| Post-Test | 13 | 7 | 5 | 25 |
| Total | 13 | 22 | 15 | 50 |

b. Putting the data into Chi-Square analysis technique in order to get $\chi^{2}{ }_{\text {observed }}$.

$$
\chi^{2}=\quad \frac{\left(f_{o-}-f_{h}\right)^{2}}{f_{h}}
$$

Table 18
Testing of The Data

| Sel: | $f_{o}$ | $f_{h}=\frac{\operatorname{CnxRn}}{N}$ | $f_{o}-f_{h}$ | $\left(f_{o}-f_{h}\right)^{2}$ | $\left(f_{\underline{o}}-f_{h}\right)^{2}$ <br> $f_{h}$ |
| :---: | :--- | :--- | :--- | :--- | :--- |
| 1 | 0 | 6.5 | -6.5 | 42.25 | 6.5 |
| 2 | 15 | 11 | 4 | 16 | 1.454 |
| 3 | 10 | 7.5 | 2.5 | 6.25 | 0.833 |
| 4 | 13 | 6.5 | 6.5 | 42.25 | 6.5 |
| 5 | 7 | 11 | -4 | 16 | 1.454 |
| 6 | 5 | 7.5 | -2.5 | 6.25 | 0.833 |
| $\Sigma$ | $\mathbf{5 0}$ | $\mathbf{5 0}$ |  | $\mathbf{0}$ | $\mathbf{1 2 9}$ |

Moreover, after putting the data above into Chi-Square analysis, the researcher got $\chi^{2}$ observed is 17.574

## C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Spelling Bee Game Media on the students speaking skill at the eighth grade of SMP Muhammadiyah sekampung.
2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Spelling Bee Game Media on the students speaking skill at the eighth grade of SMP Muhammadiyah Sekampung.

Furthermore, after Ha and Ho has formulated, the researcher consulted $\mathrm{t}_{\text {observed }}$ to $\mathrm{t}_{\text {table }}$ and $f_{o}$ to $f_{h}$ as follows: If $\mathrm{t}_{\text {observed }}>\mathrm{t}_{\text {table }}$ and $\boldsymbol{\chi}^{2}{ }_{\text {observed }}>\boldsymbol{\chi}^{2}$ table , So Ha is accepted and Ho is rejected.

If $\mathrm{t}_{\text {observed }}<\mathrm{t}_{\text {table }}$ and $\boldsymbol{\chi}^{2}{ }_{\text {observed }}<\boldsymbol{\chi}^{2}$ table, , So Ha is rejected and Ho is accepted.

It means that if the $\mathrm{t}_{\text {observed }}$ is higher than $\mathrm{t}_{\text {table }}$ (there is a positive influence) and $\chi^{2}{ }_{\text {observed }}>\chi^{2}$ table (there is a significant influence), Ha is accepted and Ho is rejected. On the other way, if the $t_{\text {observed }}$ is smaller than $\mathrm{t}_{\text {table }}$ (there is no a positive influence) and $\chi^{2}$ observed $<$ $\chi^{2}$ table (there is no a significant influence), Ha is rejected and Ho is accepted.

## 1. Interpretation of $t_{\text {observed }}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of $\mathrm{t}_{\text {observed }}$ is 4.441 . If the researcher interprets it base on the concept above. It can be infered that there is a positive influence of using Spelling Bee Game Media on the students speaking skill at the Eighth Grade of SMP Muhammadiyah Sekampung.
a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Spelling Bee Game Media on the students speaking skill at the eighth grade of SMP Muhammadiyah Sekampung.

To know the critical value of $\mathrm{t}_{\text {table }}$, the researcher firstly counted degrees of freedom (d.f), as follows:
d.f $=N_{x}+N_{y}-2$.
d.f $=N_{x}+N_{y}-2$
$=25+25-2$
$=48$
The degrees of freedom (d.f) was 48, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 19
Critical Value of $\mathrm{t}_{\text {table }}$

|  | $5 \%$ | $1 \%$ |
| :---: | :---: | :---: |
| d.f 48 | 2.682 | 2.406 |

From all data analysis above, it can be known that:
$\mathrm{t}_{\text {observed }} \quad=4.441$
$\mathrm{t}_{\text {table }} \quad=2.682(5 \%)$ and $2.406(1 \%)$
Furthermore, the data confirm that $\mathrm{t}_{\text {observed }}$ is higher than $\mathrm{t}_{\text {table }}$, or it can be written as $2.682<4.441>2.406$. It means that there is a positive influence of using Spelling Bee Game Media on the
students speaking skill at the Eighth Grade of SMP Muhammadiyah Sekampung.

## 2. Interpretation of $\boldsymbol{\chi}^{2}$ observed

After analyzing the data in hypothesis testing, the researcher found that the critical value of $\boldsymbol{\chi}^{2}{ }_{\text {observed }}$ is 17.574 . If the researcher interprets it base on the concept of hypothesis. It can be infered that there is a significant influence of using Contextual Teaching and Learning (CTL) on the students speaking skill at the Eighth Grade of SMP Muhammadiyah Sekampung.
a. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Spelling Bee Game Media on the students writing skill at the eighth grade of SMP Muhammadiyah Sekampung.

To know the critical value of $\chi^{2}$ table, the researcher firstly counted degree of freedom (d.f), as follows:
d.f $=($ Column - 1$)($ Row -1$)$
d.f $=(3-1)(2-1)$
d.f $=(2)(1)=2$

The degrees of freedom (d.f) was 2, the researcher was able to find it in $\chi^{2}$ table.

Table 20

| Critical Value of $\chi^{2}$ table |  |  |  |
| :---: | :---: | :---: | :---: |
|  | $5 \%$ | $1 \%$ |  |
| d.f 2 | 5.99 | 9.21 |  |

From all data analysis above, it can be known that:
$\chi^{2}{ }_{\text {observed }}=17.574$ $\chi^{2}{ }_{\text {table }} \quad=5.99(5 \%)$ and $9.21(1 \%)$

Furthermore, the data confirm that $\chi^{2}$ observed is higher than $\chi^{2}{ }_{\text {table }}$ or it can be written as $5.99<17.574>9.21$. There are high or significant difference between $\chi^{2}$ bserved and $\chi^{2}$ table. It means that there is a significant influence of using Spelling Bee Game Media on the students speaking skill at the Eighth Grade of SMP Muhammadiyah Sekampung.

Regarding to the all the finding above, the data confirm that $t_{\text {observed }}$ is higher than $t_{\text {table }}$ (there is a positive influence) and $\chi^{2}{ }_{\text {observed }}>\chi^{2}{ }_{\text {table }}$ (there is a significant influence). It means that Ha is accepted and Ho is rejected. On the other word, there is a positive and significant influence of Spelling Bee Game Media on the students speaking skill at the eighth grade of SMP Muhammdiyah Sekampung.

## D. Limitations

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

Some students did not care more about spelling a word. So, they have some errors in their speaking. Moreover, there were some students dont know the meaning of the word and how to spell. Though they had been finished to open a dictionary and, they still confuse to spell the words.

This research was conducted at the Eighth Grade of SMP Muhammadiyah Sekampung, so the result was limited only to this grade in this school. Moreover, this research was held in academic year 2016/2017 and then the result of this research is only for that year. It means this research is not generally accepted

## CHAPTER V

## CONCLUSION AND SUGGESTION

## A. Conclusion

After analyzing the data by using $t$-test formula, the researcher found that the critical value of $\mathrm{t}_{\text {observed }}$ is 4.441 . Then, considering the $\mathrm{t}_{\text {table }}$ by using df.48, the researcher found it in the table. So it's not done interpolation, and as the result, from df 48, it can be known that the critical value of $\mathrm{t}_{\text {table }}$ for the $5 \%$ level is 2.682 and for the $1 \%$ level is 2.406 . Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of $\boldsymbol{\chi}^{2}{ }_{\text {observed }}$ is 17.574 . Then, considering the $\boldsymbol{\chi}^{2}$ table by using df.2, the researcher found it in the table. The critical value of $\boldsymbol{\chi}^{2}$ table for the (5\%) level is 5.99 and for the $(1 \%)$ level is 9.21 .

From those all of the data analysis, it can be seen that $\mathrm{t}_{\text {observed }}$ (4.441) is higher than $\mathrm{t}_{\text {table }}(5 \%=2.682,1 \%=2.406)$, or it can be written as $(2.682<$ 7.279>2.406). It means there is a positive influence. Beside that, the data confirm that $\chi^{2}{ }_{\text {observed }}$ is higher than $\chi^{2}$ table or it can be written as 5.99 $<17.574>9.21$. There are high or significant difference between $\chi^{2}{ }_{\text {observed }}$ and $\chi^{2}$ table. It means that there is a significant influence.

Therefore, it can be infered that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of using Spelling Bee Game Media on the students speaking skill at the Eighth Grade of SMP Muhammadiyah sekampung.

## B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

The teacher should choose a great media in teaching English especially in speaking class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great media in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.
2. For The Students
a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
b. The students should to care more about vocabulary and pronnounciation in their writing.
c. The students are suggested to improve their speaking skill.
3. For The School
a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning speaking.
b. The school is recommended to make the further study in applying Spelling Bee Game which is done by the teacher in learning writing.


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