THE EFFECTIVENESS OF SPELLING BEE TO STUDENTS'
VOCABULARY MASTERY AT SECOND GRADE
OF JUNIOR HIGH SCHOOL

UNDERGRADUATE THESIS

Submitted to Universitas Islam Negeri Kiai Haji Achmad Siddiq of Jember
to fulfill one of the requirements for the degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

by:

AURA SYAHIDA PUTRI DEWANTI
SRN: T20186027

KIAI HAJI ACHMAD SIDDIQ STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
NOVEMBER 2022

THE EFFECTIVENESS OF SPELLING BEE TO STUDENTS'
VOCABULARY MASTERY AT SECOND GRADE
OF JUNIOR HIGH SCHOOL

UNDERGRADUATE THESIS

Submited to Universitas Islam Negeri Kiai Haji Achmad Siddiq of Jember
To fulfill one of the requirements for the degree
Of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

Aura Syahida Putri Dewanti
SRN: T20186027

Advisor:

Ninuk Indrayani, M.Pd
NIP.19780210 200912 2 002

ii

THE EFFECTIVENESS OF SPELLING BEE TO STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF JUNIOR HIGH SCHOOL

UNDERGRADUATE THESIS

Has been examined and approved as the requirements to obtained a teachers'
degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Monday
Date: 07th November 2022

The Board of Examiners

Chairman	Secretary
As'ari, M.Pd.I	Aminullah, M.Pd
NIP. 19760915 200501 1 004	NIP. 19770527 201411 1 001

Members:

1. H. Moch Imam Machfudi, S.S., M.Pd, Ph.D ( )

2. Ninuk Indrayani, M.Pd ( )

Approved by
Dean of Faculty Tarbiyah and Teacher Training

Prof. Dr. Hj. Mukni'ah, M.Pd.I.
NIP. 19640511 199903 2 001

iii

MOTTO

وَمَآ اَرْسَلْنَا مِنْ رَّسُوْلٍ اِلَّا بِلِسَانِ قَوْمِهٖ لِيُبَيِّنَ لَهُمْۗ فَيُضِلُّ اللّٰهُ مَنْ يَّشَاءُ وَيَهْدِيْ مَنْ يَّشَاءُ ۗوَهُوَ الْعَزِيْزُ الْحَكِيْمُ ٤

Meaning :"We have not sent a messenger except in the language of his people to clarify (the message) for them. Then Allah leaves whoever He wills to stray and guides whoever He wills. And He is the Almighty, All-Wise". Ibrahim.4.[*]

---
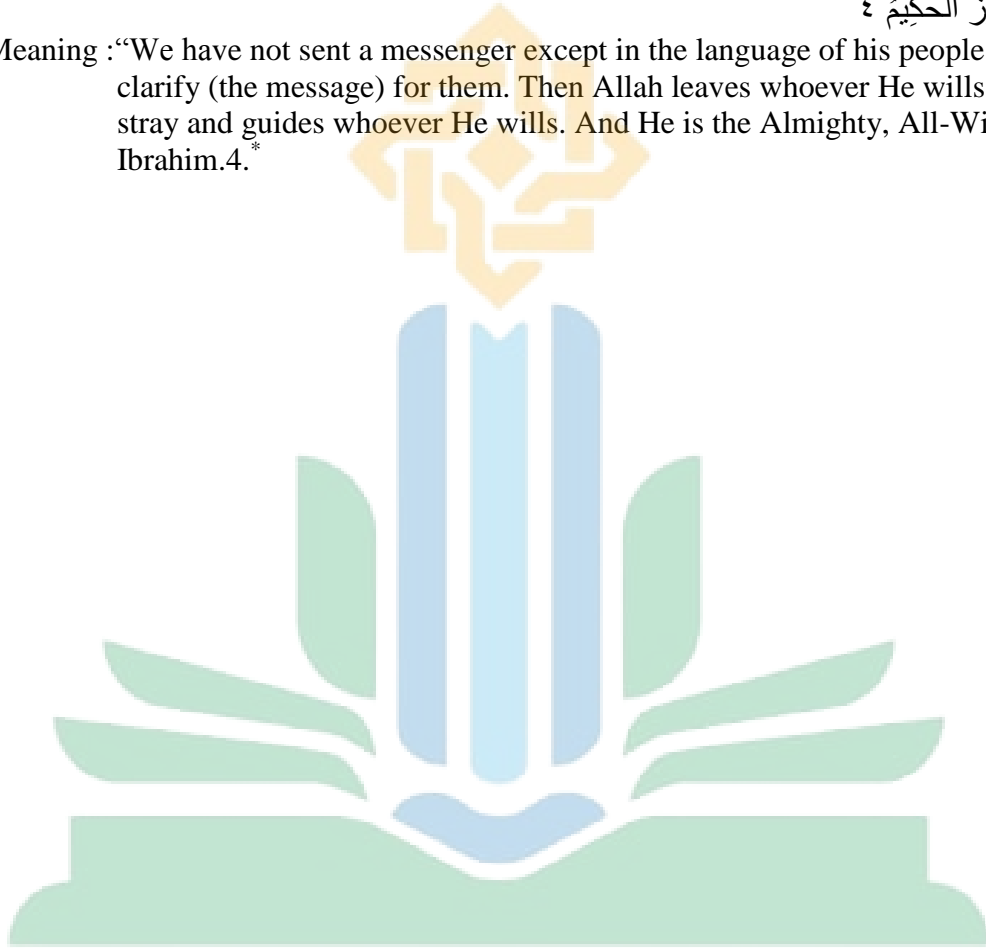
[*] "Quran Translation in English", Mustafa Khattab accessed November 07,2022, httpss://www.alim.org/quran/compare/surah/14/4/

.DEDICATION

The researcher dedicated this research to :

1. My parents, Ragun Sadewa and Iswanti Rahayu for educated, prayed, loved, and motivated the researcher until the researcher in this phase. May Allah return your fortune and happiness.

2. My grandparents, M. Fajri and Ruswati Gani, M. Samu'in and Rustantin Gani for never stopped praying the researcher, and motivated the researcher to finished the undergraduate thesis. May Allah give them a healthy life and return their fortune.

3. My brother, M. Ahva Zhafir who always comforts, prays, and supports the researcher every day.

4. My friends that the researcher cannot mention one by one. Thank you very much for helping and motivating the researcher to finished this undergraduate thesis.

5. Students in 8C have been very cooperative in class. Thank you for helping the researcher take the data. May Allah make everything easier for them.

ACKNOWELEDGMENT

Alhamdulillahi Rabbil' Alamin, the researcher would like to express All Praise be to Allah the lord of the words for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessing from Allah SWT. Be upon to the Muhammad SAW. who has brought the human being from the darkness into the lightness.

It is a precious thing that the researcher finally accomplished the undergraduate thesis that entitled "The Effectiveness of Spelling Bee to Students' Vocabulary at Second Grade of Junior High School". It is presented to the faculty of Tarbiyah and Teacher Training in a partial fulfillment of the requirements for the degree of S.Pd. in English Education Program.

During write this undergraduate thesis, the researcher realized that the researcher received much assistance, suggestion and advice from many people. Without the assistance, suggestion and advice, this undergraduate thesis would never have existed. Therefore, the researcher would also like to express her appreciation and sincere thanks to:

1. Prof. Dr. H. Babun Suharto, S.E., M.M., as the Rector of UIN Kiai Haji Achmad Siddiq Jember.

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training.

3. Dr. Rif'an Humaidi, M.Pd.I,. as the Chief of Language Education Department.

4. As'ari, M.Pd.I., as the Chief of English Education Program.

5. Ninuk Indrayani, M.Pd., as the supervisor who always give motivation suggestion and advice during the writing of this undergraduate thesis.

6. Dewi Astuti, M.Pd., as the principal of SMP Negeri 2 Banyuwangi.

7. Winarno, S.Pd as assistant principal of academic affairs and currcicullum.

8. Wahyuning Eka Aprilia, S.Pd as the English teacher of VIII C who helped the researcher during the research.

May Allah SWT. Repay all of the kindness of the people who helped the researcher finished this undergraduate thesis. The researcher realize that this undergraduate thesis might have some weakness, The researcher hopes this undergraduate thesis will useful in the future.

Jember, October 20, 2022

Writer

vii

ABSTRACT

Aura Syahida Putri Dewanti, 2022: *The Effectiveness of Spelling Bee to Students' Vocabulary Mastery at Second Grade of Junior High School.*

Keywords: Students' Vocabulary Mastery, Spelling Bee

Vocabulary is a basic of learning English, because it is one of essential elements in English. Wilkis as cited in Thorbury states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From that statements it can be conclude that mastering vocabulary makes students easier to learn four English skills. Based on interview with the English teacher in SMP Negeri 2 Banyuwangi, most of students have difficulty in learning English because they are not mastering vocabulary. There are many ways to increase vocabulary of the students, and in this research the researcher used spelling bee game.

The research question: "Is there any significant effect of spelling bee to students' vocabulary mastery at second grade of junior high school?". The research aims: to investigate whether or not there is effect of spelling bee to students' vocabulary at second grade of junior high school.

This research uses quantitative approach with an pre-experimental research design, one group pretest and posttest. The sample of this research 32 students. This research uses Content Validity which is tested by comparing the contents of the instrument with the syllabus. The istrument of this research was vocabulary test used in pretest and posttest to collect the data. After collecting the data, the researcher analyzed data by using paired sample T-Test to know the differences before students get the spelling bee and after get the spelling bee.

The finding of this research showed that the average score of the posttest is 90,37 and the average score of the pretest is 71,68. It showed that the post-test is higher than the pretest. Then, the result of the paired sample T-test using SPSS 25.0 showed that the T_{count} is -9,541 with significant 2-tailed = 0,000<0,05 and the T_{table} is 2,750. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that spelling bee can improve students' vocabulary.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. **Research Background**

Language is a communication tool used by humans to communicate with others. Language makes humans have a relation with others. People can get the information, build the business transaction, and so forth. The advantage of language is to express the idea and the feeling. Language also functions as a tool for survival and self-development[2]. Moreover, Language is the identity of the country. Every country in this world has a different language, and one of them is English.

English is an international language which has been recognized around the world. English is used by almost all of the world's population for communication for business, science and technology, international relations, and diplomacy. Therefore, English has a significant role in this world. Some countries use English as their second language, which is used to communicate daily and combined with their mother language. For example: Malaysia, Singapore, Kenya, Zimbabwe, Ireland, and many more. Some countries consider English as a foreign language, so they use their mother language to communicate. The example is Indonesia. Even though Indonesia considers English as a foreign language, English lessons are included in the curriculum in Indonesia. Learning English is very important as an essential skill used in working which will be passed by students.

---

[2] Nurul Wahidah, "The Effectiveness of Spelling Bee Game on Students Vocabulary Mastery". (Undergraduate Thesis, UIN Syarif Hidayatullah, Jakarta, 2018),1.

God created human to live with others. To make good relation with other people, the human must communicate with others. A human being created by God has a brain and mind for thinking, eyes for seeing, ears for listening, and a heart for feeling and understanding. God created those abilities for human can communicate to have a good relationship. Relates to Al-Qur'an Surah An-Nahl Verse 78 :

وَاللّٰهُ اَخْرَجَكُمْ مِّنْ بُطُوْنِ اُمَّهٰتِكُمْ لَا تَعْلَمُوْنَ شَيْـًٔاۙ وَّجَعَلَ لَكُمُ السَّمْعَ وَالْاَبْصَارَ وَالْاَفْـِٕدَةَ ۙ لَعَلَّكُمْ تَشْكُرُوْنَ ٧٨

Meaning : "And Allah brought you out of the wombs of your mothers while you knew nothing, and gave you hearing, sight, and intellect so perhaps you would be thankful[3].

Munoz in Venecia stated that learning a language, especially English becomes an essential need, even though elementary students have an should grow in the globalized world[4]. The school has an obligation to provide English lessons to prepare students future. Teaching English to students is one of the biggest challenges for teachers because many students do not understand English. Students do not use English daily, and learn English since school.

English has four skills that must be mastered. There are Listening, Speaking, Reading and Writing, but to master four skills, students must master the vocabulary. One of the most critical components that support mastery of English is Vocabulary. It has a primary role in all English skills. If the learner does not master vocabulary, they will have difficulty learning English, even those who show mastery in grammar might struggle to express ideas in

---

[3] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, Translation of the Meanings of the Noble Qur'an in the English Language, terj (Madinah: King Fahd Complex),876.

[4] Venecia Tejada Reyes, "Psychological Personality Factors in Learning English Foreign Language". 2018.II

English. Moreover, vocabulary knowledge plays an essential role in learning English. A learner's ability will be readily accepted if that person masters the vocabulary. If learners master vocabulary, they will be confident to communicate with others.[5]

We can say that 'Word' is the most common element in the sentence because a language is a collection of words. The complex materials need to be understood through vocabulary knowledge as essential[6]. Palmer in Thornburry said that vocabulary is one of the most essential aspects of foreign language learning and be the essential component of reading proficiency[7]. Furthermore, Richard Said that vocabulary is a core component of language proficiency and provides much essential for how well learners speak, listen, read, and write. He also added: "Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around then such as listening from the radio, listening to native speakers using the language in a different context, reading or watching television"[8]. We can conclude that learning vocabulary is important, if we read a book, we must know the content of the book, which means we must know the meaning of the

---

[5] Suryadi, "The Effects of Self-Confident and Vocabulary Mastery on Students", Journal of English Language Studies, vol 3. (Banten 2018): 201, https://dx.doi.org/10.30870/jels.v3i2.3158.

[6] Pisut Tunchalearnpanih, "Using Games on P.6 Students' Vocabulary Learning (Srinakharinwirot University (SWU) Thailand) p,816.

[7] Scott Thornburry, How to Teach Vocabulary (UK: Pearson Longman, 1993), 30.

[8] Jack C Ricard and Willy A Renandya. *Methodology in Language Teaching*. (UK: Cambridge Press.2002). 255

word and the sentence first. Vocabulary also helps us to speak, the more vocabulary mastered, the more confident you are[9]

Vocabulary makes students good in all aspects, especially for communication in English[10]. This statement is true because vocabulary is the basic of the language, but mastering vocabulary is not easy, other aspects of the language are considered sounds and structure. We know that vocabulary is one of the crucial elements in a language. No matter how good you learn grammar, how successful the sound of the foreign language is, it just cannot happen in any meaningful way[11]. Mastering vocabulary makes students easier to learn four language skills. Wilkis as cited in Scott Thornbury states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[12]. From this statement, we can conclude that vocabulary has an essential role in expressing ideas. Students who have enough vocabulary can write, speak and listen well.[13]

We should remember that English in Indonesia as a foreign language, thus many students have difficulty learning English. Students cause it has not mastered vocabulary, therefore they will find it challenging to understand the meaning of the word and sentence, spell and pronounce it correctly, and

---

[9] Aulia Putri and Refnnaldi, "The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 of Junior High School", (University of Padang, 2020) https://doi.org/10.24036/jelt.v9i1.107809

[10] Nurul Wahidah, "The Effectiveness of Spelling Bee on Students' Vocabulary Mastery". 3

[11] Nobert Schmit and Michael Mc. Chartey, *Vocabulary: Description, Acquisition and Pedagogy*, (London: Cambridge University Press 1997)140.

[12] Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Pearson Education,2002) .13

[13] Misbahuddin, "The Correlation Between Students Mastery of Vocabulary and Their Reading Ability" (Undergraduate Thesis, UIN SYarif Hidayatullah Jakarta,2011).53

arrange the sentence to become a correct paragraph[14]. Learning English must be done continuously throughout life because English a foreign language in Indonesia. The meaning of some words and sentences cannot be interpreted directly, for example break your leg. This sentence means to give support to someone, not to tell someone to break the leg.

Many students are lazy to learn English because the learning method is not attractive. One of the methods to develop students' vocabulary was playing a game. According to Ellis and Brewster in JS. Rahayu, Games are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills[15]. Ellis and Brewster added that some games are competitive, with teams or individual working towards being the 'winner'. Other games are cooperative, in which teams or pairs work together to achieve a common goal, such as drawing a picture or solving a puzzle.

A Game that will be used in this study is Spelling Bee. Spelling Bee is one of the learning methods for vocabulary that makes students interested in learning English. According to national spelling bee, the purpose of spelling bee is to help students to improve their spelling, increase their vocabularies, learn the concept, and develop concert English usage that will help students'

---

[14] Umulaika, *"The effectiveness of Spelling Bee Game in Teacing Vocabulary at seventh grade students of SMPN 1 Siman in Academic Year 2018/2019"*.(Undergraduate Thesis,IAIN Ponorogo, 2019).3

[15] JS. Rahayu, *"Spelling Bee in Teaching Narrative Text"*, (Undergraduate Thesis, Universitas Pendidikan Indonesia, Bandung, 2009), 3

lives[16]. Spelling Bee in teaching process is to make the material more interesting and enjoyable, especially in introducing new vocabulary. Spelling Bee more than memorizing words or letters that form a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the words correctly, such as definition, alternative pronunciation, kinds of words (Noun, Adjective, Verb, etc.), until the example of sentences which using those words.

The reason why the researcher uses Spelling Bee game as a technique in teaching vocabulary because this game is a fun activity that will increase the students' interest in learning English. Based on the background described above, the writer is interested in the effectiveness of teaching vocabulary by using Spelling Bee game. Furthermore, the researcher is interested in conducting a research entitled "The Effectiveness of Spelling Bee Students Vocabulary at Second Grade of Junior High School".

B. Research Question

Based on the background of study above, the research question is "Is there any effect of Spelling Bee to Students' Vocabulary at Second Grade of Junior High School?".

C. Research Objective

Based on the research question above, this research is conducted to investigate whether or not there is effect of Spelling Bee to Students' Vocabulary at Second Grade of Junior High School.

---

[16] Umulaika, *"The effectiveness of Spelling Bee Game in Teaching Vocabulary at seventh grade students of SMPN 1 Siman in Academic Year 2018/2019"*.3

D. Significance of the Research

The researcher hopes that the finding of this research could give some benefits for all people. This research was expected to provide significant contributions both theoretically and practically.

1. Theoretical Significant

   The results of this research are expected to support theories dealing with Spelling Bee Game in Teaching Vocabulary.

2. Practical Significant

   The researcher hoped that the result of this research can be used as a reference to teach vocabulary using Spelling Bee Game. This research also could help the teacher to improve students' achievement and it can be used as an alternative method for English Teacher in teaching vocabulary.

E. Scope of the Research

The research scope explains the limitation of this research. The limitation is marked with the variable mentioned below.

1. Independent Variable

   Independent Variable is a variable that becomes the cause of the change of the dependent variable. Independent of this research is Spelling Bee Game. Spelling Bee Game is a method that will be used to improve the students' vocabulary mastery.

2. Dependent Variable

Dependent variable is a variable that is affected because of the independent variable. Dependent variable cannot stand alone that it is depended on independent variable. Dependent variable of this research is mastering vocabulary which includes: Noun, Verb and Adjective.

F. **Definition of Key Term**

Key term clarifies the meaning of elements in this study to avoid misinterpreting on the concept that will be used in this research. The term that will be used, as follow:

1. Spelling Bee Game

Spelling Bee is a competition that competitors are eliminated because they failed to spell the given word correctly. Students must be able to spell down the given word by the teacher correctly, those who failed spelldown the word will be eliminated.

2. Vocabulary

Lines stated that vocabulary is "The collection of words that an individual's knows"[17]. It means vocabulary is the collection words such as things, places, animals, verbs, etc. in this research, the researcher only focused on the students' ability in pronounce, write, meaning, and the usage of the word in the sentence. Students' will give a test that consists of some question about vocabulary in the pretest to know the ability of the students. In the posttest students will be given some of test and students

---

[17] Caroline T.Linse, *Practical English Language Teaching: Young Learners*, (New York : Mcgraw hill Companies, inc, 2005).121

must spell down the word. The researcher focused on vocabulary: Noun, Verb, and Adjective.

G. Hypothesis

The hypothesis of the research was formulated as follows:

Ho: There is no significant effect of Spelling Bee Game in students' vocabulary mastery of second grade of Junior High School

Ha: There is significant effect of Spelling Bee Game in students' vocabulary mastery of Second Grade of Junior High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This point presents the previous research related to the topic of this research. Researcher is presenting previous research about applying Spelling Bee Game in Teaching Vocabulary and theoretical framework that could support in conducting this research.

1. Previous Research

There are several studies that have been conducted relating to this research. These several studies have findings as follow:

a. Ni'matul Wafa in 2017 entitled "Teaching Students Vocabulary by Using Spelling Bee Game of the Second Year at SMPN 3 Sunguminasa Gowa". In this research Ni'matul Wafa used Quantitative Approach and the type was Quasi Experimental Research. This research focused on mastering noun and verb in vocabulary. The results showed that using Spelling Bee Game in teaching vocabulary can increase the student's vocabulary mastery. The score of the students before applying the Spelling Bee Game in learning vocabulary is low. It can be seen that the score of the pretest is low than the score of posttests. The other evidence is the experimental class shows great improvement than the controlled class. Using Spelling Bee Game in learning activities contributed to the students' mastery in vocabulary. It can increase

students' understanding the words and can increase students' vocabulary mastery[18].

b. Yunisrina Qismullah Yusuf, Faisal Mustafa and Muzdhalifah Alqinda in 2017 entitled "The Use of Spelling Bee Game in Teaching Vocabulary to Junior High School Students". In this research Yunisrina Qismullah Yusuf used Quantitative Approach and the type was Pre-Experimental Design with One Group Pretest and Posttest Design. This research focused on vocabulary noun. The results showed that the average post-test score is higher than the pretest score, it concludes that the Spelling Bee Game can improve students' vocabulary, and recommended as effective strategies in teaching English vocabulary for English First Language Students[19].

c. Nurul Wahidah in 2018 entitled "The Effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi Experimental Study at the Fifth of SMPN 10 Tangerang Selatan)". In this research Nurul Wahidah used Quantitative Approach and the type was Quasi Experimental Research. This research focused on the effectiveness of using Spelling Bee games on the students' vocabulary in term of Recount Text. The result showed that using Spelling Bee games in teaching vocabulary is more effective. It can be known from students score in pretest and posttest. It can be happen because the students

---

[18] Ni'matul Wafa, *"Teaching Students' Vocabulary by Using Spelling bee Game of the Send Year at SMPN 3 Sunguminasa Gowa"*.41

[19] Yunisrina Qismullah Yusuf, et all, *"The Use of Spelling Bee Game in Teaching Vocabulary to Junior High School Students"*. Proceedings of the 1st National Conference on Teachers' Professional Developent, (Banda Aceh, 2017) 249.

enjoy the various activities playing the vocabulary games in the classroom, so students can increase their vocabulary mastery[20].

d. Umulaika in 2019 entitled "The Effectiveness of Spelling Bee Game in Teaching Vocabulary at Seventh Grade Students of SMPN 1 Siman in Academic Year 2018/2019". In this research Umulaika used Quantitative Approach and the type was Quasi Experimental Research. This research focused on the effectiveness of Spelling Bee Game to improve students' vocabulary in term of Descriptive Text and focused on Noun, Verb, and Adjective. The result showed that there are significant differences on students' achievement who are taught using Spelling Bee Game and without Spelling Bee Game. Students' who are taught using Spelling Bee Game got better score than those who are not[21].

e. Kris Handayani and Hetty Zaharani in 2021 entitled "The Effect of Spelling Bee Game on Students' Vocabulary Mastery". In this research Kris Handayani and Hetty Zaharani used Quantitative Approach and the type was Experimental and Controlled Class, for control class using conventional method or without Spelling Bee Game was higher than before using Spelling Bee Game. It can be concluded that there was an

---

[20] Nurul Wahidah, *"The effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi Experimental Study at The Eight of SMPN 10 Tangerang Selatan)"*.38

[21] Umulaika, *"The Effectiveness of Spelling Bee Game in Teaching Vocabulary at Seventh Grade Students of SMPN 1 Siman in Academic Year 2018/2019"*.65

effect on students' vocabulary by using Spelling Bee Game in Junior High School[22].

f. Nyoman Karina Wedhati, Ni Made Ratminingsi, and Kadek Samiyati in 2021 entitled "The Effectiveness of Spelling Bee through Students' Vocabulary Mastery". In this research Nyoman Karina Wedhati used Quantitative Approach and the type was Quasi Experimental. This research focused on the comparison of the effectiveness of teaching vocabulary using Spelling Bee Game and Memorization through Flash Card. The result showed that the experimental group get the higher score of the vocabulary mastery that the control group. It means that there is significant effect of using Spelling Bee Game as the authentic learning technique toward students' vocabulary mastery on fourth grade students of SD Negeri 3 Banjar Jawa in Academic Year 2018/2019. The students' who were taught by using Spelling Bee game get better result than using memorization through flashcard[23].

Table 2.1
The Similarities and Differences between Previous Research and this Research

No	Author and Title	Similarities	Differences
1	2	3	4
1	Ni'matul Wafa in 2017 entitled "Teaching Students Vocabulary by Using Spelling	This research used experimental research. Discuss about Spelling Bee to teach vocabulary in Junior High	a. This research uses pre-experimental research, while the previous research used quasi experimental research. b. This research focus on

---

[22] Kris Handayani and Hetty Zaharani, *"The Effect of Spelling Bee Game on Students' Mastery"*. Jurnal FISK, Vol.2. No.1. (Medan,2021)
[23] Nyoman Karina, et al, "The Effectiveness of Spelling Bee through Students' Vocabulary Mastery". Journal of English Language Teaching Innovations and Materials.Vol.3(2).(Denpasar.2021).73

	Bee Game of The Second Year Students at SMPN 3 Sungguminasa Gowa"	School second year students.		Noun, Verb, and Adjective, while the previous research just focused on Noun and Verb.
2	Yunisra Qismullah Yusuf, Faisal Mustfa, and Muzdhalifah Alqinda in 2017 entitled "The Use of Spelling Bee Game in Teaching Vocabulary to Junior High School Students"	This research and previous research use pre-experimental research with one group pre-test and post-test Design.	a.	This research focuses on Verb, Noun, Adjective, while the previous research just focused on Noun.
			b.	This research used students of Second grade of Junior High School, while the previous research use students of First Grade of Junior High School.
3	Nurul Wahidah in 2018 entitled "The Effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi Experimental Study at the Eight of SMPN 10 Tangerang Selatan)"	This research and the previous research used experimental research. Discuss about Spelling Bee to teach vocabulary.	a.	This research uses pre-experimental group with one group pretest and posttest, while the previous research use Quasi Experimental.
4	Umulaika in 2019 entitled "The Effectiveness of Spelling Bee Game in Teaching Vocabulary at Seventh Grade Students of SMPN 1 Siman in Academic Year 2018/2019"	This research and the previous research used the experimental research. This research focus on Vocabulary Noun, Verb, and Adjective.	a.	This research uses pre-experimental design with one group of pretest and posttest, while the previous research used quasi experimental design.
			b.	This research uses students of Second grade of Junior High School, while the previous research used students of First Grade of Junior High School.
5	Kris Handayani and Hetty	This research and the previous research	a.	This research uses pre-experimental design

	Zaharani in 2021 entitled "The Effect of Spelling Bee Game on Students' Vocabulary Mastery"	used experimental research.	with one group of pretest and posttest, while the previous research used quasi experimental design. b. This research uses students of Second grade of Junior High School, while the previous research used students of First Grade of Junior High School. c. This research focus on Verb, Noun, and Adjective, while the previous research focus on animal and things.
6	Nyoman Karina Wedhati, Ni Made Ratminingsih, Kadek Samiyati in 2021 entitled "The Effectiveness of Spelling Bee Through Students' Vocabulary Mastery"	This research and the previous research used experimental research.	a. This research uses pre-experimental research with one group pretest and posttest, while the previous research used quasi experimental. b. This research uses students on second grade of Junior High School, while the previous research used students on fifth grade of Elementary School. c. This research just focuses on the Spelling bee, while the previous research compares the effectiveness teaching vocabular using Spelling Bee and Memorizing through Flash card.

B. **Theoritical Framework**

1. **Vocabulary**

a. **Definition of Vocabulary**

It has been explained in the background of knowledge that vocabulary is the core component that must be learned when learning a foreign language. Language has many words and sentences with different meanings, because in Indonesia English is a foreign language, it is very important to understand and mastering vocabulary. If we master vocabulary, we will be easier to learn four English skills. Schmitt in Nyoman Karina stated, "A learner with limited vocabulary in a second language will find it difficult to communicate." It means vocabulary is very important. Students will be easier to communicate both orally and in written form.

Nation in Kris Handayani stated about the necessity of learning vocabulary. "Students need to know 95% of the words in the oral words in the oral input, so the students have a chance in guessing the context successfully"[24]. It means that is very important to master vocabulary. Without vocabulary, it is very challenging for us to learn English.

b. **Kind of Vocabulary**

According to Harmer in Ni'matul Wafa, he divided vocabulary into two kinds, there are Active Vocabulary and passive Vocabulary[25].

---

[24] Kris Handayani Handayani and Hetty Zaharani, *"The Effect of Spelling Bee Game on Students' Mastery"*. Jurnal FISK, Vol.2. No.1. (Medan,2021)

[25] Ni'matul Wafa, *"Teaching Students' Vocabulary by Using Spelling bee Game of the Send Year at SMPN 3 Sunguminasa Gowa"*.10

1) Active Vocabulary

Active vocabulary is the words that students have already learned and used when they meet the words. Active vocabulary refers to items that students can use correctly in Speaking or Writing. Active vocabulary also known as a productive vocabulary, because the students know how to pronounce it well and can use grammar of the target language.

2) Passive Vocabulary

Passive word is the words that students know but they are not able to use it when they meet the words. Passive vocabulary refers to items that students can only recognize and understand whe reading or listening to the material. Jack Richards and Willy A. Renandya in Nurul Wahida stated that "Vocabulary is a core component of language proficiency and provides much of the basis how well learns speak, listen, read and write[26]" We can conclude that vocabulary is very important in learning English, because vocabulary is a core of four English skills. Students' who have enough vocabulary will be easier to listen, speak, read and write.

A sentence consists of some part of speech. Part of speech consist of the word classes. There are eight classes: Verb, Noun, Adjective, Adverb, Prepositions, Conjunction, and Interjection, but

---

[26] Nurul Wahidah, , *"The effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi Experimental Study at The Eight of SMPN 10 Tangerang Selatan)"*.9

in this research, the researcher only uses three parts of speech, there are :

a) Verb

Verb is word or phrase that express an action. Swan in Ni'matul Wafa stated that "A verb is a word which could be used with a subject to form basic of close sentences"[27]. Example:

1) She is **Eating** a Rice Ball.

2) Hendy is **Playing** with his cat

3) Margaret **Believe**, her dreams will come true

b) Noun

Noun is a word refers to people, animal, objects, substance, states, and etc. Noun can be the object of a verb, and also can be modified by an adjective and can take a determiner.

Noun divided into four categories:

1) Countable Nouns

Countable noun is a noun that can count. The example:

a) I have a **Pen**

b) Rangga always bring two Bottles

c) My favorite fruit is an Apple

2) Uncountable Nouns

Uncountable Noun is a noun that cannot count, the example:

a) Don't forget to give some **Sugar** in a cup of **tea**,

---

[27] Nurul Wahidah, , *"The effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi Experimental Study at The Eight of SMPN 10 Tangerang Selatan)"*.11

b) I do not have much **hair**

3) Proper Nouns

Proper Noun is the name of a particular person, place, etc. Proper noun begins with the capital letter. The example:

a) **Alex** is walking around the park

b) **Hospital** is an institution which provide the medical treatment

c) I live in **Indonesia**

4) Collective Nouns

Collective Noun is a noun that showed the collection of the individuals, and usually was a people. Example:

a) **A Family** consist of Father, Mother, and Children.

b) **A Basketball team** winning the competition.

5) Adjective

Adjective has the primarly function, which is to modify nouns or pronouns. Adjective describe the qualities of people, thigs and abstractions.

Example:

a) I am carrying a heavy box.

b) I think she is the beautiful girl.

c) He is a tall man.

2. Spelling Bee Game

a. Definition of Spelling Bee

According to the journal of emerging investigators in Nurul Wahidah "The Spelling bee is among the oldest educational competitions in the United States of America, dating back to as far as the 1700s. with the increasing number of young English language learners from diverse socio-economic backgrounds, it has become increasingly important to support this young generation too. In the teaching and learning process, we need to make sure that both these aspects are accurately presented and learned."[28]. Spelling Bee is an old competition and still exist. Spelling Bee can support the teaching and learning process, especially English.

Spelling Bee game is a competition where the participants have to spell every word given by the teacher correctly. Those who failed to spell the word correctly will be eliminated. According to Macmillan in Nyoman Karina, "Spelling Bee game is an educational way used by the teacher to help the students to overcome the difficulties in spelling the word to be learned in the classroom"[29]. Many students have difficulties in learning vocabulary. It is caused by the method used is not attractive. The spelling bee game is not only used to remember the words, but

---

[28] Nurul Wahidah, , *"The effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi Experimental Study at The Eight of SMPN 10 Tangerang Selatan)"*.13

[29] Nyoman Karina, et al , "The Effectiveness of Spelling Bee through Students' Vocabulary Mastery". Journal of English Language Teaching Innovations and Materials.Vol.3(2).(Denpasar.2021).63

students also learn about the meaning of the words, antonyms, synonyms, and pronunciation.

b. The Application of Spelling Bee

Teaching vocabulary using games is very interesting for students, especially spelling bee game. Most of the students interested when learning English using a game. They feel happy and not bored because they are playing game while learning English. The process of teaching and learning process using Spelling Bee games is expected so that students can be active in class. Before using this game to teach vocabulary, the researcher should prepare the procedure of playing this game in the classroom. The following steps to teach vocabulary using spelling bee game are:

1) Students must prepare themselves, so they will not to be nervous

2) Students must spell words independently without help from others

3) If student's spelling were incorrect, they are eliminated from the game

4) When students begin to spell a word, they cannot change their answer.

5) In this game, the teacher as a judge. The teacher determines if the word spelled correctly[30.]

A game must have rules, especially spelling bee. The rules of spelling bee game are:

---

[30] Gisckha H. Anisa, et al, "The Effect of Spelling Bee games to Students' Vocabulary Mastery" Language and Art Journal Vol 5 No 1: 198. (Banyuwangi: 2021)

1) Students divided into some groups consisting of 5 students.

2) One of each group come forward to take the envelope consist of 5 words

3) Teacher will call one group to come forward.

4) Each member has a turn to spell the words mentioned by the teacher.

5) Each group was given 10 words.

6) The member who cannot spell can say pass, then the next member should spell it. If the last member cannot spell the word, the teacher will give the word to other group.

7) Each group who success to spell the word, get a score 10 for each word.

c. **Advantages and Disadvantages of Spelling Bee**

In the teaching and learning process using a game as a method have several advantages and disadvantages. According to Sari in Giscka there are advantages and disadvantages of applying spelling bee games to vocabulary learning. The advantages as below:

1) Make students more interested in learning English material. When students begin to be interested in the material, students will pay to deliver the material. Students usually feel attracted when learning while playing a game.

2) The teacher does not need to explain too much material. The teacher only explains the material needed by students[31].

Other advantages as below:

1) Games bring relaxation and fun for students so can help them and keep new words easily.

2) Spelling bee game involved friendly competition and keep learners interested. This makes students motivated and participates actively in the learning activities.

3) Learning vocabulary using Spelling Bee brought real-world context into the classroom, and enhance the student's use of English in a flexible, communicative way[32].

It can conclude that spelling bee has many benefits for students, as previously explained students become more motivated and enjoy being involved in teaching and learning process. They are playing game while learning vocabulary. Spelling Bee game not just learn about vocabulary, students also learn how to pronounce a word, and how to write a word. Spelling bee game is a complete package, students learn about vocabulary, speaking, and writing.

Spelling Bee also has disadvantages. The disadvantages are:

1) The class will be crowded. This is caused because games can attract students to be more active in the class and they will make some

---

[31] Gisckha H. Anisa, et al, "The Effect of Spelling Bee games to Students' Vocabulary Mastery",198

[32] Umulaika, *"The Effectiveness of Spelling Bee Game in Teaching Vocabulary at Seventh Grade Students of SMPN 1 Siman in Academic Year 2018/2019"*,24

noise because they will talk too much. This condition make teacher difficult in controlled the class.

2) Applying game in the class make teacher more focused on the game, so the teacher does not have a much time to explain the material.
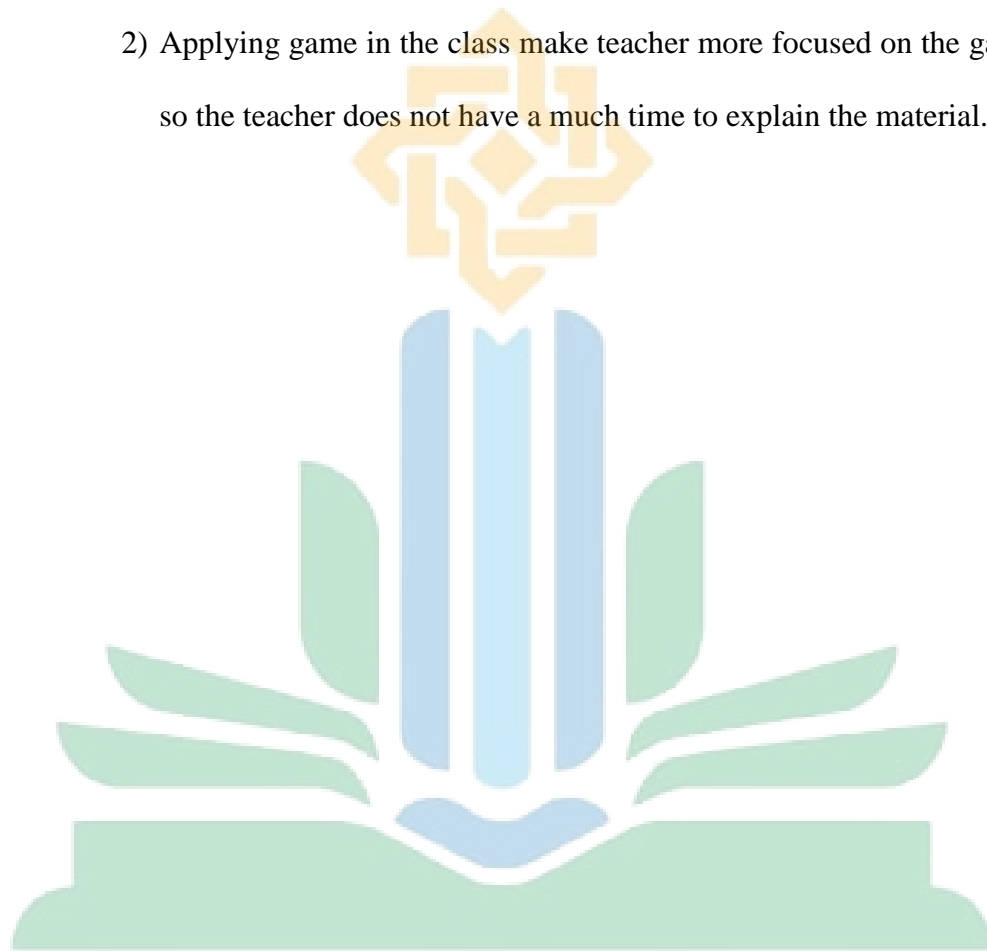
CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

The Design of this research use quantitative research method. Quantitative research method uses objective measurement to gather numeric data that is used to answer the question or the predetermined hypothesis[33]. The researcher decided to use quantitative research method because the researcher wants to know the result by the number to measure for the effectiveness of use spelling bee game for teaching vocabulary.

B. Research Design

The researcher conduct by using experimental research. Experimental design (called intervention studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. Researcher assess this impact by giving one group one set of activities (called an intervention) and with holding the set from another group[34]. This research will focus on conduct experiments using spelling bee game in teaching vocabulary.

In this research, the researcher will use pre-experimental design one group pretest posttest. The researcher will use one class to compare the score of pretest and posttest. The researcher will provide the pretest to know students' vocabulary mastery before going to teach and use spelling bee and

---

[33] Ary, et.al.,Introduction to Research Education (Boston: Cengange Learning,2010).12

[34] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition (Boston: Pearson Education, 2012), 21

posttest to know the progress in students' vocabulary mastery after being taught and use spelling bee. The reason of the researcher only takes 1 class is the school just give 1 class because the time is close to the final exam and there are unfinished materials in the class. Jemmett and Jemmet in TE Dawson stated that the design of this experiment can be illustrated as follow:

Table 3.1
Illustration of Conduct this Research

Pretest	Treatment	Posttest
O_1	X	O_2

Note:

O_1 : Result of Pretest in Experimental Class.

X : Treatment that will be given for experimental class using
     Spelling Bee Game.

O2 : Result of Posttest in Experimental Class[35].

C. Population and Sample

Population is a generalization area consist of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions[36]. It can be conclude that population is the set of all the subjects of interest. The population of this research is the second grade in Junior High School students. The sample is a part of the number and the characteristics that population have. If the population are too large, and impossible to investigate all of them, the researcher can determine the desired characteristics. Sampling technique has two types, there are probability sampling, and non-probability sampling. Probability sampling has four types,

---

[35] Dawson, Thomas E. "A Primer on Experimental and Quasi-Experimental Design". 1997.13
[36] Sugiyono, "Metode Penelitian Kuantitatif,Kualitatif,R&D" (Bandung:Alfabeta,2015). 80

there are simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, and cluster sampling. Meanwhile non probability sampling has six types, there are systematic sampling, quota sampling, incidental sampling, purposive sampling, saturated sampling, and snowball sampling. In this research researcher use purposive sampling.

The researcher took the sample from judgement that was representative of the population or included the subject with needed characteristics. The researcher took the sample by interviewing the English teacher to know the ability of the students in English lesson. The reason of the researcher only uses one class is the time was tight with the exams, and some unfinished materials, so the school only recommends doing the research in one class. The researcher would take one class for this research, the class that used is VIII C consist of 32 Students.

D. **Research Instrument and Data Collection Method**

The instrument is a tool of collecting data that should be valid and reliable. Test are valuable measuring instruments for educational research. Test is an assessment in written form to observe students' achievement in line with the assessment target[37]. Test in one of the planned measurement efforts used by the teacher to create opportunities for students to show students achievement related to predetermined goals.

---

[37] Ana Ratna Wulan, Pengertian dan Esensi Konsep Evaluasi, Asesmen, tes dan pengukuran.

The test will measure the student's knowledge about vocabulary. In this research the researcher uses pretest and posttest. The pretest was given before applying the treatment student's knowledge of English vocabulary, while the posttest given after the treatment to find out the progress of students after the treatment. The instrument of this research using cross word that consist of 50 words, 25 words for the pretest and 25 words for the posttest. The researcher will give 45 minutes for students to find out the vocabulary. In assessing students' vocabulary, the researcher measure by the true answer X 4. The researcher has a standard in analysing the vocabulary test, the scoring rubric of vocabulary test as follow:

Table 3.2
Scoring Rubric

Score	Criteria	Criteria
100 - 92	Excellent	Students can mention 23 – 25 words
88 - 80	Very Good	Students can mention 20 – 22 words
76 - 68	Good	Students can mention 17 – 19 words
64-68	Poor	Students can mention 14 – 16 words
52 - 40	Very Poor	Students can mention 10 - 13 Words

Before the researcher collect the data, the researcher gave a test before and after the treatment. The researcher used pretest and posttest to measure the students' vocabulary.

a. Pretest

Pretest given before the research started. Pretest is given to conduct students' vocabulary before learning vocabulary using spelling bee. Students are given a paper containing jumble letters. Students are asked to find 25 vocabularies for 45 minutes.

b. Posttest

Posttest is given after the research is done. Posttest is given to conduct the result of learning vocabulary using spelling bee. Students are given a paper containing jumble letters. Students are asked to find 25 vocabularies for 45 minutes.

Before the instrument used i the research, the instrument need to be try out on the different subject with the research subject[38]. The results of the try out are then tested for validity and reliability with the folloig explanation:

1) Validity

Validity focuses on ensuring that what the instrument 'claims' to measure is truly what it is measuring, we can say validity indicates the instrument's accuracy[39]. Validity is one of important requirement of evaluation to know whether the test is valid. Before the researcher implement the pretest, the researcher was analyzed the validity and the reliability of the pretest to know whether the teat is valid to be used.

The researcher uses content validity which was tested by comparing the contents of the instrument with the lesson materials that has been taught[40]. The researcher made a test that include basic competence that similar with the instrument. The instrument

---

[38] Drs. Syahrum, M.Pd and Drs. Salim,M.Pd "Metode Penelitian Kuantitatif"(Bandung: Ciptapustaka Media, 2012).150

[39] Marguerite G. Lodico, et al. *"Methods in Educational Research: from theory to Practice"* (Research Methods for the Social Sciences: 2006).88

[40] Sugiyono, *"Metode Penelitian Kuantitatif, Kualitatif, dan R&D"*(Bandung,: Alfabeta, 2015) 129

appropriate with the material which contained in syllabus. Technically

content validity can be tested using Syllabus and Basic Competence.

Furthermore, to test the validity of the items instrument the researcher

need the validator to consult it, and tested it (Try Out) to another class

which different with the experimental class.

Table 3.3
Compared Syllabus with Instruction

Basic Competence in Syllabus Curriculum 13		Learning Material	Instruction
3.6	Applying text structure and linguistic elements to carry out social functions stating and asking Actions / events that are doing / occur regularly or are general truths, according to the context of their use.	Vocabulary that used: Noun, Verb, and Adjective related to people, animals, school, house, and surrounding environment	Pretest : Please find 9 verb, 8 adjective and 8 noun in the box that consist of jumble words.
			Posttest : Please find 9 verb, 8 adjective and 8 noun in the box that consist of jumble words.

2) Reliability

Reliability refers to the consistency of scores, that is an

instrument's ability to procedure "approximately" the same score for an

individual over repeated testing or across different raters. According to

Sugiono, there are four types of reliability, there are Test-retest,

Equivalent, Interrater, Internal Consistency, and Split Half, and the

researcher will used inter-rater. Inter-rater thus the researcher will

combine the test with the teacher, then the data will analyze with

specific technic. The result can be used to predict the reliability of the

instrument. The reliability measured using Paired Kappa Kohence, the

researcher will compare the score the researcher and the teacher of the class. The formula was:

$$k = \frac{\Pr(a) - \Pr(e)}{1 - \Pr(e)}$$

Note :

Pr(a)   : Percentage of consistent number of measurements

between raters

Pr(e)   : Percentage of number measurement changes between

raters

Before conducted the research, researcher will implement the try out before carry out the research. Try out determine the instrument is reliable or not. The result of the try out will calculated the reliability using SPPS 25. For the interpretation of the result using Kappa by Mary L. McHugh[41].

Table 3.4
Interpretation of Cohen's Kappa

Value of Kappa	Level of Agreement	% Of Data that are Reliable
0 – ,20	None	0 – 4%
,21 - ,39	Minimal	4 – 15%
,40 - ,59	Weak	15% - 35%
,60 - ,79	Moderate	35 – 63%
,80 - ,90	Strong	64 – 81%
Above ,90	Almost Perfect	82 – 100%

The researcher conducted try out in VIII H. The result of try out for pretest instrument :

Table 3.5
Score of Try Out for Pretest

---

[41] Mary L. McHugh, "Interrater reliability: the kappa statictic", Lesson in biostatistics (August,2012), 279.

No	Name	Score	
		Researcher	**Teacher**
1	AAM	80	80
2	AM	64	60
3	AMN	60	60
4	BAP	80	80
5	DWP	60	60
6	DPF	88	80
7	DRNP	60	60
8	EBS	64	60
9	FS	88	80
10	IMWP	60	60
11	IDJ	60	60
12	JO	80	80
13	JCS	60	60
14	KAM	80	80
15	MJSL	80	80
16	MMH	80	80
17	MDS	60	60
18	MFAP	60	60
19	MII	80	80
20	NAZ	68	56
21	NRA	64	60
22	NAS	60	60
23	RPP	56	56
24	RCH	60	60
25	RW	80	80
26	RM	88	80
27	SAA	80	80
28	SHA	60	60
29	SA	64	52
30	TMR	80	80
31	UAR	68	52
32	YNN	80	80

The data was calculated using Kappa Cohence using SPSS 25.0

and the result was:

Table 3.6
Kappa Output for Pretest by SPSS 25.0
Symmetric Measures

	Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement Kappa	.750	.089	5.970	.000
N of Valid Cases	32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the data above shows that the score of reliability from the

pretest was Kappa = 0,750. Based on the interpretation table value

0,750 it is in strong at level of agreement . The decision is the

instrument was reliable and can be used as an instrument to collect the

data.

After the researcher calculates the reliability results of the

pretest, the researcher calculates the reliability of posttest in VIII H.

The score of posttest was:

Table 3.7
Score of Try out for Posttest

No	Name	Score	
		Researcher	Teacher
1	AAM	76	76
2	AM	60	60
3	AMN	56	56
4	BAP	88	80
5	DWP	60	60
6	DPF	80	80
7	DRNP	56	56
8	EBS	76	72
9	FS	80	80
10	IMWP	60	60

11	IDJ	56	56
12	JO	80	80
13	JCS	60	60
14	KAM	64	60
15	MJSL	80	80
16	MMH	56	56
17	MDS	60	60
18	MFAP	56	56
19	MII	72	72
20	NAZ	80	76
21	NRA	76	72
22	NAS	56	56
23	RPP	80	80
24	RCH	60	60
25	RW	80	80
26	RM	80	80
27	SAA	68	56
28	SHA	70	70
29	SA	80	80
30	TMR	80	80
31	UAR	64	60
32	YNN	80	80

The data calculates using Kappa Cohence using SPSS 25.0 and

the result was:

Table 3.8
Kappa Output for Post-Test by SPSS 25.0

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.839	.071	9.484	.000
N of Valid Cases		32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the data output above shows that the score of reliability

from the posttest was Kappa = 0,839. Based on interpretation table

value value 0,839 it is in strong at level of agreement, it means the

instrument of the posttest very strong and can be used as an instrument to collect the data.

E. Data Analysis Technique

After collecting the data from pretest and posttest, the researcher needs to know the differences the score before using spelling bee game, and after using spelling bee game. The function of data analysis is to find out the significant effect teaching vocabulary using spelling bee game as a media learning. This research using quantitative research, it means to analyze the data the researcher uses statistical calculation. In this research, to analyze the data, the researcher conducted the normality test first to know the data have normal distribution or not. The researcher used paired t-test formula and calculated using SPSS 25. The formula that will be used in this research is Sugiono's:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_{12}^2}{n_2} - 2r\left(\dfrac{S_1}{\sqrt{n_1}}\right)\left(\dfrac{S_2}{\sqrt{n_2}}\right)}}$$

Note:

t = Test of Significance

$\overline{X}_1$ = Mean score of Pretest

$\overline{X}_2$ = Mean Score of Posttest

s_1^2 = Sum square of Pretest

s_2^2 = Sum square of Posttest

n_1 = Number of Students of Pretest

n_2 = Number of students of Posttest

S_1 = Variance of Pretest

S_2 = Variance of Posttest

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data that had been collected from this research. There are covers, description data, data analysis, hypothesis testing, and discussion.

A. Description Data

In this part, the researcher will explain the description of the research object. The research was carried out in SMP Negeri 2 Banyuwangi that located at Jl. Ranggawuni No. 41, kebalenan, Banyuwangi, Jawa Timur. English is taught twice a week and the time allocation is 2x40 minutes, but the research was carried out during fasting, the time allocation is 2x25 minutes. The research on April 01st, 2022 until May 19th, 2022. Before the research is carried out, the researcher prepares the material. In this research, the researcher used one class, that is VIII C consist of 32 students. This class was given pretest to know students' vocabulary knowledge. After conduct the pretest, the researcher give the treatment for three meetings learning vocabulary using spelling bee. After completing the treatment, the researcher give the posttest to know students' vocabulary knowledge after learning vocabulary using spelling bee.

1. Description of First Meeting

The first meeting was conducted on April 07th 2022 in VIII C at 08.15 a.m. first, the teacher greeted the students and introduce the researcher to students in VIII C. In this meeting, the researcher conducted

36

the pretest. The researcher gives a paper to each student. The researcher asks the students to find 25 words in jumble letters. The researcher provides 40 minutes to students to find 25 words. After completing the task, the researcher asked the students to mention the word that they have found. Researcher also asked the students to clasify the word become verb, noun, and adjective. From the result of pretest, it found that students still confused to spell the word and aranging become the word. There were many mistakes of word which they found.

2. **Desicription of Second Meeting**

The second meeting was conducted on April 14th, 2022 at 08.15 a.m. until 09.05 a.m. Researcher opened the class with greeting and praying before start the learning activity. The researcher asked the students what they had learnt in previous meeting. After that, the researcher needs 20 minutes to explain vocabulary and parts of speech (Verb, Noun, and Adjective). In this meeting, the researcher focused explaining verb with examples. The researcher needs 10 minutes to explain spelling bee and the game that will they played. The researcher divided students into five group that consist of five to six students. Students will play a spelling bee game in 20 minutes. Each group gets ten words, and every member must spell the word. The words that used is verb. Many students were enthusiastically playing the game, but several students were still confused and not confident to spell the word.

3. **Description of Third Meeting**

The third meeting was conducted on April 27th April 2022 from 09.05 a.m. until 09.55 a.m. The researcher opened the class with greetings. The researcher gave 15 minutes to review the material in previous meeting. The researcher explains about nouns and the example for 15 minutes. The researcher divided the students into five groups containing five to six students. The group differed from the previous meeting to know each student's ability. The researcher started the spelling bee game for 20 minutes. Each group is given 10 vocabulary containing nouns. Each group member must spell the word given by the researcher. In this meeting students begin to understand and be confident in spelling the word.

4. **Description of Fourth Meeting**

The fourth meeting was conducted on May 12th, 2022. The time allocation at fourth meeting returned to normal, which is 2x40 minutes. The researcher needs 30 minutes to review the material taught at the previous meeting. The researcher continued explaining the material about adjectives and examples for 20 minutes. The researcher divided the students into five group containing five to six students. The group were made different from the previous meeting. The researcher started the spelling bee game for 20 minutes. Students will be given ten words about adjective to each group. In the last 10 minutes, the researcher gave time for students to ask questions about material they had received.

5. **Description of Fifth Meeting**

The fifth meeting was conducted on May 19th, 2022 at 07.15 a.m. until 08.35 a.m. The researcher needs 30 minutes to review the material obtained during four meetings. The researcher gave the paper to the students, and the students were asked to find 25 words for 40 minutes. The researcher used the last 10 minutes to ask the students the word which they had seen and classify it into verbs, nouns, and adjectives. Students are also invited to spell out the word they have found.

The results obtained from the posttest are the scores they get are higher than the pretest. Students experience improvement in spelling word. Students are also able to classify vocabulary into verbs, nouns and adjectives.

B. **Finding**

In this part, the researcher presents the findings during conduct research in SMP Negeri 2 Banyuwangi. The finding includes score of pretest and posttest. The score was got as follows:

1. **Students' Vocabulary Score of the Pretest**

In this section, the researcher will show the pretest score of VIII C. The pretest is carried out individually, and the student's name is only written with initials. The following are the pretest scores obtained by the researcher.

Table 4.1
Score of Pretest

No	Name	Score
1	AF	72
2	AYD	76
3	ASP	64
4	ARM	72
5	AND	76
6	AAPR	60
7	AK	56
8	APR	72
9	DPH	76
10	EAK	72
11	EBSMA	80
12	HPM	70
13	KGN	64
14	KBM	80
15	MABS	76
16	MMU	74
17	MG	80
18	MDA	64
19	NAT	60
20	NAA	60
21	OPFR	72
22	RRSD	80
23	RNS	76
24	RPR	60
25	RS	64
26	RCMA	80
27	SMB	70
28	SA	80
29	SNR	72
30	THF	76
31	TGA	80
32	YMS	80

From the data above, we can conclude that the lowest score from

the pretest is 56 and the higher score is 80.

2. Students' Vocabulary Score of the Posttest

In this section researcher will show the score of the posttest that conducted in VIII C. Posttest is carried out individually and it is carried out after giving the treatment of Spelling Bee. The following was score of the post-test:

Table 4.2
Score of Posttest

No	Name	Score
1	AF	92
2	AYD	98
3	ASP	92
4	ARM	98
5	AND	98
6	AAPR	84
7	AK	80
8	APR	98
9	DPH	92
10	EAK	92
11	EBSMA	100
12	HPM	88
13	KGN	80
14	KBM	98
15	MABS	80
16	MMU	84
17	MG	88
18	MDA	84
19	NAT	80
20	NAA	84
21	OPFR	88
22	RRSD	100
23	RNS	90
24	RPR	80
25	RS	88
26	RCMA	100
27	SMB	84
28	SA	100
29	SNR	88
30	THF	84
31	TGA	100
32	YMS	100

From data above we know that the lowest score is 80 and the higher score is 100. It can be concluded that from the data that has been shown above there is an increase in the score of the pretest which was carried out before learning vocabulary using spelling bee. The differences score that has been obtained in the pretest and posttest is presented in the following table:

Table 4.3
The Comparison Data of the Pretest and the Posttest

No	Name	Pretest	Posttest
1	AF	72	92
2	AYD	76	98
3	ASP	64	92
4	ARM	72	98
5	AND	76	98
6	AAPR	60	84
7	AK	56	80
8	APR	72	98
9	DPH	76	92
10	EAK	72	92
11	EBSMA	80	100
12	HPM	70	88
13	KGN	64	80
14	KBM	80	98
15	MABS	76	80
16	MMU	74	84
17	MG	80	88
18	MDA	64	84
19	NAT	60	80
20	NAA	60	84
21	OPFR	72	88
22	RRSD	80	100
23	RNS	76	90
24	RPR	60	80
25	RS	64	88
26	RCMA	80	100
27	SMB	70	84
28	SA	80	100
29	SNR	72	88
30	THF	76	84

| 31 | TGA | 80 | 100 |
| 32 | YMS | 80 | 100 |

The data above is the result of research during 5 weeks in VIII C SMP Negeri 2 Banyuwangi. Furthermore, the researcher analyzed the data using SPSS 25.

C. Data Analysis

In this section researcher will show the data analysis that has been calculated using SPSS 25. This part must pass before testing the hypothesis. There are two steps to calculate. The result of the data calculation is as follow:

1. Normality Test

The normality test serves to assess the distribution of data that is normally distributed. To calculate normality, the researcher uses the Kolmogorov Smirnov Formula and the result are as follow:

Table 4.4
The Normality Data Output by SPSS 25
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.08173859
Most Extreme Differences	Absolute	.140
	Positive	.092
	Negative	-.140
Test Statistic		.140
Asymp. Sig. (2-tailed)		.113[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the data ouput above, the significance value was 0,113. The decision is the data normally distributed because the significance value is more than 0,05.

2. Paired Sample T-Test

Paired sample T-Test serves to determine the two data obtained from the pretest and posttest. The data is calculated using SPS 25 using the formula Paired Sample T-Test.

Table 4.5
Paired Sample Test Output by SPSS 25

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-12.438	7.374	1.304	-15.096	-9.779	-9.541	31	.000

Based on the data output above, the T_{count} was 9,541 with the sig 2-tailed = 0,000 and the T_{table} is 2,750. It can be concluded that there is statistically significant effect between the mean of the pretest and the posttest, because the significant level was 0,000<0,05.

D. Hypothesis Testing

This Research was conducted to answer the research question, was there any significant effect of Spelling Bee in Teaching Vocabulary?

Ho: There is no significant effect of Spelling Bee Game in students' vocabulary mastery of second grade of Junior High School

Ha: There is significant effect of Spelling Bee Game in students' vocabulary mastery of Second Grade of Junior High School.

The description of the statistical hypothesis :

1. If $t_{count} > t_{table}$ with the significant level 0,05 or if the sig (2-tailed) < 0,05 then, H_0 (null hypothesis) is rejected. It means scores of the posttest was higher than the scores of pretest. So, it can be indicated that spelling bee game is effective on students' vocabulary.

2. If $t_{count} < t_{table}$ with significance level 0,05 or if the sig (2-tailed) > 0,05 then, H_0 (null hypothesis) is accepted. It means scores of the pretest was higher than the posttest. It can be indicated that the spelling bee game is not effective on students' vocabulary.

Based on the data output above, the T_{count} was 9,541 with the sig 2-tailed = 0,000 and the T_{table} is 2,750. The decision is H_o rejected because the $T_{count} > T_{table}$. It can be concluded that there is statistically significant effect between the mean of the pretest and posttest. Therefore, the use of Spelling Bee is effective on second grade students in teaching vocabulary.

E. Discussion

This research was conducted to investigate whether or not there is a significant effect of the Spelling Bee in teaching vocabulary for second grade students' in SMP Negeri 2 Banyuwangi. The researchers collect the data using pretest and posttest. The instrument used a vocabulary test where the students search 25 words in jumble letters. During the pretest, the researcher tried to see their ability and enthusiasm of the students by giving them a few words to spell. They feel unable to spell due to a lack of memorizing the alphabet in English, so they still feel ashamed and not confident. They find spelling is

difficult because they do not know some of these words. It can be seen from the mean score of the pretest is 71,68 and the mean score of posttest is 90,37. The result showed that the mean score of posttest was higher than the mean score of pretest (90,37 > 71,68).

After conducting the pretest, researcher doing the treatment. They are giving vocabulary material, including verb, noun, and adjective. The researcher also asks students to sing the alphabet song, so the students can remember and memorize the alphabet in English. The researcher divided 3 parts of speech (verb, noun, and adjective) into three meetings, so the students was easier to learn one by one. During the treatment, students learn vocabulary while playing games. At the first meeting the students still felt confused and difficulty, but at the next meeting the students began to understand and really enjoy. Students feel challenged because they will compete to get the highest score. After conducting the treatment, the researcher doing the posttest to find out the results of vocabulary learning using spelling bee. From the data shows that the students' posttest scores are higher than the pretest score, it means there is a significant effect on learning vocabulary using the spelling bee game.

After conducting the treatment, researcher analyze the normality of the data, the function is to know whether the data obtained during the research were normally distributed or not. The normality value is 0,113 it means the instrument used is normally distributed, because the value is more than 0,05. After conducting the normality test, the researcher shows the hypothesis test,

the function is to answer the problem of this research, whether there is significant effect or not. The researcher used formula of paired sample t-test with significant level 0,05. The result was show sig 2-tailed is 0,000 < 0,05, which means that H_a (hypothesis alternative) is accepted and H_o (null hypothesis) is rejected. There is significant effect in learning vocabulary using spelling bee game.

The usage of spelling bee game was very effective to learn vocabulary. The students were very enthusiastic in learning vocabulary. Indirectly they played a game while learning vocabulary. This research was in line with the previous research conducted by Nurul Wahidah in her undergraduate thesis entitled "The effectiveness of spelling bee game on students' vocabulary mastery" the students can increase their vocabulary because the students' enjoyed the activity as playing the vocabulary game in the classroom[42]. Students learn to think fast and correctly, confident, and work on the team. It can be seen from the mean score of pretest was higher than the posttest. It was also related to this research which was conducted by Gischa Hazezlima, Wulan Wangi, and Wageyono in their article entitled "The effect of spelling bee games to students' vocabulary mastery" that spelling bee has an effect in learning and teaching process vocabulary mastery. Spelling bee game very easy to help students in memorizing and write a word[43].

---

[42] Nurul Wahidah, "The Effectiveness of Spelling Bee Game on Students Vocabulary Mastery". (Undergraduate Thesis, UIN Syarif Hidayatullah, Jakarta, 2018),38

[43] Gisckha H. Anisa, et al, "The Effect of Spelling Bee games to Students' Vocabulary Mastery" Language and Art Journal Vol 5 No 1: 198. (Banyuwangi: 2021)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion in the previous research, there is significant effect of spelling bee in teaching students' vocabulary at SMP Negeri 2 Banyuwangi. The average score of pretest before the researcher did the treatment is 71,68. After the researcher did the treatment using spelling bee game, the average score of the posttest is 90,37. It means there is increased score between pretest and posttest, from the average score it can conclude that spelling bee game was effective to improve students' vocabulary.

It was proved by the result of paired sample T-test the value was 0,000< and it is lower than the significance level 0,05 it means the H_o rejected and the H_a accepted, that there is significant effect of spelling bee in teaching vocabulary at second grade of SMP Negeri 2 Banyuwangi. Applying spelling bee game in teaching vocabulary made students more careful when they writing.

B. Suggestion

Since there is the significant effect of spelling bee game in teaching vocabulary at second grade, the researcher would give the suggestion to the teacher, the students, and the future researcher:

1. The researcher suggested the English teacher to applied spelling bee game while teaching basic vocabulary. It will make students more enthusiast and increase their vocabulary.

2. The researcher suggested the students to follow and participate in teaching and learning process using spelling bee game. The students do not have to feel smart to follow the teaching and learning process. The modal that students must have brave and confident, so students can fix their fault and increase their knowledge.

3. The researcher suggested the future researcher to developed this research to use another part of speech.
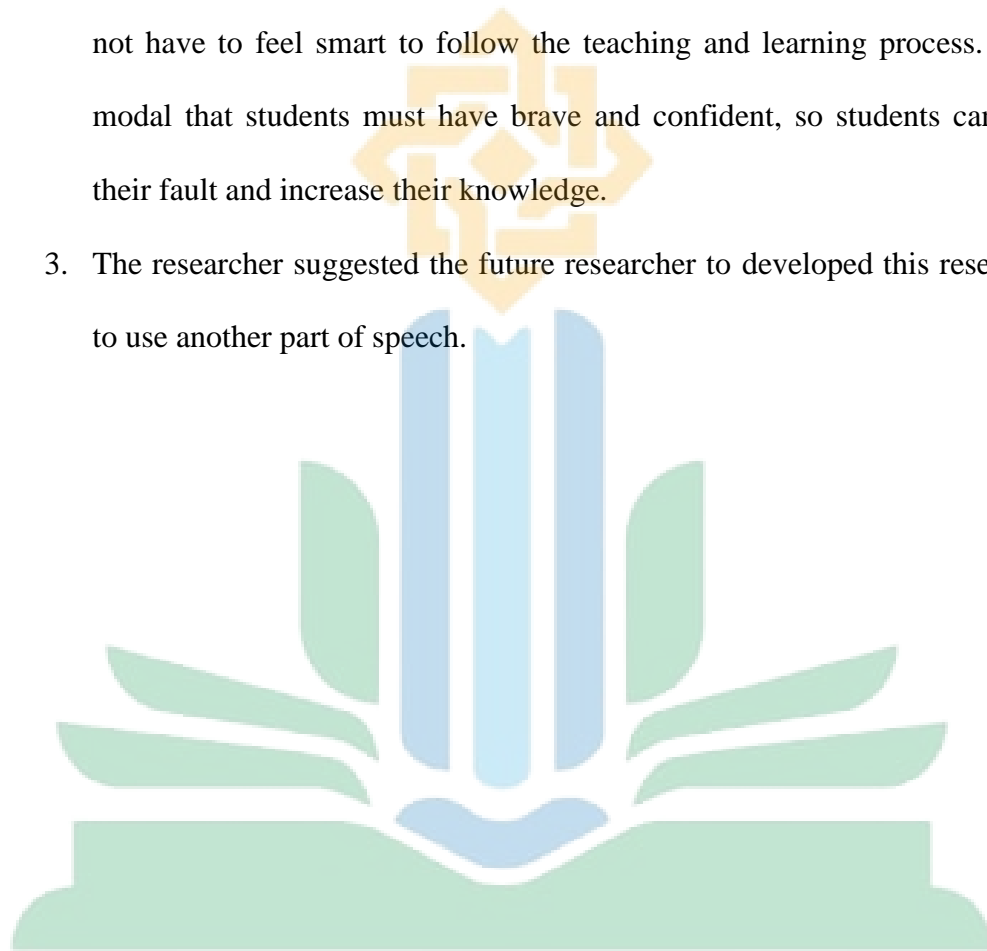
REFERENCES

Al-Hilali, Muhammad Taqi-ud-Din., and Muhammad Muhsin Khan, Translation of the Meanings of the Noble Qur'an in the English Language, terj (Madinah: King Fahd Complex)

Anisa, Giscka H., Wulan Wangi, and Wageyono. *"The Effect of Spelling Bee games to Students' Vocabulary Mastery"* Language and Art Journal Vol 5 (May 2021):194-202.

Ary, et.al. *Introduction to Research Education* (Boston: Cengange Learning,2010)

Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*. Boston: Pearson Education, 2012.

Dawson, Thomas E *"A Primer on Experimental and Quasi-Experimental Design"*. 1997.

Drs.Syahrum, M.Pd and Drs. Salim,M.Pd "Metode Penelitian Kuantitatif". Bandung: Ciptapustaka Media, 2012

Handayani Kris and Hetty Zaharani, *"The Effect of Spelling Bee Game on Students' Mastery"*. Jurnal FISK, Vol.2. No.1. (Medan,2021)

Linse, Caroline T, *Practical English Language Teaching: Young Learners*, (New York : Mcgraw hill Companies, inc, 2005)

Lodico, Marguerite G., Dean T. Spaulding, Katherine H. Voegtle. *Methods in Educational Research: from theory to Practice.* San Fransisco: A Wiley Print, 2006.

Misbahuddin, *"The Correlation Between Students Mastery of Vocabulary and Their Reading Ability."* Undergraduate Thesis, UIN Syarif Hidayatullah Jakarta, 2011.

Mustafa Khattab, Quran Translation in English. Accessed November 07, 2022 https://www.alim.org/quran/compare/surah/14/4/

Putri Aulia and Refnaldi. "*The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 of Junior High School."*(State University of Padang, 2020) https://doi.org/20.24036/jelt.v9i1.10789

Rahayu, JS*., "Spelling Bee in Teaching Narrative Text"*, Undergraduate Thesis of Universitas Pendidikan Indonesia, Bandung, 2009.
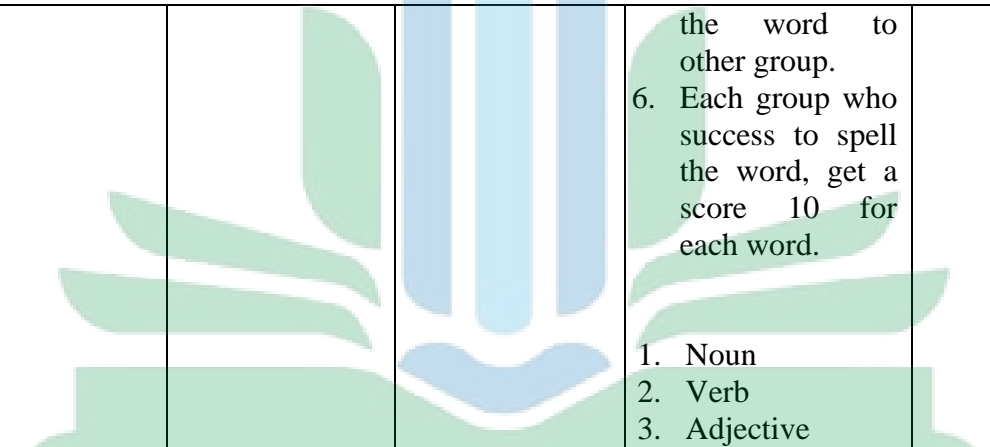
Reyes,Venecia Tejada., "Psychological Personality Factors in Learning English Foreign Language". 2018

Ricard, Jack C. and Willy A Renandya. *Methodology in Language Teaching"*. UK: Cambridge Press.2002.

Schmit, Nobert., and Michael Mc. Chartey, *Vocabulary: Description, Acquisition and Pedagogy*. London: Cambridge University Press, 1997.

Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, R&D" Bandung:Alfabeta,2015.

Suryadi, *"The Effects of Self-Confident and Vocabulary Mastery on Students"*, Journal of English Language Studies, vol 3. (September, 2018): 192-202 https://dx.doi.org/10.30870/jels.v3i2.3158.

Thornburry Scott, *How to Teach Vocabulary.UK: Pearson Longman*, 1993

Tunchalearnpanih, Pisut. *"Using Games on P.6 Students' Vocabulary Learning"*. Srinakharinwirot University (SWU) Thailand.

Umulaika, *"The effectiveness of Spelling Bee Game in Teacing Vocabulary at seventh grade students of SMPN 1 Siman in Academic Year 2018/2019"*.Undergraduate Thesis, IAIN Ponorogo, 2019Wahidah Nurul, *"The Effectiveness of Spelling Bee Game on Sjiptudents Vocabulary Mastery"*. Undergraduate Thesis, UIN Syarif Hidayatullah Jakarta, 2018

Wedhati, Nyoman Karina, Ni Made Ratminingsih, Kadek Samiyati, *"The Effectiveness of Spelling Bee through Students' Vocabulary Mastery"*. Journal of English Language Teaching Innovations and Materials. Vol 03(2) (October, 2021): 61-75 http://dx.doi.org/10.26418/jeltim.v3i33877

Yayasan Penerjemah Al-Qur'an, "Al-Quran dan Terjemahnya"(Semarang : CV Toha Putra Semarang).

Yusuf, Y Qismullah., Faisal Mustafa, and Muzdhalifah Alqinda. "The Use of Spelling Bee Game in Teaching Vocabulary to Junior High School Students". Proceedings of the 1st National Conference on Teachers' Professional Development. (September, 2017)

Appendix 1

Name : Aura Syahida Putri Dewanti
Nim   : T20186027

Tittle	Variable	Sub Variable	Indicators	Data Resources	Research Method	Research Question
The Effectiveness of Spelling Bee to Students' Vocabulary at Second Grade of Junior High School	1. Spelling Bee	1. Procedure to conduct Spelling Bee Game	1. Students divided into some group consist of 5 students. 2. Teacher will call one group to come forward. 3. Each member has a turn to spell the words mentioned by the teacher. 4. Each group was given 10 words. 5. The member who cannot spell can say pass, then the next member should spell it. If the last member cannot spell the word, the teacher will give	1. Score from Spelling Bee Game 2. Instrument : Pre-Test and Post-Test of Vocabulary	1. Research Method : Quantitative Method 2. Research Design : Pre-Experimental (One Group Pretest and Posttest Design) 3. Data Collection : Pre-Test and Post-Test 4. Data Analysis : 1) Normality Test 2) Paired Sample T-Test	Is there any significant effect of Spelling Bee to Students' Vocabullary at Second Grade of Junior High School ?
	2. Vocabulary	2. Part of Speech				

			the word to other group. 6. Each group who success to spell the word, get a score 10 for each word. 1. Noun 2. Verb 3. Adjective			

The scope of this research is using spelling bee to master vocabulary. This research is applied to second grade of senior high school. In this research, the researcher only focused on how the effectiveness of spelling bee game in teaching students' vocabulary at second grade students of junior high school.

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMP Negeri 2 Banyuwangi

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII C/Genap

Materi Pokok   : Vocabulary (Verb, Noun, Adjective)

Kemampuan   : Listening

Alokasi Waktu   : 2JP (@40 Menit)

A. Kompetensi Dasar

   3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi

      sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya

B. Indikator Pencapaian

   1. Menyebutkan Kata Kerja (Verb), Kata Benda (Noun), dan Kata Sifat (Adjective) dengan benar yang disusun secara acak.

   2. Mengeja Kata Kerja (Verb), Kata Benda (Noun), dan Kata Sifat (Adjective) yang disediakan.

   3. Mengklasifikasikan kata sesuai dengan Part of Speechnya (Verb, Noun, dan Adjective)

C. Tujuan Pembelajaran

   1. Peserta didik diharapkan mampu menyebutkan kata kerja(Verb), kata benda(Noun), dan juga kata sifat (Adjective) dalam Bahasa Inggris dengan benar.

   2. Peserta didik diharapkan mampu mengeja kata kerja (Verb), kata benda(Noun), dan kata sifat (Adjective) dalam Bahasa Inggris dengan benar.

   3. Peserta didik diharapkan mampu mengklasifikasikan kata sesuai dengan part of speechnya (Verb, Noun, Adjective)

D. Materi Pembelajaran

E. Kegiatan Pembelajaran

   1. Pertemuan Pertama

Pertemuan Pertama
Pembukaan (15 MENIT)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memperkenalkan diri dan memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi yang akan ditempuh : Vocabulary
Menjelaskan kegiatan yang akan dilaksanakan : Mengobservasi peserta didik.
Kegiatan Inti (50 Menit)
Peneliti memberikan lembar Pretest untuk mengobservasi kemampuan peserta didik.
Peneliti memberikan instruksi kepada pesertadidik untuk menemukan 25 kata yang terdapat di kertas tersebut.
Peserta didik diberikan kesempatan untuk mencari dan mengidentifikasi kata tersebut selama 30 menit.
Pesertadidik diberikan kesempatan untuk sesi tanya jawab mengenai pretest yang sudah dikerjakan.
Kegiatan Penutup (15 Menit)
Peneliti memberikan kesimpulan kegiatan dan manfaat yang sudah didapatkan peserta didik.
Peneliti menutup pembelajaran dengan salam penutup dan berdoa untuk mengakhiri pembelajaran peserta didik sebagai sikap disiplin

2. Pertemuan Kedua

Pertemuan Kedua
Pembukaan (15 MENIT)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memperkenalkan diri dan memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi yang akan ditempuh : Vocabulary (Verb).
Menjelaskan kegiatan yang akan dilakukan : Bermain dengan mengeja kata.
Kegiatan Inti (50 Menit)
Peneliti membentuk peserta didik menjadi 5 kelompok yang berisikan 5 sampai 6 peserta didik.
Peneliti memberikan 10 kata mengenai verb kepada setiap kelompok.
Peneliti meminta setiap anggota kelompok untuk mengeja kata yang diberikan kepada setiap kelompok.
Peserta didik diberikan kesempatan untuk sesi tanya jawab mengenai kegiatan yang sudah dilakukan.
Kegiatan Penutup (15 Menit)
Peneliti memberikan kesimpulan kegiatan dan manfaat yang sudah didapatkan peserta didik.
Peneliti menutup pembelajaran dengan salam penutup dan berdoa untuk mengakhiri pembelajaran peserta didik sebagai sikap disiplin.

3. Pertemuan Ketiga

Pertemuan Kedua
Pembukaan (15 MENIT)

Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memperkenalkan diri dan memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi yang akan ditempuh : Vocabulary (Noun).
Menjelaskan kegiatan yang akan dilakukan : Bermain dengan mengeja kata.
Kegiatan Inti (50 Menit)
Peneliti membentuk peserta didik menjadi 5 kelompok yang berisikan 5 sampai 6 peserta didik.
Peneliti memberikan 10 kata mengenai noun kepada setiap kelompok.
Peneliti meminta setiap anggota kelompok untuk mengeja kata yang diberikan kepada setiap kelompok.
Peserta didik diberikan kesempatan untuk sesi tanya jawab mengenai kegiatan yang sudah dilakukan.
Kegiatan Penutup (15 Menit)
Peneliti memberikan kesimpulan kegiatan dan manfaat yang sudah didapatkan peserta didik.
Peneliti menutup pembelajaran dengan salam penutup dan berdoa untuk mengakhiri pembelajaran peserta didik sebagai sikap disiplin.

4. Pertemuan Keempat

Pertemuan Kedua
Pembukaan (15 MENIT)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memperkenalkan diri dan memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi yang akan ditempuh : Vocabulary (Adjective).
Menjelaskan kegiatan yang akan dilakukan : Bermain dengan mengeja kata.
Kegiatan Inti (50 Menit)
Peneliti membentuk peserta didik menjadi 5 kelompok yang berisikan 5 sampai 6 peserta didik.
Peneliti memberikan 10 kata mengenai adjective kepada setiap kelompok.
Peneliti meminta setiap anggota kelompok untuk mengeja kata yang diberikan kepada setiap kelompok.
Peserta didik diberikan kesempatan untuk sesi tanya jawab mengenai kegiatan yang sudah dilakukan.
Kegiatan Penutup (15 Menit)
Peneliti memberikan kesimpulan kegiatan dan manfaat yang sudah didapatkan peserta didik.
Peneliti menutup pembelajaran dengan salam penutup dan berdoa untuk mengakhiri pembelajaran peserta didik sebagai sikap disiplin.

5. Pertemuan Kelima

Pertemuan Pertama
Pembukaan (15 MENIT)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memperkenalkan diri dan memeriksa kehadiran peserta didik sebagai sikap disiplin.
Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi yang akan ditempuh : Vocabulary
Menjelaskan kegiatan yang akan dilaksanakan : Mengobservasi peserta didik.
Kegiatan Inti (50 Menit)
Peneliti memberikan lembar Postest untuk mengobservasi kemampuan peserta didik.
Peneliti memberikan instruksi kepada pesertadidik untuk menemukan 25 kata yang terdapat di kertas tersebut.
Peserta didik diberikan kesempatan untuk mencari dan mengidentifikasi kata tersebut selama 30 menit.
Peserta didik diberikan kesempatan untuk sesi tanya jawab mengenai pretest yang sudah dikerjakan.
Kegiatan Penutup (15 Menit)
Peneliti memberikan kesimpulan kegiatan dan manfaat yang sudah didapatkan peserta didik.
Peneliti menutup pembelajaran dengan salam penutup dan berdoa untuk mengakhiri pembelajaran peserta didik sebagai sikap disiplin

F. Media dan Alat
1.   Metode   : Spelling Bee
2.   Media   : Worksheet, Lembar Penilaian
3.   Alat/Bahan   : Spidol, Papan Tulis, dan Speaker
4.   Sumber Belajar   : Buku Penunjang

G. Penilaian
Penilaian Pengetahuan   :
1.   Tes tulis (Pretest dan Posttest),
2.   Tes Lisan (Mengeja Kata)

Appendix 3

Student's Pretest Score of Try Out that was Assessed by the Researcher

No : 21

Please find 25 words in this box

L	O	G	O	A	T	X	D	W	O	R	K	T	P	Q	N
H	S	P	E	A	K	B	Y	A	Q	J	G	F	W	W	E
E	A	S	Y	J	L	R	C	L	E	A	N	Z	A	A	E
B	G	N	L	J	B	X	T	V	Q	D	K	U	S	J	D
C	R	O	W	D	E	D	T	W	T	A	K	E	H	E	D
S	D	W	G	F	E	A	J	L	V	N	T	U	X	Z	E
Q	E	L	G	Z	X	L	D	R	I	N	K	Z	L	T	X
U	V	B	T	Y	O	G	L	D	Z	V	J	H	A	N	D
G	P	O	L	I	C	E	O	F	F	I	C	E	C	X	F
C	E	A	D	O	R	A	B	L	E	X	H	A	D	W	Q
Q	H	C	T	E	G	G	H	U	H	I	U	K	I	N	D
B	A	D	U	A	A	D	C	O	L	D	R	H	D	W	Q
R	P	A	I	N	T	T	J	O	L	O	C	D	D	W	Q
E	P	K	W	G	A	H	C	A	T	V	H	W	D	W	Q
A	Y	L	U	R	L	U	L	P	Z	R	Y	M	O	V	E
C	E	R	C	Y	K	D	O	L	P	H	I	N	D	W	Q

B: 16

Appendix 4
Student's Pretest Score of Try Out that was Assessed by the Teacher

No : 21

Please find 25 words in this box

15

Appendix 5
Student's Score of Posttest that was Assessed by the researcher

No : 21

Please find 25 words in this box

A	B	U	N	D	E	R	S	T	A	N	D	X	R	F	T
C	L	W	Y	S	H	A	R	P	W	Y	P	T	A	L	K
O	C	E	A	N	G	L	D	E	C	P	C	X	Z	W	G
C	L	W	Y	P	H	A	I	R	W	R	G	B	S	R	G
B	E	T	T	E	R	U	C	L	W	E	E	U	D	I	X
D	F	J	U	M	P	C	L	W	Y	T	T	Y	X	T	V
F	Z	T	H	I	R	S	T	Y	Z	T	F	G	T	Y	Z
H	O	L	I	D	A	Y	Z	C	L	Y	R	H	S	E	E
G	S	W	A	I	R	P	O	R	T	V	Z	T	S	S	X
T	P	A	P	E	R	Z	Q	P	K	U	X	C	K	V	F
L	A	Z	Y	G	C	J	B	T	P	K	S	R	I	D	E
R	C	L	W	G	R	K	E	O	V	T	Z	I	F	J	V
U	C	L	W	Y	P	J	S	Y	L	Y	C	V	I	G	L
L	T	A	S	T	Y	L	T	L	W	U	C	E	N	H	W
E	U	C	L	X	Y	P	U	C	L	Z	G	R	D	D	L
R	A	R	R	O	G	A	N	T	L	W	E	C	D	E	L

B = 19

Appendix 6
Student's Score of Posstest that was Assessed by the Teacher

No :21

Please find 25 words in this box

A	B	U	N	D	E	R	S	T	A	N	D	X	R	F	T
C	L	W	Y	S	H	A	R	P	W	Y	P	T	A	L	K
O	C	E	A	N	G	L	D	E	C	P	C	X	Z	W	G
C	L	W	Y	P	H	A	I	R	W	R	G	B	S	R	G
B	E	T	T	E	R	U	C	L	W	E	E	U	D	I	X
D	F	J	U	M	P	C	L	W	Y	T	T	Y	X	T	V
F	Z	T	H	I	R	S	T	Y	Z	T	F	G	T	Y	Z
H	O	L	I	D	A	Y	Z	C	L	Y	R	H	S	E	E
G	S	W	A	D	R	P	O	R	T	V	Z	T	S	S	X
T	P	A	P	E	R	Z	Q	P	K	U	X	C	K	V	F
L	A	Z	Y	G	C	J	B	T	P	K	S	R	I	D	E
R	C	L	W	G	R	K	E	O	V	T	Z	I	F	J	V
U	C	L	W	Y	P	J	S	Y	L	Y	C	V	I	G	L
L	T	A	S	T	Y	L	T	L	W	U	C	E	N	H	W
E	U	C	L	X	Y	P	U	C	L	Z	G	R	D	D	L
R	A	R	R	O	G	A	N	T	L	W	E	C	D	E	L

18

Appendix 7
Student's Pretest

No : 18

Please find 25 words in this box

L	O	G	O	A	T	X	D	W	O	R	K	T	P	Q	N
H	S	P	E	A	K	B	Y	A	Q	J	G	F	W	W	E
E	A	S	Y	J	L	R	C	L	E	A	N	Z	A	A	E
B	G	N	L	J	B	X	T	V	Q	D	K	U	S	J	D
C	R	O	W	D	E	D	T	W	T	A	K	E	H	E	D
S	D	W	G	F	E	A	J	L	W	N	T	U	X	Z	E
Q	E	L	G	Z	X	L	D	R	I	N	K	Z	L	T	X
U	V	B	T	Y	O	G	L	D	Z	V	J	H	A	N	D
G	P	O	L	I	C	E	O	F	F	I	C	E	C	X	F
C	E	A	D	O	R	A	B	L	E	X	H	A	D	W	Q
Q	H	C	T	E	G	G	H	U	H	I	U	K	I	N	D
B	A	D	U	A	A	D	C	O	L	D	R	H	D	W	Q
R	P	A	I	N	T	T	J	O	L	O	C	D	D	W	Q
E	P	K	W	G	A	H	C	A	T	V	H	W	D	W	Q
A	Y	L	U	R	L	U	L	P	Z	R	Y	M	O	V	E
C	E	R	C	Y	K	D	O	L	P	H	I	N	D	W	Q

B : 16

Appendix 8
Stundent's Posttest

No : 18

Please find 25 words in this box

A	B	U	N	D	E	R	S	T	A	N	D	X	R	F	T
C	L	W	Y	S	H	A	R	P	W	Y	P	T	A	L	K
O	C	E	A	N	G	L	D	E	C	P	C	X	Z	W	G
C	L	W	P	H	A	I	R	W	R	G	B	S	R	G	
B	E	T	T	E	R	U	C	L	W	E	E	U	D	I	X
D	F	J	U	M	P	C	L	W	Y	T	T	Y	X	T	V
F	Z	T	H	I	R	S	T	Y	Z	T	F	G	T	Y	Z
H	O	L	I	D	A	Y	Z	C	L	Y	R	H	S	E	E
G	S	W	A	I	R	P	O	R	T	V	Z	T	S	S	X
T	P	A	P	E	R	Z	Q	P	K	U	X	C	K	V	F
L	A	Z	Y	G	C	J	B	T	P	K	S	R	I	D	E
R	C	L	W	G	R	K	E	O	V	T	Z	I	F	J	V
U	C	L	W	Y	P	J	S	Y	L	Y	C	V	I	G	L
L	T	A	S	T	Y	L	T	L	W	U	C	E	N	H	W
E	U	C	L	X	Y	P	U	C	L	Z	G	R	D	D	L
R	A	R	R	O	G	A	N	T	L	W	E	C	D	E	L

B=21

Appedix 9

Spelling Bee Meeting 2 (Verb)

Please spell the word individualy and correctly!

Group 1

Change	Pray	Brush	Wash	Send
Give	Sweep	Swim	Drink	Sing

Group 2

Take	Learn	Study	Make	Move
Show	Dance	Walk	Forget	Throw

Group 3

Know	Borrow	Drink	Write	Paint
Sleep	Push	Send	Kick	Jump

Group 4

Start	Find	Help	Look	Want
Work	Scream	Talk	Share	Hold

Group 5

Stay	Search	Draw	Think	Call
Listen	Climb	Bring	Brush	Spend

Appendix 10
Spelling Bee Meeting 3 (Noun)
Please spell the word individualy and correctly!
Group 1

Shoes	Train	Truck	Bicycle	Lamp
Stone	Hand	Fingers	Bottle	Pencils

Group 2

Paper	Dolphin	Flowers	Glass	Table
Spoon	Mask	Mirror	Bicycle	Horse

Group 3

Fish	Chair	Chicken	Plane	Water
Boat	Eyes	River	Mountain	Blanket

Group 4

Mouse	Frog	Ears	House	Airport
Forrest	Bank	Eraser	Window	Charge

Group 5

Camel	Girrafe	Teeth	Board	Photo
Hair	Sugar	Salt	Pepper	Train

Appendix 11

Spelling Bee Meeting 4 (Adjective)

Please Spell the word Individualy and Correctly!

Group 1

Beautiful	Fast	Empty	Easy	Long
Famous	Busy	Warm	High	Hard

Group 2

Handsome	Tired	Dark	Important	Little
Short	Slim	Long	Soft	Sharp

Group 3

Smart	Affraid	Clean	Young	Nice
Rich	Slow	Sweet	Square	Large

Group 4

Brave	Dirty	Bright	Pretty	Small
Wrong	Funny	Crazy	Tasty	Late

Group 5

Strong	Difficult	Cheap	Young	Cute
Angry	Ugly	Stupid	Active	Free

Appendix 12
Research Permitting Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
Website : http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-2801/In.20/3.a/PP.009/03/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 Banyuwangi
Jl. Ranggawuni No.41, Kebalenan, Banyuwangi, Jawa Timur 68417

  Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186027
Nama	:	AURA SYAHIDA PUTRI DEWANT
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Spelling Bee to Students` Vocabulary at Second grade of Junior High School" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dewi Astuti, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

       Jember, 25 Maret 2022
       an. Dekan,
       Wakil Dekan Bidang Akademik,

       MASHUDI

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 13
Research Accomplishment Letter

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 2 BANYUWANGI
JalanRanggawuni 41 ☎ (0333) 424728 Banyuwangi - 68417
NIS : 200990   NSS : 20.1.05.25.18.002   NPSN : 20525633
E-Mail : smp2.banyuwangi@gmail.com / Webblog : ranggawuni.blogspot.com

SURAT KETERANGAN
Nomor : 897 / 150 /429.245.200990/2022

Yang bertandatangan di bawahini :

N am a	:	**DEWI ASTUTI, M.Pd**
NIP	:	19670208 199003 2 002
Pangkat / GolonganRuang	:	Pembina Tk. I, IV/b
Jabatan	:	Kepala Sekolah
Unit Kerja	:	**SMP Negeri 2 Banyuwangi**

Denganinimenerangkandengansebenarnyabahwa :

N am a	:	**AURA SYAHIDA PUTRI DEWANTI**
Tempat, TanggalLahir	:	Banyuwangi,
NIM	:	T20186027
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Universitas	:	Universitas Negeri Kyai Haji Achmad Siddiq Jember

Yang namanya tersebut di atas telah melaksanakan Penelitian di SMP Negeri 2 Banyuwangi dengan judul *"The Effectifeness of Spelling Bee to Students Vocabulary at Second Grade of Junior High School"* Terhitung mulai tanggal **1 April 2022** sampai dengan **19 Mei 2022**.

Demikian surat keterangan ini dibuat untuk di ketahui dan dipergunakan sebagai persyaratan penyusunan skripsi.

Banyuwangi, 20 Mei 2022
KepalaSekolah

DEWI ASTUTI, M.Pd
NIP. 19670208 199003 2 002

Appendix 14
Journal of Research

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 2 BANYUWANGI
Jalan Ranggawuni 41 ☎ (0333) 424728 Banyuwangi - 68417
NIS : 200990   NSS : 20.1.05.25.18.002   NPSN : 20525633

JOURNAL OF RESEARCH
SMP Negeri 2 Banyuwangi

No.	Date	Activity	Research Subject	Signature
1.	March 17th 2022	Asking Permission for conducting the research and give the Research Permitting Letter to vice principle of curriculum	Winarno, S.Pd	
2.	March 29th 2022	Interviewing with English teacher	Wahyuning Eka Aprilia, S.Pd	
			Winarno, S.Pd	
3.	April 01st 2022	Conducting a Try Out in VIII H	Students of VIII H	
4.	April 07th 2022	Conducting a Pre-Test in VIII C	Students of VIII C	
5.	April 14th 2022	Conducting The Material and The Treatment for VIII C	Students of VIII C	
6.	April 27th 2022	Conducting The Material and The Treatment for VIII C	Students of VIII C	
7.	May 12th 2022	Conducting The Material and The Treatment for VIII C	Students of VIII C	
8.	May 19th 2022	Conducting a Post-Test in VIII C	Students of VIII C	
9.	May 20th 2022	Asking permission for accomplishment the research with the headmaster of SMP Negeri 2 Banyuwangi	Dewi Astuti, M.Pd	
		Asking the research accomplishment letter	Marlatin	
		Asking for the Syllabus	Sampir	

Banyuwangi, May 20th 2022
The Headmaster of SMP Negeri 2 Banyuwangi

Dewi Astuti, M.Pd
NIP. 19670208 199003 2 002

Appendix 15

Signed below :

Name   : Aura Syahida Putri Dewanti

SRN   : T20186027

Major   : English Education Department

Faculty   : Tarbiyah and Teaching Training

University : UIN Kiai Haji Achmad Siddiq Jember

      Honestly declared undergraduate thesis entitled "The Effectiveness of Spelling Bee to Students' Vocabulary at Second Grade of Junior High School" and the result of this research are no elements of plagiarism of research or scientific works that had been done or made by others, except those are quoted in writing this manuscript and mentioned in this sources of citations and references. if it turns out that the results of this research prove there are elements of plagiarism and claims from others in the future, then I am willing to be processed based on the applicable laws.

Thus, I made this statement letter truthfully and with no force from anyone.

Jember, 20 Oktober 2022
The Writer

Aura Syahida Putri Dewanti
T20186027

Appendix 16
Documentation during the Research

Appendix 17

RESEARCH BIOGRAPHY
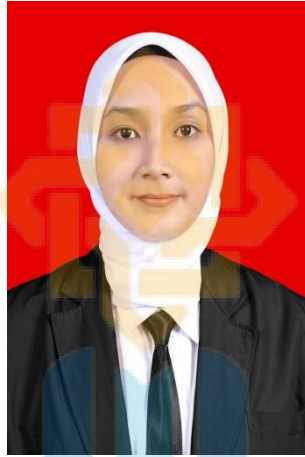
Personal Information

Nama	: Aura Syahida Putri Dewanti
SRN	: T20186027
Place, Date, Birth	: Banyuwangi, 13 Januari 2022
Address	: Perum.Villa Sukowidi NA 25, Kalipuro, Banyuwangi
Department	: Faculty of Tarbiyah and Teacher Training
Major	: English Department

Educational background

TK Islam Al-Irsyad Banyuwangi graduated in 2006

SDIT Al-Qomar Banyuwangi graduated in 2012

MTs Negeri 1 Banyuwangi graduated in 2015

MA Negeri 1 Banyuwangi graduated in 2018