

**ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH
ENGLISH SPELLING BEE GAME AT THE EIGHTH GRADE
STUDENTS OF MTsN 2 KOTA PALU**



A THESIS

*Submitted as a Partial Fulfillment of the Requirement to Obtain a Degree of
Sarjana at the English Tadris Study Program Faculty of Tarbiyah and
Teacher Training State Islamic University Datokarama Palu*

By

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2023**

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled “ENRICHING STUDENTS’ VOCABULARY MASTERY THROUGH ENGLISH SPELLING BEE GAME AT THE EIGHT GRADE STUDENTS OF MTsN 2 KOTA PALU” has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

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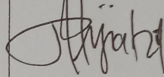
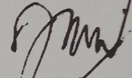
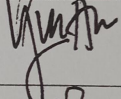
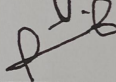
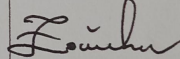


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LEGALIZATION

A thesis by Febriana Is. Manan, NIM. 18.1.16.0112 entitled “**Enriching Students’ Vocabulary Mastery Through English Spelling Bee Games at the Eight Grade Students of MTsN 2 Kota Palu**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 28th July 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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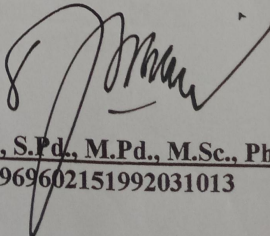
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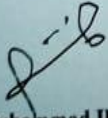
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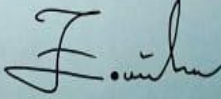
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ
الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ،
أَمَّا بَعْدُ.

Alhamdulillahhirabbil'alamin. All praises and thanks be only for Allah SWT, the Almighty God who gives His blessing and help so the researcher could finish writing this Thesis. In the process of her study she received many supports, advice and assistances from many people. Therefore, the researcher would like to extend her highest appreciation to:

1. The researcher beloved parents and family, Nurhayati B. Suruh (mother), Suparman Is. Manan (father), Sudirman (the eldest brother), Sumardin (the second brother), Hardiyanto (the third brother) and Adi (the youngest brother). Thank you so much for their sacrifice, affection, motivation, patience and the greatest prayer for her bright future.
2. Prof. Dr. H. Sagaf S. Pettalongi, M.Pd., as the Rector of Datokararama State Islamic University Palu who have encourage and policies the researcher in various ways.
3. Dr. H. Askar as the Dean of Tarbiyah and Teacher Training Faculty who has directed the researcher in the lecture process.
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D as the head of English Tadris Study Program and Hijrah Syam, S.Pd., M.Pd as the Secretary of Englis Tadris Study Program at Datokarama State Islamic University Palu for giving the researcher permission to write this Thesis.
5. The supervisor Drs. Muhammad Ihsan S.Ag., M.Ag and her second supervisor Zuhra, S.Pd.,M.Pd. Who had given valuable time and guidance since very beginning.

6. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D and Yuni Amelia, S.Pd., M.Pd as the examiners in the thesis examination who have provided direction and input on the researcher's thesis.
7. Munira Labalado S.Ag as the Headmaster of MTsN 2 Kota Palu who had facilitated the researcher during the research.
8. Trisna S.Pd as the English teacher of students' eight grade at MTsN 2 Kota Palu who had helped and had given advice to the researcher.
9. The students' eighth grade at MTsN 2 Kota Palu for their cooperating during the research.
10. For all the researcher best friends thanks for being best partner ever.
11. All participants of KKN Tipu and Participants of PPL MTsN 2 Kota Palu. Thank you for the support.
12. All members of TBI 2018 for giving the researcher valuable experience during her study at State Islamic University Datokarama Palu.

At last, the remembered always wishes that all assistance give in dept will get unlimited rewards from Allah SWT.

Palu, 4th July 2023 M.
16th Dzulhijah 1444 H.

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ABSTRACT

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Title Thesis : Enriching Students' Vocabulary Mastery Through English Spelling Bee Game at the Eighth Grade Students of MTsN 2 Kota Palu

Vocabulary is one of the most important components of English which is difficult for young learners to learn and develop. In learning English, students normally have some difficulties, especially in mastering vocabulary. This research was conducted at the MTsN 2 Kota Palu. It was found that some students of MTsN 2 Kota Palu were still low in their vocabulary mastery. To solve this problem, this research used spelling bee game in teaching vocabulary to the students.

The research problem in this research is "is the use spelling bee game effective to enrich students' vocabulary mastery at the eighth grade students of MTsN 2 Kota Palu".

This research used quantitative approach with pre-experimental design with one group of pre-test and post-test. The researcher used purposive sampling technique to determine research sample. Instrument of this research was used vocabulary test, in collecting the data are used pre-test, treatment and post-test and the data analyzed were statistically, mean score and the rate percentage.

In the result of the data analyzed that mean score of students' achievement in pre-test was (54,66) and post-test (83,73). Having the data analysis by using the t-test formula, the result of the t-test value (2,585) is higher than the t-table value (1,69913). It means that H_a was accepted and H_0 was rejected. Therefore, it can be concluded that there was a different improvement before and after giving a treatment by using spelling bee game at the eighth grade students of MTsN 2 Kota Palu.

From the conclusion obtained, it can be seen that there was a different improvement before and after giving a treatment. So that, it can be concluded that the use of spelling bee game effective to enrich students' vocabulary mastery at the eighth grade students of MTsN 2 Kota Palu. So, the researcher hope that the students should express their selves on improving their vocabulary mastery and does not less motivation in learning vocabulary wherever and whenever. For the next researcher, there were still much more media, technique, method, strategy and game in teaching. So the next researcher should be more creative to find another technique in teaching.

CHAPTER I INTRODUCTION

A. Background of the Research

Vocabulary is one of the most important components of English which is difficult for young learners to learn and develop. Therefore, the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. Students knowledge about vocabulary enables them to use language effectively such as having conversation. If students do not have sufficient number of vocabulary, they will not be able to communicate with others effectively.

Besides, vocabulary as one of supporting English skills, that should be learning for the second language learners. Someone who understands all grammar of English without understanding the meaning of the language cannot maintain the conversation by using language. On the contrary, one who has sufficient all vocabularies even a good without understanding the grammar of English could still understand the use of the language.¹

In learning English, students normally have some difficulties, especially in mastering vocabulary. Students found it difficult to memorize vocabularies in English and they could easily forget the words. It is a type of routine, the English teacher would ask students to memorize vocabulary in monotonous ways. Hence,

¹ St. Maryam Hamid, *Enriching Vocabulary Mastery through Interaction Model*. English Education Department, Vol. 4 No. 1 Mei 2015

students easily forget the words they already memorized. It is a normal situation if the students can memorize the vocabularies then forget them in the next days and maybe remember just two words of them. It is because human brains are created not for memorizing, but for forgetting.²

Besides, in teaching vocabulary, sometimes a teacher finds some difficulties to improve the students' vocabulary. That is why, many English teacher try to build up the students' vocabulary by using various strategies. A teacher should find an effective strategy to teach English vocabulary. Appropriate Instructions are needed to increase the effectiveness of communication between teachers and students in teaching and learning process. Furthermore, an appropriate instruction can stimulate the students' motivations and interest to the lesson.

In many cases, based on the researcher's experience when doing Practical Field (PPL) at MTs N 2 Kota Palu, the researcher found that most of students had lowvocabulary mastery. Especially in relation to the meaning of the word. For example, when students introduced themselves, they lacked of vocabulary. They mostly switched some words into Indonesian because they did not know the meaning in English. This condition continued that students got problem in mastering vocabulary. Hence the researcher thought that the English teacher should provide a type of games to make the students enjoy learning English, especially in relation to mastering vocabulary.

²Waring, R. *Basic Principle and Practice in Vocabulary Instruction*. Retrieved from [http://www.robwaring.org/vocab/principles/basic principles.htm](http://www.robwaring.org/vocab/principles/basic%20principles.htm). Accessed on 5th September 2022.

In the context of the research, the games that used to solve this problem was by using spelling bee games. There were some advantages of using spelling bee games; first it help students enriched their vocabulary mastery, pronunciation, and comprehension of the text. The second, it can be used by students to practice their concentration and their ability to memorize words. Third spelling bee is one of the funny methods to teach English vocabulary. In this game students not only memorize words and letter by letter but also students have to speak openly in front of their friends. Moreover students not only develop their vocabulary mastery but also they have to able to practice speaking and their understanding the meaning of the words.³ By using spelling bee games students could learn and enjoy learning English, especially in their attempts to enrich the vocabularies mastery.

Based on the identified problem, this research is aimed to examine wether the use of spelling bee games is effective to encrich students' vocabulary mastery or the other way round.

B. Research Problem

Based on the background above, the researcher formulated the problems as follow: "Is the use of Spelling Bee Game effective to enrich students' vocabulary mastery at the Eighth Grade Students of MTsN 2 Kota Palu?"

³YunisrinaQimullah Yusuf "*The Use of Spelling Bee Game in Teaching*" (National Jurnal of Syiah Kuala Univetsity, Vol.1/2017), 8.

C. Research Objective

The objective of this research was as follow: “To find out if the use of spelling bee games effective to enrich students’ vocabulary mastery at the Eighth Grade Students of MTsN 2 Kota Palu”.

D. Research Significant

The researcher hoped that her research could give advantages to anybody who read her research paper. She also hoped that teacher would give more attention toward students’ vocabulary and find the best way on how to increase students stock of words.

E. Definition of Key Terms

1. Vocabulary is defined as all the words known to a person or use in a particular book, subject, etc.
2. Spelling bee game is a game in which players attempt to spell correctly and aloud words assigned them by an impartial judge.⁴

F. Outline of the Research

In general, the research and preparation of scientific work are divided into five parts or the body of each chapter are divided into several sub chapters.

Chapter I, is Introduction explaining the background, namely same of the thing that underlie and underlie the researcher to research and study the problem. Next, the problem formulation is the basis for carrying out research, next, the objectives and significance are expected targets and objectives to be achieved in

⁴<https://www.britanica.com/topic/spelling-bee>. Accessed on September 29th 2022.

research and the expected benefits then the meaning of the title is explanation of the words and terms contained in the title then interpreted thoroughly and outline the contents of the thesis.

Chapter II is review of related literature discuss the previous research, theoretical review aims vocabulary, vocabulary mastery, the use of game in teaching vocabulary, the concept of spelling bee game, Conceptual Framework and hypothesis.

Chapter III is related research method consist of design of the Research, population and sample, variable of the research, operational definition, the research instrument, technique of data collecting and technique of data analysis.

Chapter IV is explaining the result of the research by following with the problem statement, namely is the use of spelling bee game effective to enrich students' vocabulary mastery at the eighth grade students of MTsN 2 Kota Palu.

Chapter V is the last Chapter regarding the conclusions from the discussion and the result in thesis and researcher's suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Many research had been performed by the researchers related to the use of the strategies, approach, methods, techniques, or media, in motivating the learner to learn English vocabulary. Some of them were mentioned as follows:

The first is from Yunisrina Qismullah Yusuf, et al. “*The use of spelling bee game in teaching vocabulary to junior high school 4 Banda Aceh students*”. The results show that the spelling bee game was one of the vocabulary games that could be applied in the teaching and learning process. It used to memorize, take sides, and improve students’ vocabulary and so on. Vocabulary is the most important element in learning foreign language, especially English vocabulary. Grade VIII students’ of Banda Aceh State Junior High School 4 found difficult to master the English vocabulary, moreover most of them did not understand the meaning of the word, students’ luck with vocabulary has hampered their ability to increase their interest in learning English, especially in speaking skill.¹

The second is from Ratna Juwita Ningsi, “*The Use of Spelling Bee Game to Improve Class 8 Students’ Vocabulary Mastery*”. The result of the research aimed to investigate the effectiveness of the use of Spelling Bee game in

¹YunisrinaQismullah Yusuf, et al. “*The Use of Spelling Bee Game in Teaching Vocabulary to Junior High School 4 Banda Aceh Students*”. Jurnal Nasional (University Banda Aceh Indonesia 2017), 242.

improving students' vocabulary mastery and to find students' responses to the use of this game in their English classes.²

The third is from Ismah. "*The Implementation of Spelling Bee Game to Improve the Students' Pronunciation in at Seventh Grade of MTs Muhammadiyah 29 Stabat*". The aim of this research was to find out the improving students' pronunciation by using spelling bee game. It was consisted of one class and 20 students as respondents. The technique of analyzing data was applied by using qualitative and quantitative approach. The quantitative data were taken from the test. The qualitative data were taken from interview, observation, and documentation. Data were taken from the result which was carried out in two cycles and two cycles conducted in four meetings. The tests were given to the students in pre-test, post-test I and post-test II. The result of analyzing the data showed that there was improving on the student's pronunciation from each cycles.³

From the previous research above, there are similarities and differences between their research and this research. The similarities of their research are about using quantitative approach, using spelling bee game and want to improve

²RatnaJuwitaNingsih, "*The use of Spellin Bee Game to Improve Students' Vocabulary Mastery*". A thesis (UniversitasPendidikan Indonesia, 2013), 7.pdf. Accessed on September 29th 2022.

³Ismah, "*The Implementation of Spelling Bee Game to Improve the Students' Pronunciation in at Seventh Grade of MTs Muhammadiyah 29 Stabat*". A Skripsi (Universitas Islam Negeri Sumatera Utara Medan, 2019).Pdf. Accessed on September 29th 2022.

the mastery of students' vocabulary. And the differences from their research are the research location, vocabulary test, research time and sample of research.

The Researcher can conclude that vocabulary mastery is an important aspect of language. To be able to mastery vocabulary, the teacher needs a strategy in teaching and learning process. The teacher should provide game to make student easy and enjoy the learning English especially in memorizing words.

B. Theoretical review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is defined as the group and collection of words that are known and used by particular person. It can also be defined as a list or collection of words or phrases that are normally alphabetically arranged and defined or explained. Vocabulary is also commonly called word stock, lexis, and lexicon.⁴

Vocabulary is one of vital elements that need to be mastered by students. Huge number of words is very useful for students and need to be mastered in order to learn English because learning vocabulary is not a short-term period.⁵ Moreover, that having a useful vocabulary can be a good foundation in learning a foreign language. Vocabulary can be really useful, not only to make a sentence for

⁴<https://www.vedantu.com/commerce/vocabulary-and-types-of-vocabulary>. Accessed on October 3th 2022.

⁵ Nation, I. S. P. *Learning Vocabulary in Another Language*. (New York: Cambridge University Press, 2001).

having a conversation or to communicate between people, but also to be a continuous process from elementary to university level.

Vocabulary is about words in a language. Vocabulary is all the words that is received by persons incidentally or intentionally through indirect exposure to words explicitly instruction to specific words and word learning strategy. Vocabulary is not only confined to the meaning but also includes how vocabulary in a language is structured how people use and store words and how they learn words and the relationship between words phrases, Categories of words and phrases.⁶

Furthermore, vocabulary is more than a list of words and although the size of one's vocabulary matters, it knows how to use it which matters most. Then, vocabulary is generically defined as the knowledge of words and word meanings.⁷ More specifically, researcher use vocabulary to refer to the kind of words that student must know to read increasingly demanding text with comprehension.

Based on the definition above, the researcher concludes that the vocabulary is one of the language components that must be mastered by the students if they want to learn or master English. Having or knowing more stock

⁶Hasan Basri. "*Strategi Belajar Kosakat Bahasa Inggris (English Vovabulary) Mahasiswa TBI Stain Pamekasan*" (Pamekasan, 2014), 433.

⁷ Hackman, S. Teaching Effective Vocabulary: *What can teacher do to vocabulary?* Retrieved from www.education.gov.uk/publication/eOrderingDownload/TEV_A4.pdf. Accessed on October 3th 2022.

of words makes the students get easier to know and to select what words they are going to use appropriately both in learning and using English.

b. The Importance of Vocabulary

Vocabulary is one of the important elements in teaching English. Vocabulary is the foundation to build language, which plays a fundamental role in communication. It describes that by mastering vocabulary people can express and understand the other basic competence well. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.⁸

Vocabulary is essential for successful second language because, without an extensive vocabulary, the learners will be unable to use the structures and function we may have learned for comprehensible communication.⁹

From the definition above, it can be concluded that vocabulary is all the words in language and which enhance the skill in language. Because mastering language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

c. Kinds of Vocabulary

Ann and Mary stated there were two kinds of vocabulary, as the following.

⁸Hatch, Evelyn and Brown, Cheryl. *Vocabulary, Semantic, and Language Education*. (Cambridge: Cambridge University Press, 1995).

⁹ David, Nunan, *Research Method and Language Learning* (Cambridge: Cambridge University Press, 1991).

1. Active vocabulary

Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although in fact it is more difficult to put into practice. It means that to use productive vocabulary, the student is supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

2. Passive vocabulary

Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and also called as receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.¹⁰

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

d. The types of vocabulary

The vocabulary is divided into four types, they include in:

¹⁰Ann. J. A. and Mary.L. F. *"From Reader to Reading Teacher"*.(New York: Cambridge University Press, 1997).

1. Oral vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation. Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening. Vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.
2. Writing vocabulary is tock of words that come readily to one's things vocabulary. It is commonly used in writing. This kind of vocabulary represents those words which we regain while writing to express ideas. It easy to express what they want to show to people with using to express their self, but using the same words for communicating the same concept or thought through writing, it is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.
3. Listening vocabulary refers to the words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives.

4. Reading vocabulary refers to the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.¹¹

Based on the explanation above, the most important that the research has to know types vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary. However, for advance classes needs all of type vocabulary because it is not easy to do these types without understand such as listening, speaking reading and writing.

2. Vocabulary Mastery

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas and feelings in communication. Vocabulary is the most important component language because it affect the four language skill, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹² Generically, vocabulary is the knowledge of meaning of words.

Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting words new words and initial learning, followed by meeting those words again and again, each time extending knowledge

¹¹http://www.srsdeaf.org/Download/Bridge_of_Vocabulary.pdf. Accessed on October 16th 2022.

¹²Marianne Celc e-Murcia, "*Teaching English as a Second or Foreign Language*".(USA: Heinle & Heinle, 2001), 285.

of what the words mean and how they are used in the foreign language. The aspects in vocabulary mastery include pronunciation, spelling, meaning, and the use of words.

Therefore, the indicators are:

- a. Students know the meaning of words.
- b. Students are able to pronounce word correctly.
- c. Students are able to spell or write words.
- d. Students are able to use words in a sentence.¹³

Mastery means the skills or knowledge in a subject or instrument, mastering a word means mastering the aspects of word knowledge. Ellis summarize that word knowledge include, the meaning, the spoken form, the written form, the grammatical behavior, the word derivation, the collocation of the words, the register of the words, spoken and written, the connotation or association of the word, and word frequency.¹⁴

Vocabulary mastery is complete control or power over someone or something though understanding or great skill. Knowledge is important thing to the students to get more information and minimalist misunderstanding.¹⁵

¹³ Cameroon. “*Teaching Language to Young Learner*”(Cambridge University Press, 2001), 71.

¹⁴ J Butterfield, Collin “*English Dictionary Plus Good Writing Guide*”. (Great Britian: Haper Collins Publisher, 2007), 56.

¹⁵ Longman, “*Advanced American Dictionary New Edition*”. (England: Pearson Education, 2008).

Vocabulary mastery is not only knowing the words and its meaning, but also knowing about how the words sound and how the words are used in the context. Mastering vocabulary means having a complete knowledge of a set of words that are used by a person. Vocabulary is competence to know words and meaning. The students are not only hoped to know the words but also their meaning.

3. The Use of Game in Teaching Vocabulary

a. Definition of game

A game is an activity with rules, a goal and element of fun. Games should be regarded as an integral part of language syllabus. Games help the teacher to create contexts in which the language is useful and meaningful. Even though games are often associated with fun, we should not lose sight of their pedagogical value, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress and give language learners the opportunity for real communication.¹⁶

b. The use of Game in Teaching

There are some reasons why games are used in the teaching-learning process. First, learning language is a hard work. In language learning, learners have to understand the foreign language that is being learned and they are to do some effort to use the language in conversation or in written competition. So, they get new understanding about the language, in this case, games help and encourage

¹⁶Hadfield, J. *Intermediate communication game*. (England: Addison Wesley Longman, 1996).

many learners to sustain their interest and work. Second, game can help teacher to create useful and meaningful contexts. Students want to give participation in class, students have to know what does the written text mean or what the other saying. Students must speak or write to express their thought or give information. Games help student to experience language rather than study in merely.¹⁷

Based on explanation above, the researcher concludes that games are effective because they provide motivation. It can be used in teaching in the classroom so that the students will enjoy and learning English and easy to understand the material.

4. The Concept of Spelling Bee Games

a. Definition of Spelling Bee Games

A spelling bee is a competition help children improve their spelling, increase their vocabulary, and develop correct English usage. They also help build children's self-confidence and more importantly, they are a lot of fun. Accurate spelling is one of the sub-skills of writing. Also, being able to pronounce a word on the basis of its written form is a useful speaking skill. The spelling of seventy percent of English words is predictable, three percent of the words. However, are so irregular that they have to be learned as individual items. Spelling bee are an exciting way to helping children overcome any difficulties they have in spelling problematic words.¹⁸

¹⁷ Wright, A. et al. *Games for Language Learning*. (Cambridge: Cambridge University Press, 2006).

¹⁸ Mc. Millan. *ABC Spelling Bee Handbook*.(Mc.Millan Publisher, 2012).

Spelling bee games as a competition which requires the contestant to spell words. The game of spelling bee can use as an alternative activity teaching vocabulary. It is a good alternative game to practice students' spelling skill.¹⁹ Payra and Stephanie stated, the spelling bee is among the oldest educational competition in United States of America. The spelling bee, an educational competition of spelling and vocabulary, can be exciting, enriching experience.²⁰

Spelling bee help students encourage their spelling words, as well as to learn how to compete with one another. When students feel encourage about their ability of spelling it means they will increase their vocabulary which will help in understanding the text. In short, spelling is one of the interesting games for teaching vocabulary. Spelling bee helps students learn the pronunciation and know more vocabulary better than before.²¹

From the explanation above, it can be concluded that spelling bee is one of an effective game to increase vocabulary mastery and also spelling bee give positive impact to the students.

¹⁹LeniNurpitasari& Wan Julia Mayasari, "*The Use of Spelling Bee Game to Increase the Students' Vocabulary Mastery of the Seventh Grade at SMPN 1Bantan*". *Inovish Journal*, Vol. 3, No. 2, December 2018.

²⁰Payra, Syamantax and Stephanie Cardona. *A Study on the Motivation and Learning Strategies Among Elementary and Junior-High Students Competitions*. Friendswood, 2016.

²¹Kichura, V. *About Spelling Bees*. Retrieved from http://ehow.com/about_4913528_spelling-bees.html. Accessed on October 22th 2022.

b. The Use of Spelling Bee Game in the Classroom

There are many activities can be done by using spelling bee game to develop vocabulary. Hangman Joopardy, in this book how to teach vocabulary, gives some in using spelling bee game that teacher can use during the class, those are:

- a) Students to read the text and asks to write down the word noun, adjectives and verbs that they found from the text.
- b) The teacher prepares words that have been written by students use in playing games.
- c) Students into two teams. Where are the X and O.
- d) One team to move forward to the board.
- e) The advanced team has a blackboard consisting of 2 students to play the game.
- f) The two students 1 word that they would spell them together.
- g) The teacher mentions the word and tells students to discuss together before they spell the word.
- h) Before students spell the word teacher will count 1 2 3 so that students spell letters together.
- i) If both students spell correctly, then they get 1 point and write it on the board. And if one of them is wrong in spelling a word then they do not get points.
- j) Both teams continue to play games in turn.

k) The team that collects many points is the winner.²²

While teaching vocabulary through games of spelling bee is not only the language skills a teacher develops but also inculcates other soft skills like sharing caring etc., in students. We can use game by making in innovative and learn many things in different and interesting ways.

c. Application of spelling bee games

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

The rules of Spelling Bee Game being described as follows:

1. The pronouncer announces the word to be spelled, he speaks slowly and clearly, without distorting the formal pronunciation of the word and he uses the word in sentences and says the word again.
2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
3. When the speller sure understands the word, she pronounces it, spell it and then say the word again. She must say it loudly enough for the judge to hear it.
4. The judge determines whether or not the word was spelled correctly.
5. If the correct spelling was gave, the speller remains in the game.

²²Ni'Matul Wafa. "Teaching Students' Vocabulary by Using Spelling Bee Game of the Second Year Students at SMPN 3 Sungguminasa Gowa" (Univarsitas Islam Negeri Alaudin Makasar, 2017), 25, pdf.

6. If the spelling was incorrect, that speller is eliminated from the game. The judge gave the correct of that word. Then the pronouncer reads a new word to the next speller.
7. When there are only two speller left, if one player misspells a word, the other player must spell that word correctly, and one more word to be declared the winner of the Spelling Bee.²³

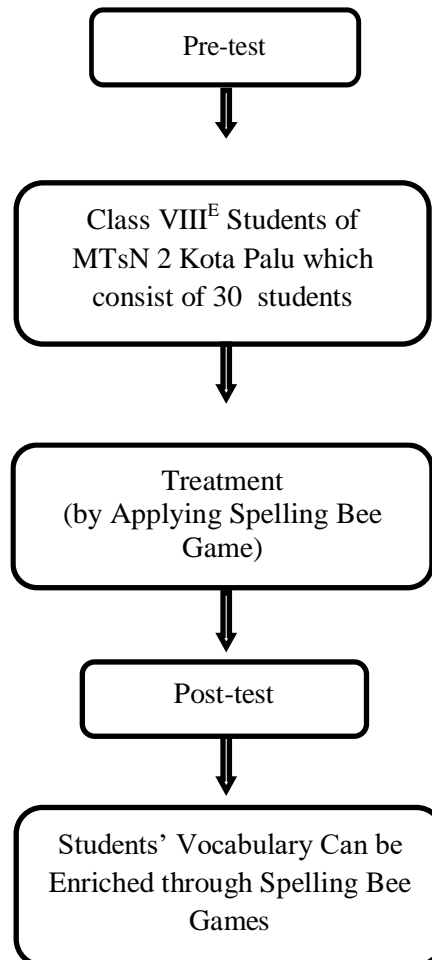
Hence, games give relaxation and fun for students and games help students to learn and retain new words easily. And a competitive game like spelling bee gives some motivations for students. Students would try to compete friendly with another. It gives a chance to students participate actively in the class.

C. Theoretical Framework

In the mastery vocabulary becomes very essential since it play an important role to make language work. The focus on this research is to enriching vocabulary mastery through spelling bee game. Through this method it is expected, to help student in vocabulary mastery.

²³English Speaking Union, *Rules-National Spelling Bee*. Retrieved from <https://www.esumauritius.org/activities/national-spelling-bee-competition/rules-spelling-bee/> accessed on October 22th 2022.

The researcher draws the theoretical framework as follow:



From the theoretical framework above are describes as follow: The researcher conducted pre-test first to measure students' vocabulary mastery before conducting the treatment, which was given to class VIII E which consist 30 students.

In the treatment, the researcher explained the vocabulary material to the students. After explaining the material, the researcher provides a game to stimulate students' vocabulary. It refers to the application of the spelling bee game

to stimulate students' vocabulary mastery. The researcher explains the application of the spelling bee game to stimulate students' vocabulary.

After do the treatment, the researcher gave post-test to measure students' mastery of vocabulary. At the end of the research, refers to the stimulation of students' vocabulary mastery, after applying the spelling bee game in the classroom. The researcher hopes that students have no difficulty in pronouncing a word and students' vocabulary can be enriched through the spelling bee game.

D. Hypothesis

Based on the previous literature and the problem statement above, the researcher formulates the hypothesis as following:

- a) Hypothesis Null (H_0): The use of spelling bee game is effective to enrich student vocabulary mastery.
- b) Hypothesis Alternative (H_1): The use of spelling bee game is effective to enrich student vocabulary mastery.

CHAPTER III

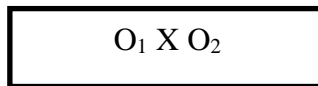
RESEARCH METHODOLOGY

A. Design of The Research

The researcher applied pre-experimental design is in quantitative research in which can be interpreted as a scientific way to obtain valid data with the aim of discovering and developing demonstrating certain knowledge. The reason using this pre-experimental design is because it is only used one group pre-test, treatment and post-test without a control class or comparison.

Quantitative method usually used to test a theory to present a fact, describe statistics to show the relationship between variables and developing a concept.¹ In this research that will be developed is students' vocabulary mastery.

The type of pre-experimental design of this research is comparing the result after and before giving treatment.² The researcher compared score of pre-test and post-test, where the first was before using spelling bee game and the second is after using spelling bee game. The type of this research can be designed as follows:



Note:

O_1 : Pre-test

X : Treatment

¹Sugiyono. *Metode Penelitian Administrasi*. (Bandung: CV Alfabeta, 2005), 108.

² Ibid

O₂ : Post-test.³

B. Population and Sample of Research

1. Population

Population is a group of individuals who have the same characteristic. Population is a generalization are consisting of object or subject that have certain qualities and characteristics that are determined by the research to be studied and then drawn conclusion.⁴

In this research the target population was the students at the eighth grade of MTSN 2 Kota Palu, which consist of 231 students. All the population is illustration at the table bellows.

Class	Total
VIII A	35
VIII B	33
VIII C	33
VIII D	34
VIII E	30
VIII F	33
VIII G	33
Total	231

2. Sample

Sample is a part of number and characteristics of which were owned by the population. Sample is a portion of the amount and the characteristics possessed by the population.⁵

³Donald T. Campbell and Julian C Stanley. *Experimental and Quasy Experimental Design for Research*, Houghton Mifflin Company, U.S.A, 1963, 13.

⁴<https://eprints.umm.ac.id/35722/4/jiptumpp-gdl-yanardianf-47779-4-chapter-i.pdf>. Accessed on November 11th 2022.

⁵Sugiyono, *MetodepenelitianKualitatif, kuantitatifdan R&D*. 137

In this research the researcher used purposive sampling. The reason using because this research has specific objectives that the researcher wants to achieve. The focus of this research was to enrich students' vocabulary mastery through spelling bee game. Therefore, the researcher chose the sample based on certain criteria relevant to the purpose.

The researcher used a purposive sampling technique because the students have a low ability of vocabulary mastery. The researcher taken class VIII E which consist of 30 students as a sample of this research.

C. Variable of the Research

A variable in research simply refers to a person, place, thing, or phenomenon that you are trying to measure in some way. The best way to understand the difference between a dependent and independent variable is that the meaning of each is implied by what the words tell us about the variable.⁶

This researcher used two variables. They are independent (variable X) and dependent (variable Y), which are:

1. Independent variable (variable X) is English spelling bee games.
2. Dependent variable (variable Y) is students' vocabulary mastery.

⁶<https://libguides.usc.edu/writingguide/variables>. Accessed on November 16th 2022.

D. Operational Definition

1. Vocabulary is defined as all the words known to a person or use in a particular book, subject, etc.
2. Spelling bee game is a game in which players attempt to spell correctly and aloud words assigned them by an impartial judge.⁷

E. The Research Instrument

The instrument is a tool to help the researcher in collecting the data easier and systematically.⁸ In this research, the researcher used a vocabulary test as the instrument. The test would be applied for pre-test and post-test. The pre-test intends to know the prior of vocabulary before give treatment, while the post-test intends to know the students' vocabulary after getting a treatment.

F. Technique of Data Collection

Data collection means gathering information to address those critical evaluation questions that the author has identified earlier in the evaluation process. It is an important aspect of any type of research study.⁹

The data was collected as follows:

1. Pre-test

Before giving treatment by using English spelling bee games, the researcher given the students pre-test to find out the students' vocabulary ability before giving the treatment.

⁷<https://www.britanica.com/topic/spelling-bee>. Accessed on November 26th2022.

⁸Suharni, Arikunto, *Prosedur Penelitian*. (Jakarta: RinekaCipta, 2002).

⁹<http://dl.lib.uom.lk/bitstream/handle/123/213/chapter04.pdf?sequence=4&isAllowed=y>. Accessed on November 26th 2022.

2. Treatments

After giving the pre-test, the researcher used the spelling bee game to enriching vocabulary of the students. The material has given based on the lesson plan. The researcher presented and introduced about the spelling bee games and how to play it of the students.

There are the procedures of *Spelling Bee Game*:

- a. Introduce and explain about spelling bee game to the students.
- b. Gave the students collection of vocabulary on paper by any themes for example (noun, verb and adjective), distribute it for each student and give the time to understand it and remember the words.
- c. Make sure if the students will not do misspelling of the words, the researcher spell the words first and followed together by the students.
- d. The researcher and students together pronounce the letter repeatedly, so that the students can memorize the spelling correctly.
- e. After ensuring that students are ready to play the game.
- f. Student who will spell the word should not bring the dictionary.
- g. Students have the right to ask for definition or example of word to be spelled.
- h. The researcher gives a clue of word to be spelled, if student needs it.
- i. The student who will spell the word must (mentioning, spelling, mentioning), if one of the steps is skipped then the value will reduced.
- j. At the end of the game, the student with the most points is the winner.

3. Post-test

After the treatment, the researcher gave students post-test to find out the result of the treatment to measure the mastery of students' vocabulary through English spelling bee games.

G. Technique of Data Analysis

Data analysis is the process of systematically applying statistical or logical techniques to describe and illustrate, condense and recap, and evaluate data.¹⁰

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

1. Scoring the students' answer

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The Total of Number}} \times 100$$

¹⁰https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html. Accessed on December 6th 2022.

¹¹Dirjen Pendidikan Dasar dan Menengah, Peraturan direktorat pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta : Depdiknas, 2005), 2.

2. Classify into five levels classification is as follow:

The data of the table below showed the score five levels classification.¹²

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

3. Calculating the rate percentage of the students' scores:

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

Where:

P = Percentage

F = Frequency

N = Total number of sample.¹³

4. Finding out the mean score used the following formula:

$$x = \frac{\sum x}{n}$$

Where:

X = Mean score

\sum = Total score

N = The total number of students.¹⁴

¹²Suharsimi Arkunto. *Dasar-dasar Evaluasi Pendidikan*. Edisirevisi (Jakarta: Bumi Aksara), 236.

¹³Gay.L.R. *Educational Research Competences for Analysis and Application Second Edition* (Colimbus: Charles E. Merill Publishing Company, 1981), 298.

5. Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD= Standard Deviation

$\sum x$ = The sum all square

N = The total number of student

$\sum x^2$ = The sum square of the sum square.¹⁵

6. Finding out difference of the mean score between pre-test and post-test by calculating the value of the T-test, the formula is as follow:

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

Where:

T = Test of significance

D =The means score of the difference

$\sum D$ =The different score of the two test (post-test and pre-test)

$\sum D^2$ =The sum of the differences of the two tests

N =The total sample.¹⁶

¹⁴Suharsimi Arkunto. *Dasar-dasar Evaluasi Pendidikan*.Edisi revisi (Jakarta: BumiAksara), 298.

¹⁵Gay.L.R. *Educational Research Competences for Analysis and Application Second Edition* (Colimbus: Charles E. Merill Publishing Company,1981), 298.

¹⁶Gay.L.R. *Educational Research Competencies for Analysis and Application Second Edition* (Colimbus: Charles E. Merill Publishing Company,1981), 331.

CHAPTER IV

RESULT AND DISCUSSION FINDING

A. Overview of MTS Negeri 2 Kota Palu

1. History of MTsNegeri 2 Kota Palu

MTsNegeri 2 Kota Palu is the forerunner of the Islamic education foundation (YPAI) educational institution which is the organizer of Islamic religious education at the junior high school level (SMP). The foundation was established in response to the desire of the Tagari community and its surroundings to have a junior high education institution characterized by Islam, because at the time there was only an upper secondary Islamic education institution, namely Madrasah Aliyah Negeri Filial Tolitoli. Responding to this problem, in 1987 the establishment of an education institution with Islamic characteristics was initiated by the late Drs. H. Dahlan Pettalolo, who was the Head of the Islamic Religious Guidance Division (Bagais) at the Donggala Regency Religious Affairs Office, which was named the Islamic Education Foundation (YPAI) which organized junior high school level education. At the time the implementation of the teaching and learning process was still borrowing infrastructure from MAN filial Tolitoli which is currently MAN 1 Palu which was held in the afternoon.

In the 1987-1988 academic year, the Islamic Education Foundation (YPAI) received 24 new students under the leadership of Drs. Abdullah G. Oponu. In the period of his leadership for approximately 9 years (1987-1996) experienced very rapid progress.

Seeing the interest and rapid development of Islamic Religious Education Foundation, the foundation board and all the Islamic Religious Education Foundation community took the initiative to change the color of the Islamic Religious Education Foundation which had a private status to become a state Madrasah, so at the time the chairman of the Foundation along with the principal and teachers made a request for the Affirmation to the Head of the Donggala Regency Religious Affairs Office which is currently the ministry of Religion of the Palu City. Finally in 1995 on the Decree of the Minister of Religion of Indonesia Number: 515A 25th November, 1995 the Islamic Religious Education Foundation changed its status to Madrasah Tsanawiyah Negeri 2 Kota Palu under the auspices of the Donggala Regency Ministry of Religion with the first Head of Madrasah Mr. Abd. WahabBadry, S.Ag.¹

¹Profil Madrasah TsanawiyahNegeri 2 Kota Palu 2022.Accessed 24 May 2023.

2. Vision, Mission and Goal MTsN2 Kota Palu

Every work program that is scheduled is certainly based on a goal to be achieved so that there is a common person perception and makes it easier to implement the program. In connection with this, the vision, mission and goal of MTsN 2 Kota palu are:²

a. Vision

Realizing Madrasah graduates excel quality, based on faith and piety and based on the green, clean and healthy environment

b. Mission

1. Academic.

- Implementing the K-13 curriculum
- Teaching the mastery learning system
- Use appropriate methodological approaches and strategies in line with curriculum objectives and institutional goals.
- Internalizing and correlating Islamic values in every subject and daily behavior attitudes.
- Evaluate learning regularly, planned, effectively and efficiently.

2. Non-Academic

- Instilling strong faith and giving birth to religious awareness with noble character.

²*Ibid.*

- Developing students' talent and interests, in order to create independent students and can foster a social spirit.
- Instilling an attitude of love a green, clean and healthy environment.

3. *Environment Division*

- Creating a green environment
- Creating clean environment
- Pursuing a healthy and beautiful environment

3. *Human Resources*

Human resources are all individual components that are directly involved in the process of planning, implementing and evaluating the work program of MTsN 2 Kota Palu.

Based on data that the researcher obtained in the field, the Head of Madrasah that have served at MTS Negeri 2 Kota Palu from the start establishment is as in the following table.³

Table 1

The list of Headmaster who have led at MTS Negeri 2 Kota Palu

No	Name	School Status	Year
1.	Drs. Abdullah G. Oponu	YPAI	1987 - 1995
2.	Abd. WahabBadry, S.Ag	MTsN 2 Kota Palu	1995 - 1998
3.	Drs. Suprpto	MTsN 2 Kota Palu	1998 - 2001

³*Ibid.*

4.	Drs. Kiflin	MTsN 2 Kota Palu	2001 - 2003
5.	Drs. Hasanudin	MTsN 2 Kota Palu	2003 - 2007
6.	Drs. Ahyar	MTsN 2 Kota Palu	2007 -2010
7.	Dra. HjNulaili	MTsN 2 Kota Palu	2010 -2016
8.	H. Lababa, S.Pd	MTsN 2 Kota Palu	2017 - 2018
9.	Muh. Sarib A.R., S.Ag.,M.Pd.I.	MTsN 2 Kota Palu	2018 - 2019
10.	H. Muh. SyamsuNursi, S.Pd.I., MM	MTsN 2 Kota Palu	2019 - 2022
11.	MuniraLabalado, S.Ag	MTsN 2 Kota Palu	2022 - Present

Table 2

Number of Students Based on PPDB

Years of Study	Register	Received	That are not	Percentage	
				Accepted	Not Accepted
2018/2019	243	226	21	91%	9%
2019/2020	253	228	25	90%	10%
2020/2021	340	258	82	76%	24%
2021/2022	347	220	127	63%	37%
2022/2023	336	247	89	74%	26%

4. Infrastructure and Facilities

Facilities and infrastructure is a supporting forum in the educational process should receive special attention in the procurement and maintenance of managerial policies that are able to coordinate all needs and aspect supporting equipment.

Currently MTsN 2 Kota Palu is located on 6204 m² and land (Certificate owned by the Ministry of Religious Affair of the Republic of Indonesia) with the following buildings, rooms, and equipment.⁴

Table 3

Types of Infrastructure and Facilities

No	Space	Amount
1.	Class	24 Rombel
2.	Science Lab	1 Local
3.	Lab. Computer	-
4.	Lab. Language	1 Local
5.	Headmaster Room, TU Room, Teachers Room	1 Local
6.	Library	1 Local
7.	BP Room	-
8.	Mosque	1 Building
9.	Student Restroom	8 Local
10.	Teachers Restroom	1 Room
11.	Security Post	1 Post
12.	UKS	-
13.	Student Council	-
14.	Scout	-
15.	PMR	-
16.	Madrasah Canteen	1 Local
17.	Waste Bank	1 Local
18.	Skill Room	1 Local
19.	Ware House	1 Local

B. Finding of the Research

From the finding of the result spelling bee game is not only enriching the students' vocabulary mastery but it could also improve students' pronunciation, concentration and students' ability in memorizing words, But for this research the researcher just focus in enriching the students' vocabulary mastery.

⁴*Ibid.*

The result of data that have been analyzed statistically and the tabulating of data, it compares of the students' score in per-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. Result of the Pre-test

The researcher has given pre-test to know the students' vocabulary mastery before treatment by applying spelling bee game. In this research the researcher gave fourth meeting to treat students. The researcher found out the result of the students' pre-test which the following information of the data in the table 4.

Table 4

The result of the pre test

No	Initial Students	Pre-test		
		Score (x)	(x ²)	Classification
1.	AM	84	7.056	Good
2.	AR	60	3.600	Fair
3.	AF	56	3.136	Fair
4.	DP	48	2.304	Poor
5.	FA	64	4.096	Fair
6.	JN	40	1.600	Very Poor
7.	KL	84	7.056	Good
8.	MAS	48	2.304	Poor
9.	MAA	32	1.024	Very Poor
10.	MA	56	3.136	Fair
11.	MRA	48	2.304	Poor
12.	MWA	56	3.136	Fair

13.	MS	60	3.600	Fair
14.	MFP	60	3.600	Fair
15.	MIF	60	3.600	Fair
16.	MFS	56	3.136	Fair
17.	NSB	44	1.936	Poor
18.	NAA	40	1.600	Very Poor
19.	NAAI	64	4.096	Fair
20.	NCN	68	4.624	Fair
21.	NF	56	3.136	Fair
22.	PPR	40	1.600	Very Poor
23.	RAD	36	1.296	Very Poor
24.	RA	48	2.304	Poor
25.	RS	60	3.600	Fair
26.	RNZ	60	3.600	Fair
27.	SW	32	1.024	Very Poor
28.	WK	68	4.624	Fair
29.	YW	28	784	Very Poor
30.	ZS	84	7.056	Good
Total		$\sum x = 1.640$	$\sum x^2 = 95.968$	

Based on the table, it can be seen that the result score of students is in pre-test 1.640. After knowing the total score of the students in pre-test, the researcher found out the classification and percentage score of students in pre-test. There were the following information of the data on the table 5.

Table 5**The Classification and Percentage Score of Students in Pre-test**

No	Classification	Score	Frequency	Percentage
1.	Very good	86 - 100	-	-
2.	Good	71 - 85	3	10%
3.	Fair	56 - 70	15	50%
4.	Poor	41 - 55	5	17%
5.	Very Poor	≤ 40	7	23%
Total			30	100%

The table showed that the result of students' vocabulary mastery score before given a treatment by the spelling bee game. It was revealed that there were 3(10%) students got good score, 15(50%) students got fair score, 5(17%) students got poor score, 7(23%) students got very poor score and none of the students got very good score. The total score in pre-test was 1.640. It describe that the quality of the students vocabulary mastery still low, before getting a treatment.

There were the following of process in calculating to found out the mean score based on the calculating of the students score in pre-test by applying the formula proposed by.

Calculating the Mean Score of pre-test ass follow:

$$x = \frac{\sum x}{n}$$

In which:

$$x = \frac{1.640}{30}$$

$$x = 54,66$$

So, the Mean Score of pre-test is 54,66.

Based on the result of the pre-test, the data showed that the mean score of pre-test is 54,66. From that analyzing, it could be seen that almost of the 30 students' in vocabulary mastery was still low, because most of the students got fairs and very poor score.

The following are the process of calculating to found out the standard deviation of the pre-test.

Calculating the Standard Deviation of Pre-test ass follow:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

In which:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{95.968 - \frac{(1.640)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{95.968 - \frac{(2.689.600)}{30}}{30-1}}$$

$$SD = \sqrt{\frac{95.968 - 89.653}{29}}$$

$$SD = \sqrt{\frac{6.315}{29}}$$

$$SD = \sqrt{217,758}$$

$$SD = 14,75$$

So, the Standard Deviation of Pre-test is 14,75

After determining the mean score of pre-test was 54,66 and standard deviation of the pre-test was 14,75. It could be seen that the students' vocabulary mastery was still in low.

2. Result of the Post-test

The researcher has given post-test to know the students' vocabulary mastery after giving a treatment by applying spelling bee games for fourth meetings. The researcher found out the results of students post-test which the following information of the data in the table 6.

Table 6
The Result of Post-test

No	Initial Students	Post-test		
		Score (x)	(x ²)	Classification
1.	AM	96	9.216	Very Good
2.	AR	88	7.744	Very Good
3.	AF	84	7.056	good
4.	DP	88	7.744	Very Good
5.	FA	88	7.744	Very Good
6.	JN	68	4.624	Fair
7.	KL	96	9.216	Very Good
8.	MAS	84	7.056	Good
9.	MAA	84	7.056	Good
10.	MA	80	6.400	Good
11.	MRA	88	7.744	Very Good
12.	MWA	84	7.056	Good
13.	MS	88	7.744	Very Good
14.	MFP	88	7.744	Very Good
15.	MIF	92	8.464	Very Good

16.	MFS	80	6.400	Good
17.	NSB	88	7.744	Very Good
18.	NAA	80	6.400	Good
19.	NAAI	80	6.400	Good
20.	NCN	88	7.744	Very Good
21.	NF	64	4.096	Fair
22.	PPR	80	6.400	Good
23.	RAD	76	5.776	Good
24.	RA	76	5.776	Good
25.	RS	80	6.400	Good
26.	RNZ	88	7.744	Very Good
27.	SW	84	7.056	Good
28.	WK	88	7.744	Very Good
29.	YW	72	5.184	Good
30.	ZS	92	8.464	Very Good
Total		$\sum x = 2512$	$\sum x^2 = 211.936$	

Based on the table above can be seen that the result of the total score of students is 2.512. After knowing the total score of the students in pre-test, the researcher found out the classification and percentage of students in post-test. There were the following information of the data on the table 7.

Table 7

The Classification and Percentage of Student in Post-test

No	Classification	Score	Frequency	Percentage
1.	Very good	86 - 100	14	46,6%
2.	Good	71 - 85	14	46,6%
3.	Fair	56 - 70	2	6,6%
4.	Poor	41 - 55	-	-
5.	Very Poor	≤ 40	-	-

Total	30	100%
-------	----	------

The table above showed that the result of students' vocabulary mastery after giving treatment by using spelling bee game. There were 14 (46,6%) students got very good score, 14 (46,6%) students got good score, 2 (6,6%) students got fair score and none of the students got poor and very poor score. It described that the students' vocabulary mastery is good. They got improvement after getting treatment by using spelling bee game.

There were the following of process in calculating to found out the mean score based on the calculating of the students score in pre-test.

Calculating the Mean Score in Post-test as follow:

$$x \frac{\sum x}{n}$$

Which:

$$x = \frac{2512}{30}$$

$$x = 83,73$$

So, the Mean Score of Post-test is 83,73.

Based on the result of pre-test the data showed that the mean score of the pre-test is 83,73. From that analyzing, it could be seen that almost of the 30 students vocabulary mastery was good.

The following are the process of calculating to found out the standard deviation of the post-test

Calculating the Standard Deviation of Post-test as follow:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Which:

$$SD = \sqrt{\frac{211.936 - \frac{(2512)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{211.936 - \frac{(6.310.144)}{30}}{29}}$$

$$SD = \sqrt{\frac{211.936 - 210.338,13}{29}}$$

$$SD = \sqrt{\frac{1597,87}{29}}$$

$$SD = \sqrt{55,098}$$

$$SD = 7,42$$

So, the Standard Deviation of Post-test is 7,42.

After determining the mean score of post-test was 83,73 and standard deviation was 7,42. It could be seen that the students' vocabulary mastery got improving.

3. T-test Value

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

Table 8**Calculation of the Score of the Pre-test and Post-test on the Students'****Vocabulary Mastery**

No	X₁	X₂	(X₁)²	(X₂)²	D(X₂-X₁)	(X₂-X₁)²
1.	84	96	7.056	9.216	12	2.160
2.	60	88	3.600	7.744	28	4.144
3.	56	84	3.136	7.056	28	3.920
4.	48	88	2.304	7.744	40	5.440
5.	64	88	4.096	7.744	24	3.648
6.	40	68	1.600	4.624	28	3.024
7.	84	96	7.056	9.216	12	2.160
8.	48	84	2.304	7.056	36	4.752
9.	32	64	1.024	7.056	32	6.032
10.	56	80	3.136	6.400	24	3.264
11.	48	88	2.304	7.744	40	5.440
12.	56	84	3.136	7.056	30	3.920
13.	60	88	3.600	7.744	28	4.144
14.	60	88	3.600	7.744	28	4.144
15.	60	92	3.600	8.464	32	4.864
16.	56	80	3.136	6.400	24	3.264
17.	44	88	1.936	7.744	44	5.808
18.	40	80	1.600	6.400	40	4.800
19.	64	80	4.096	6.400	16	2.304
20.	68	88	4.624	7.744	20	3.120
21.	56	84	3.136	4.096	28	960
22.	40	80	1.600	6.400	40	4.800
23.	36	76	1.296	5.776	40	4.480
24.	48	76	2.304	5.776	28	3.472
25.	60	80	3.600	6.400	20	2.800

26.	60	88	3.600	7.744	28	4.144
27.	32	84	1.024	7.056	52	6.032
28.	68	88	4.624	7.744	20	3.120
29.	28	72	784	5.184	44	4.400
30.	84	92	7.056	8.464	8	1.408
	$\sum x_1=1640$	$\sum x_2=$ 2512	$(\sum x_1)^2=$ 95.968	$(\sum x_2)^2=$ 211.936	$\sum D=$ 874	$(\sum D)^2=$ 115.968

In the other to seen the students' score, the following is T-test was statistically applied:

To calculating the mean score of the difference between pre-test and post-test score D, it is used the formula as follows:

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

$$D = \frac{874}{30}$$

$$D = 29,13$$

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

The Calculating the T-test Value

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

Which:

$$t = \frac{29,13}{\sqrt{\frac{115,968 - \frac{(874)^2}{30}}{30(30-1)}}$$

$$t = \frac{29,13}{\sqrt{\frac{115,968 - \frac{(763,876)}{30}}{30(30-1)}}$$

$$t = \frac{29,13}{\sqrt{\frac{115,968 - 25462,5}{30(29)}}$$

$$t = \frac{29,13}{\sqrt{\frac{90505,5}{870}}}$$

$$t = \frac{29,13}{\sqrt{104,02}}$$

$$t = \frac{29,13}{10,19}$$

$$t = 2,858$$

So, the t-test value is 2,858.

C. Research Hypothesis

To found out the degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 30 - 1$$

$$Df = 29$$

For the level significant ($\alpha = 0,05$) and ($df = 29$) and the value of the t-table is 1,69913 while the value oft-test is 2,858. It means the value of t-test is higher than the t-table ($2,858 \geq 1,69913$). It can be concluded that the students'

vocabulary mastery through English spelling bee games can be enriched after several the treatments. Hence, the null hypothesis (H_0) was rejected, and the hypothesis alternative (H_a) was accepted.

D. Research Discussion

Reflecting on the test finding the result showed that the mean score of pre-test before treatment was 54,55 and the post-test was 83,73. It means that the English spelling bee game can enrich the students' vocabulary mastery, because the mean score of students in post-test was higher than the mean score of students in pre-test.

From the data provided in classification table based on students vocabulary in pre-test clearly to see that 3(10%) got good score, 15(50%) students got fair score, 5(17%) students got poor score, 7(23%) students got very poor score and none of the students got very good score. While in post-test, 14(46,6%) students got very good score, 14(46,6%) students got good score, 2(6,6%) students got fairs score, and none of the students got poor and very poor score. From the result the researcher concluded that the students' vocabulary mastery from very poor to very good.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculated the result showed that the t-test value 2,585 was greater than t-table value 1,69913 table ($2,585 \geq 1,69913$) with degree of freedom (df) 29 and for the level significant (α) 0,05. It means alternative hypothesis (H_a) was concluded that the English spelling bee games was able to enriching students' vocabulary

mastery at the eighth grade students of MTsN 2 Kota Palu. This hypothesis was accepted while the null hypothesis was rejected.

The researcher conclude that one of the main which made the students lack of vocabulary mastery caused by the strategy or media used in classroom is monotone, the students rarely study using media or game in class since in vocabulary learning some of vocabularies were not familiar to them. The students who lack of vocabulary sometime cannot understand the meaning of a word from the text.

Based on the result it can be concluded that the English spelling bee games are able to enriched the students' vocabulary. The English spelling bee games had impact in enriching students' vocabulary mastery. As a fact, based on the finding, most of students most of the students got good score and very good score in post-test. The result finding mean score of students vocabulary test in pre-test before gave a treatment was 54,66 and after gave a treatment by applied English spelling bee game the students in post-test vocabulary got improvement. It means that the treatment was success in enriching the students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the result of the data analyzed that mean score of students' achievement in pre-test was (54,66) and post-test (83,73). Having the data analysis by using the t-test formula, the result of the t-test value (2,585) is higher than the t-table value (1,69913), with degree of freedom (df) 29 and for the level significant (α) 0,05. It means that H_a was accepted and H_0 was rejected. Therefore, it can be seen that there was a different improvement before and after giving a treatment. So that, it can be concluded that the use of spelling bee game effective to enrich students' vocabulary mastery at the eighth grade students of MTsN 2 Kota Palu.

B. Suggestion

In considering the conclusion of this research, the researcher further proposed some suggestion to the teacher, students and the next researcher:

1. For the English teacher

- The teacher has to be more creative and innovative to manage the use of media, method, technique and game in teaching vocabulary.
- The teacher should give more chance to the students to be more active and let the students do several practices. The teacher should trust the students that they are able to do those activities by themselves. The teacher only observes then help the students when they meet difficulties.

2. For the students

- The students should express their selves on improving their vocabulary mastery and does not less motivation in learning vocabulary wherever and whenever.
- The students should memorize vocabulary English in daily life because practice makes perfect.

3. For the next researcher

There were still much more media, technique, method, strategy and game in teaching. So the next researcher should be more creative to find another technique in teaching.

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Appendix 1

VOCABULARY TEST

(PRE-TEST)

Chose the correct answer from a, b, c, or d

1. What is the meaning of “expensive” in Indonesian
 - a. Mahal
 - b. Murah
 - c. Besar
 - d. Kecil
2. What is the meaning of “magazine” in Indonesian
 - a. buku
 - b. Artikel
 - c. Koran
 - d. Majalah
3. What is the meaning of “calculate” in Indonesian
 - a. Mengurangi
 - b. Menjumlah
 - c. Menghitung
 - d. Menambah
4. What is the meaning of “kind” in Indonesian
 - a. Baik
 - b. Ramah
 - c. Sopan
 - d. Pintar
5. What is the meaning of “explain” in Indonesian
 - a. Bicara
 - b. Mengatakan
 - c. Menjelaskan
 - d. Bercerita

Complete the sentence with the correct answer!

6. Rina is _____ television with her brother.
a. playing b. flying c. watching d. reading
7. Rio: Hi Rina, what are you doing?
Rina: I am _____ milk.
a. eating b. playing c. writing d. drinking
8. Now my mother is _____ food in the kitchen.
a. working b. cooking c. studying d. playing
9. Tina is _____ a book now.
a. reading b. cooking c. drinking d. eating
10. She is _____ the floor
a. Making b. Washing c. Cooking d. Sweeping

Arranged these random words below!

11. Mempelajari	a. E-A-R-L-N
12. Menerima	b. E-R-E-C-I-V-E
13. Mempercayai	c. B-E-V-E-L-I-E
14. Paham	d. U-N-E-S-D-E-R-T-A
15. Berharap	e. T-C-E-P-X-E
16. Keluarga	f. L-Y-M-I-F-A
17. Saudaraperempuan	g. S-E-R-T-I-S
18. Bunga	h. F-L-O-R-E-W
19. Cantik	i. T-U-L-I-F-E-B-A
20. Terbaik	j. T-E-B-S

Choose the correct spelling of the words from a, b, c or d!

21. DEVELOP
- a. Di – i – vi – i – el – ou – pi
- b. Di – ei – vi – ai – el – ou – pi

- c. De – i – vi – ei – l – ou – pi
- d. De – ai – vi – i – el – ou – pi

22. CONTINUE

- a. Si – ou – en – ti – ai – en – yu – i
- b. Se – ou – en – ti – ai – en – yu – ai
- c. Si – yu – n – te – ei – en – yu – i
- d. Se – ou – em – ti – ei – en – yu – ai

23. DESIGN

- a. Di – i – es – ai – ji – en
- b. Di – i – es – ei – ji – en
- c. Di – ei – es – ai – je – en
- d. De – ai – es – ei – ji – en

24. SHARE

- a. Es – eitch – ei – ar – i
- b. Is – eitch – ei – er – i
- c. Es – eitch – ou – er – i
- d. Is – eitch – ai – ar – i

25. IGNORE

- a. Ai – ji – en – ou – er – i
- b. Ai – ji – en – ou – ar – i
- c. Ai – je – en – yu – er – ei
- d. Ai – ge – en – uo – er – ei

ANSWER KEY

- 1) A. mahal
- 2) D. majalah
- 3) C. menghitung
- 4) A. baik
- 5) C. menjelaskan
- 6) C. watching
- 7) D. drinking
- 8) B. cooking
- 9) A. reading
- 10) D. sweeping
- 11) learn
- 12) receive
- 13) believe
- 14) understand
- 15) expect
- 16) family
- 17) sister
- 18) flower
- 19) beautiful
- 20) best
- 21) A. Di – i – vi – i – el – ou – pi
- 22) A. Si – ou – en – ti – ai – en – yu – i
- 23) A. Di – i – es – ai – ji – en
- 24) A. Es – eitch – ei – ar – i
- 25) A. Ai – ji – en – ou – er – i

Arosi Fhadil Thami nopo
8E

VOCABULARY TEST

(PRE-TEST)

Chose the correct answer from a, b, c, or d

1. What is the meaning of "expensive" in Indonesian
 - a. Mahal
 - b. Murah
 - c. Besar
 - d. Kecil

2. What is the meaning of "magazine" in Indonesian
 - a. buku
 - b. Artikel
 - c. Koran
 - d. Majalah

3. What is the meaning of "calculate" in Indonesian
 - a. Mengurangi
 - b. Menjumlah
 - c. Menghitung
 - d. Menambah

4. What is the meaning of "kind" in Indonesian
 - a. Baik
 - b. Ramah
 - c. Sopan
 - d. Pintar

5. What is the meaning of "explain" in Indonesian
 - a. Bicara
 - b. Mengatakan
 - c. Menjelaskan
 - d. Bercerita

19 benar

Complete the sentence with the correct answer!

6. Rina is _____ television with her brother.
 a. playing b. flying c. watching d. reading
7. Rio: Hi Rina, what are you doing?
 Rina: I am _____ milk.
 a. eating b. playing c. writing d. drinking
8. Now my mother is _____ food in the kitchen.
 a. working b. cooking c. studying d. playing
9. Tina is _____ a book now.
 a. reading b. cooking c. drinking d. eating
10. I have a ball. I want to _____ football
 a. work b. see c. play d. watch

Arranged these random words below!

11. Mempelajari	a. E-A-R-L-N
12. Menerima	b. E-R-E-C-I-V-E
13. Mempercayai	c. B-E-V-E-L-I-E
14. Paham	d. U-N-E-S-D-E-R-T-A
15. Berharap	e. T-C-E-P-X-E
16. Keluarga	f. L-Y-M-I-F-A
17. Saudara perempuan	g. S-E-R-T-I-S
18. Bunga	h. F-L-O-R-E-W
19. Cantik	i. T-U-L-I-F-E-B-A
20. Terbaik	j. T-E-B-S

11. Learn
 12
 13
 14
 15
 16
 17
 18
 19
 20 Best

Choose the correct spelling of the words from a, b, c or d!

21. DEVELOP

- a. Di - i - vi - i - el - ou - pi
 b. Di - ei - vi - ai - el - ou - pi
 c. De - i - vi - ei - l - ou - pi

d. De - ai - vi - i - el - ou - pi

22. CONTINUE

- a. Si - ou - en - ti - ai - en - yu - i
- b. Se - ou - en - ti - ai - en - yu - ai
- c. Si - yu - n - te - ei - en - yu - i
- d. Se - ou - em - ti - ei - en - yu - ai

23. DESIGN

- a. Di - i - es - ai - ji - en
- b. Di - i - es - ei - ji - en
- c. Di - ei - es - ai - je - en
- d. De - ai - es - ei - ji - en

24. SHARE

- a. Es - eitch - ei - ar - i
- b. Is - eitch - ei - er - i
- c. Es - eitch - ou - er - i
- d. Is - eitch - ai - ar - i

25. IGNORE

- a. Ai - ji - en - ou - er - i
- b. Ai - ji - en - ou - ar - i
- c. Ai - je - en - yu - er - ei
- d. Ai - ge - en - uo - er - ei

Nama: Afosyyid Fhadil Thamir nopo
KELAS = VIII E

VOCABULARY TEST

(POST-TEST)

Chose the correct answer from a, b, c, or d

1. What is the meaning of "achievement" in Indonesian

- a. Pencapaian
- b. Tercapai
- c. Capaian
- d. Digapai

h

2. What the meaning of "deserve" in Indonesian

- a. Layak
- b. Mampu
- c. Patut
- d. Bisa

h

3. What the meaning of "education" in Indonesian

- a. Edukasi
- b. Pendidikan
- c. Perguruan
- d. Pelajaran

h

4. What the meaning of "dangerous" in Indonesian

- a. Bahaya
- b. Berbahaya
- c. Peringatan
- d. Aturan

h

5. What is the meaning of "develop" in Indonesian

- a. Mengembangkan
- b. Membangun
- c. Membantu
- d. Kembangkan

h

21 benar

Complete the sentence with the correct answer!

6. My father is not _____ at the office right now.
 a. playing football b. cooking c. sleeping d. working
7. Anna is _____ in the swimming pool now.
 a. drinking b. reading c. swimming d. watching
8. Father: It is 11 pm now. Where is Hanna?
 Mother: Hanna is _____ in her bedroom.
 a. cooking b. sleeping c. swimming d. washing
9. Arnold is _____ his kite with his friends.
 a. reading b. drinking c. listening d. flying
10. I am _____ a letter for my uncle in the village.
 a. writing b. studying c. swimming d. watching

Arranged these random letters below!

11. Mengarahkan	a. R-E-C-T-D-I	A	- D-I-R-E-C-T
12. Menggambar	b. D-E-S-C-R-I-B-E	B	- D-E-S-C-R-I-B-E
13. Menjelaskan	c. N-X-E-L-P-A-I	C	- E-X-P-L-A-I-N
14. Mengukur	d. U-R-E-M-E-A-S	D	- M-E-A-S-U-R-E
15. Menemukan	e. V-R-E-D-S-I-C-O	E	- P-I-S-C-B-V-P-R
16. Ruang kelas	f. S-O-O-M-C-L-A-R-S-E	F	- C-L-A-S-R-O-O-M
17. Negara	g. T-R-Y-C-U-O-N	G	- C-O-U-N-T-R-Y
18. Bahasa	h. G-U-A-N-L-A-G-E	H	- L-A-N-G-U-A-G-E
19. Menakutkan	i. G-I-Z-A-M-A-N	I	- A-M-A-Z-I-N-G
20. Menarik	j. B-E-L-A-R-O-D-A	J	-

Choose the correct spelling of the words from a, b, c or d!

21. PROVIDE

- a. Pi - ar - ou - vi - ai - di - i
- b. Pi - ar - ou - vi - ei - di - I
- c. Pi - er - ou - ve - ai - di - ei

d. pe - ou - er - vi - e - di - i

22. BECOME

a. Bi - i - si - ou - em - ai

b. Bi - ai - se - ou - em - i

c. Bi - i - es - ou - em - ei

d. Bi - i - si - ou - em - i

23. REQUIRE

a. Ar - i - kew - yu - ai - ar - wai

b. Ar - ei - kew - yu - ei - er - ei

c. Er - ai - kew - yu - ei - ar - i

d. Ar - i - kew - yu - ai - ar - i

24. CONSIDER

a. Si - ou - en - es - ar - di - i - ar

b. Si - ou - en - es - ai - di - i - ar

c. Se - ou - en - es - ei - di - i - ai

d. Se - ou - en - es - ai - di - i - er

25. CREATE

a. Si - ar - i - ei - ti - i

b. se - er - ei - i - ti - l

c. Si - ar - ei - e - ti

d. Si - ar - ai - ei - ti - ai

APPENDIX 3**STUDENTS' SCORE IN PRE-TEST AND POST-TEST**

No	Initial Students	Pre-test		
		Score (x)	(x²)	Classification
1.	AM	84	7.056	Good
2.	AR	60	3.600	Fair
3.	AF	56	3.136	Fair
4.	DP	48	2.304	Poor
5.	FA	64	4.096	Fair
6.	JN	40	1.600	Very Poor
7.	KL	84	7.056	Good
8.	MAS	48	2.304	Poor
9.	MAA	32	1.024	Very Poor
10.	MA	56	3.136	Fair
11.	MRA	48	2.304	Poor
12.	MWA	56	3.136	Fair
13.	MS	60	3.600	Fair
14.	MFP	60	3.600	Fair
15.	MIF	60	3.600	Fair
16.	MFS	56	3.136	Fair
17.	NSB	44	1.936	Poor
18.	NAA	40	1.600	Very Poor
19.	NAAI	64	4.096	Fair
20.	NCN	68	4.624	Fair
21.	NF	56	3.136	Fair
22.	PPR	40	1.600	Very Poor
23.	RAD	36	1.296	Very Poor
24.	RA	48	2.304	Poor
25.	RS	60	3.600	Fair

26.	RNZ	60	3.600	Fair
27.	SW	32	1.024	Very Poor
28.	WK	68	4.624	Fair
29.	YW	28	784	Very Poor
30.	ZS	84	7.056	Good
Total		$\sum x = 1.640$	$\sum x^2 = 95.968$	

No	Initial Students	Post-test		
		Score (x)	(x ²)	Classification
1.	AM	96	9.216	Very Good
2.	AR	88	7.744	Very Good
3.	AF	84	7.056	good
4.	DP	88	7.744	Very Good
5.	FA	88	7.744	Very Good
6.	JN	68	4.624	Fair
7.	KL	96	9.216	Very Good
8.	MAS	84	7.056	Good
9.	MAA	84	7.056	Good
10.	MA	80	6.400	Good
11.	MRA	88	7.744	Very Good
12.	MWA	84	7.056	Good
13.	MS	88	7.744	Very Good
14.	MFP	88	7.744	Very Good
15.	MIF	92	8.464	Very Good
16.	MFS	80	6.400	Good
17.	NSB	88	7.744	Very Good
18.	NAA	80	6.400	Good
19.	NAAI	80	6.400	Good
20.	NCN	88	7.744	Very Good
21.	NF	64	4.096	Fair

22.	PPR	80	6.400	Good
23.	RAD	76	5.776	Good
24.	RA	76	5.776	Good
25.	RS	80	6.400	Good
26.	RNZ	88	7.744	Very Good
27.	SW	84	7.056	Good
28.	WK	88	7.744	Very Good
29.	YW	72	5.184	Good
30.	ZS	92	8.464	Very Good
Total		$\sum x = 2512$	$\sum x^2 = 211.936$	

Appendix 4

tTable⁴⁸

cum. prob	<i>t</i> .50	<i>t</i> .75	<i>t</i> .80	<i>t</i> .85	<i>t</i> .90	<i>t</i> .95	<i>t</i> .975	<i>t</i> .99	<i>t</i> .995	<i>t</i> .999	<i>t</i> .9995
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
<i>z</i>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%

⁴⁸<https://1.bp.blogspot.com/>-

[Cv7fKmt1YQ0/YQgaIW3plQI/AAAAAAAAAL_Q/Ei9S2xfrsN48iCXlj-zW5qI2PAoYh5B7ACLcBGAsYHQ/s532/t-table-01.jpg](https://1.bp.blogspot.com/Cv7fKmt1YQ0/YQgaIW3plQI/AAAAAAAAAL_Q/Ei9S2xfrsN48iCXlj-zW5qI2PAoYh5B7ACLcBGAsYHQ/s532/t-table-01.jpg). Accessed on May 26th, 2023.

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Study program	: English
Topic	: Introduce spelling bee & alphabet
Meeting	: First Meeting
Duration	: 2 x 40 minutes

1. Course description

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

2. Course objectives

After completing the course, the students are able to apply

- Applying spelling bee game. How to spell a letter

3. Teaching method

- Perform, Practice spelling bee game

4. Procedure /Activities

• Pre-activity

1. The researcher greets the students.
 - The researcher greets students
 - The researcher asked the students' condition
 - The researcher introduce herself first
 - The researcher asks the students to pray before the lesson begins

- **While activity**

2. The researcher introduces the spelling bee game.

- The researcher explain the definition of spelling bee game
- The researcher explain how the spelling bee game procedure in learning
 - The procedure of spelling bee games are as follow:
 - 1) Give the students collection of vocabulary on paper by any themes for example (verb, noun and adjective).
 - 2) Distribute it for each student and gave the time to understand it and remember the words.
 - 3) Make sure if the students will not do misspelling of the words, the researcher spell the words first and followed together by the students.
 - 4) The researcher and students together pronounce the letter repeatedly, so that the students can memorize the spelling correctly.
 - 5) After ensuring that students are ready to play the game.
 - 6) Student who will spell the word should not bring the dictionary.
 - 7) Students have the right to ask for definition or example of word to be spelled.
 - 8) The researcher gives a clue of word to be spelled, if student needs it.

9) The student who will spell the word must (mentioning, spelling, mentioning), if one of the steps is skipped then the value will be reduced.

10) At the end of the game, the student with the most points is the winner.

3. The researcher gives material about alphabet.

- Let's say every letter loudly, clearly and correctly.

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

4. The researcher asks to spell one by one.

- The researcher and students together pronounce the letter repeatedly, so that the students can memorize the spelling correctly.
- The researcher gave the opportunity for students to ask how to spell about the letters.
- The researcher asks students to spell every letter alphabet loudly, clearly and correctly.

5. The students spell their full name.

- A : How do you spell your name?

- B : Febriana (F-E-B-R-I-A-N-A)

• **Post-activity**

6. The researcher concludes the materials.

- The researcher gave a correction for students if they have made mistake in pronouncing the word.

- The researcher and students conclude the correct pronunciation for their name

7. The researcher gives motivation

- The researcher gives motivation the students to practice their English every day.

8. The researcher closes the class.

- Close the class by praying and saying Alhamdulillah.

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Study program	: English
Topic	: Noun (daily vocabulary)
Meeting	: Second Meeting
Duration	: 2 x 40 minutes

1. Course description

This course prepares students to be able to mention and spell daily vocabulary (noun).

2. Course objectives

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

3. Teaching method

Perform, Practice spelling bee game

4. Procedure/Activities

- **Pre-activity**

1. The researcher greets the students.
 - The researcher greets students
 - The researcher asked the students' condition
 - The researcher asks students to pray before the lesson begins
 - Check students attendance list

- **While activity**

2. The researcher repeat the last material

- To increase the students understanding of the lesson.
- To connect the lesson material that has been taught with the material to be taught.

3. The researcher give material about noun (daily vocabulary)

- The researcher explain the definition of noun and how the word using in sentence.
- Give some list of vocabulary about noun (daily vocabulary)

<ul style="list-style-type: none">• School : sekolah• Library : perpustakaan• Magazine : majalah• Knowledge : pengetahuan• Vacation : liburan• Village : desa• Song : lagu• Town : kota• Water : air• Researcher : penulis• Weather : cuaca• Language : bahasa• Office : kantor	<ul style="list-style-type: none">• King : raja• Kite : layang-layang• Lake : danau• Lamp : lampu• Law : hukum• Milk : susu• Movie : film• Nature : alam• Picture : gambar• Passenger : penumpang• Road : jalan• River : sungai• Tree : pohon• Vehicle : kendaraan
---	---

- Pay attention, here are some example of noun in a sentence.

- 1) My brother reads **magazine** every day
- 2) She goes to **school** by car

3) My father work at post **office**

4) He took many great **pictures** of me

5) I read some books in the **library**.

- The researcher asks student and gave the time to understand it and memorize the words.

4. The researcher gives some example about the rule of spelling bee game.

- The researcher and students together pronounce every letters from the word repeatedly, so that the students can memorize the spelling correctly.
- Make sure if the students will not do misspelling of the words, the researcher spell the words first and followed together by the students.
- The researcher gave the opportunity for students to ask how to spell about the letters.
- After ensuring that students are ready to play the game.
- Student who will spell the word should not bring the dictionary.
- Students have the right to ask for definition or example of word to be spelled.
- The researcher gives a clue of word to be spelled, if student needs it.
- The student who will spell the word must (mentioning, spelling, mentioning), if one of the steps is skipped then the value will reduced.

- At the end of the game, the student with the most points is the winner.
5. The students practice spelling bee game
 - The students spell the words from the list vocabulary.
 - The researcher asks students to spell one by one.
 - **Post-activity**
 6. The researcher concludes the materials.
 - The researcher gave a correction in students who have still wrong in pronunciation each letter
 - The researcher and students conclude the correct pronunciation in each letter
 7. The researcher gives motivation
 - The researcher gives motivation the students to practice their English every day.
 8. The researcher closes the class.
 - Close the class by praying and saying Alhamdulillah.

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Study program	: English
Topic	: Verb (Classroom Verbs)
Meeting	: Third Meeting
Duration	: 2 x 40 minutes

1. Course description

This course prepares students to be able to mention and spell classroom verbs.

2. Course objectives

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

3. Teaching method

Perform, Practice spelling bee game

4. Procedure/Activities

- **Pre-activity**

1. The researcher greets the students.
 - The researcher greets students
 - The researcher asked the students' condition
 - The researcher asks students to pray before the lesson begins
 - Check students attendance list

- **While activity**

2. The researcher repeat the last material

- To increase the students understanding of the lesson.
- To connect the lesson material that has been taught with the material to be taught.

3. The researcher give material about verb (classroom verbs)

- The researcher explain the definition of verb and how the word using in sentence.
- Give some list of vocabulary about verb (classroom verbs).

<ul style="list-style-type: none">• Teach : mengajar• Think : memikirkan• Spell : mengeja• Give : memberi• Study : belajar• Read : membaca• Cut : memotong• Experiment : percobaan• Observe : mengamati• Listen : mendengAR• Play : bermain• Sing : bernyanyi• Say : berkata• Draw : menggambar• Count : menghitung• Calculate : menjumlah• Open : membuka• Close : menutup• Answer : menjawab• Create : membuat	<ul style="list-style-type: none">• Paint : melukis• Show : menunjukan• Explain : menjelaskan• Ask : bertanya• Raise : angkat• Write : menulis• Run : lari• Present : mempersembahkan• Stand : berdiri• Sit : duduk• Look : melihat• Cross : silang• Take : ambil• Point : tunjuk• Turn : balik• Talk : bicara• Use : menggunakan• Borrow : meminjam• Lend : meminjamkan
---	--

- Pay attention, here are some example of verb in a sentence.

1) You should **listen** to the teacher if you want to learn.

- 2) **Give** me example please.
- 3) **Show** me your English skill.
- 4) **Open** your book and read the text.
- 5) You'd better **explain** your problem to the teacher.

- The researcher asks student and gave the time to understand it and memorize the words.

4. The researcher gives some example about the rule of spelling bee game.

- The researcher and students together pronounce every letters from the word repeatedly, so that the students can memorize the spelling correctly.
- Make sure if the students will not do misspelling of the words, the researcher spell the words first and followed together by the students.
- The researcher gave the opportunity for students to ask how to spell about the letters.
- After ensuring that students are ready to play the game.
- Student who will spell the word should not bring the dictionary.
- Students have the right to ask for definition or example of word to be spelled.
- The researcher gives a clue of word to be spelled, if student needs it.

- The student who will spell the word must (mentioning, spelling, mentioning), if one of the steps is skipped then the value will be reduced.
 - At the end of the game, the student with the most points is the winner.
5. The students practice spelling bee game
- The students spell the words from the list vocabulary.
 - The researcher asks students to spell one by one.
- **Post-activity**
6. The researcher concludes the materials.
- The researcher gave a correction in students who have still wrong in pronunciation each letter
 - The researcher and students conclude the correct pronunciation in each letter
7. The researcher gives motivation
- The researcher gives motivation the students to practice their English every day.
8. The researcher closes the class.
- Close the class by praying and saying Alhamdulillah.

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Study program	: English
Topic	: Adjective (daily vocabulary)
Meeting	: Fourth Meeting
Duration	: 2 x 40 minutes

1. Course description

This course prepares students to be able to mention and spell daily vocabulary (adjective).

2. Course objectives

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

3. Teaching method

Perform, Practice spelling bee game

4. Procedure/Activities

- **Pre-activity**

1. The researcher greets the students.
 - The researcher greets students
 - The researcher asked the students' condition
 - The researcher asks students to pray before the lesson begins
 - Check students attendance list

- **While activity**

2. The researcher repeat the last material

- To increase the students understanding of the lesson.
- To connect the lesson material that has been taught with the material to be taught.

3. The researcher give material about adjective (daily vocabulary)

- The researcher explain the definition of adjective and how the word using in sentence.
- Give some list of vocabulary about adjective (daily vocabulary)

<ul style="list-style-type: none">• Beautiful : cantik• Handsome : ganteng• Kind : baikhati• Friendly : ramah• Smart : pintar• Hard : keras• Expensive : mahal• Wonderful : menakjubkan• Young : muda• Clean : bersih• Noisy : gaduh /berisik• Tidy : rapih	<ul style="list-style-type: none">• Ugly : jelek• Small : kecil• Short : pendek• Rich : kaya• Poor : miskin• Cheap : murah• Lazy : malas• Soft : lembut• Rude : kasar• Patient : sabar
--	---

- Pay attention, here are some example of adjective in a sentence.

- 1) Your brother is **handsome**
- 2) She is very **smart** in the class
- 3) That is a **beautiful** flower

4) My new phone is more **expensive** than the old one.

5) I have a lot a friend, all of them are **kind** to me

- The researcher asks student and gave the time to understand it and remember the words.

4. The researcher gives some example about the rule of spelling bee game.

- The researcher and students together pronounce every letters from the word repeatedly, so that the students can memorize the spelling correctly.
- Make sure if the students will not do misspelling of the words, the researcher spell the words first and followed together by the students.
- The researcher gave the opportunity for students to ask how to spell about the letters.
- After ensuring that students are ready to play the game.
- Student who will spell the word should not bring the dictionary.
- Students have the right to ask for definition or example of word to be spelled.
- The researcher gives a clue of word to be spelled, if student needs it.
- The student who will spell the word must (mentioning, spelling, mentioning), if one of the steps is skipped then the value will reduced.

- At the end of the game, the student with the most points is the winner.
5. The students practice spelling bee game
 - The students spell the words from the list vocabulary.
 - The researcher asks students to spell one by one.
 - **Post-activity**
 6. The researcher concludes the materials.
 - The researcher gave a correction in students who have still wrong in pronunciation each letter
 - The researcher and students conclude the correct pronunciation in each letter
 7. The researcher gives motivation
 - The researcher gives motivation the students to practice their English every day.
 8. The researcher closes the class.
 - Close the class by praying and saying Alhamdulillah.

Appendix 9

Documentations

Provided the Research Permit to the Administration



Research Permit with WAKASEK



Research Permit with English Teacher



The Students were Giving Pre-test



The Students were Giving Material



The Students were given list of Vocabulary



The Students' Memorize the Vocabulary and Did the Spelling





The Students were Given Post-test





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Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VI
Alamat	: JL. Lasoso	HP	: 085272840490
Judul	:		

Judul I *22/06/2021*
ENRICHING STUDENTS VOCABULARY MASTERY THROUGH ENGLISH SPELLING BEE GAMES

Judul II
THE EFFECT OF USING DUOLINGO APPLICATION THROUGH STUDENTS' VOCABULARY MASTERY

Judul III
THE USE OF ENGLISH CHILDREN SHORT STORY TO ENRICH STUDENTS VOCABULARY ACHIEVEMENT

Palu, 25 Juni 2021
Mahasiswa,

Febriana Is Manan
NIM.181160112

Telah disetujui penyusunan skripsi dengan catatan :

find more references

Pembimbing I: *Drs. M. Ihsan, M.Ag.*

Pembimbing II: *Zuhra, S.Pd., M.Pd.*

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan.

Drs. SYAHRIL, M.A.
NIP.196304011992031004

Ketua Jurusan,

RASM, S.Pd., M.Pd.
NIP. 198606242019032011

KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 827 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN

- Menimbang :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
 - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Pemerintah Nomor 37 Tahun 2020, tentang Dosen;
 - Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
 - Keputusan Menteri Pendidikan Nasional Nomor 175/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/11/24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :

- Drs. Muhammad Ihsan, M.Ag
- Zuhra, S.Pd., M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Febriana Is Mahan
NIM : 181160112
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : ENRICHING STUDENT'S VOCABULARY MASTERY THROUGH ENGLISH SPELLING BEE GAMES

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 29 Juli 2022
Dekan,


Dr. H. Agus, M.Pd
NIP. 196708211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460185
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 416 /Un.24/FI/PP.00.9/02/2023
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 03 Februari 2023

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag. (Pembimbing I)
2. Zuhra, S.Pd., M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu 'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Febriana Is Manan
NTM : 18.1.16.0112
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : Enriching Students' Vocabulary Mastery through English Spelling Bee Games at MTsN 2 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 08 Februari 2023
Waktu : 10.00 Wita - Selesai
Tempat : LL 1 Rektorat UIN Datokarama Palu

Wassalamu 'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Rusli, S.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- 1 rangkap untuk Ketua Jurusan
- 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- 1 rangkap untuk ditempel pada papan pengumuman.
- 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Rabu, tanggal 08 Februari 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Febriana Is Manan
NIM : 18.1.16.0112
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : Enriching Students' Vocabulary Mastery through English Spelling Bee Games at MTsN 2 Palu
Tgl / Waktu Seminar : 08 Februari 2023/10.00 Wita

NO.	NAMA	NIM	SEM/ PRODI.	TTD	KET.
1.	Salma H. Bokatipu	191040005	PAI		
2.	Sri Utami U. TABAKAL	184130040	BAI		
3.	WIDAYANTI	181030045	MPI		
4.	Mkan AHocumini	121160022	TBI		
5.	Fara2 Salsabillah .R.	181160001	TBI	Fara2	
6.	Agung Dwijanto	181030030	MPI		
7.	Moh. IQBAL AZHAR	181010096	PAI		
8.	AHMAD VANI	1810097	PAI		
9.	Hardian Sari	191010069	PAI		
10.	KAGAH A.	191010063	PAI		
11.	Fatimah Zahra	191010215	PAI		

Pembimbing I,

Drs. Mohammad Ihsan, M.Ag.
NIP. 19650530 199203 1 006

Pembimbing II,

Zuhra, S.Pd., M.Pd.
NRD. 2007128701

Palu, 03 Februari 2023
Penguji,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Mengetahui
a.n. Dekan
Kotus Jurusan TBIG,

Restin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19620215 199203 1 013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة هاتوكاراما الإسلامية الحكومية باله
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombowe Kec. Sigi Bromaru Telp. 0451-460798 Fax. 0451-460166
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : /Un.24/F.I/PP.00.9/3/2023 Palu, Maret 2023
Lampiran : -
Hal : **Izin Penelitian Untuk
Menyusun Skripsi**

Yth. Kepala MTsN 2 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :


Nama : Febriana Is Manan
NIM : 181160112
Tempat Tanggal Lahir : Buol, 07 Juni 2000
Semester : X (Sepuluh)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Hasanudin Totc
Judul Skripsi : Enriching Students' Vocabulary Mastery Throught English Spelling Be Games at the Eighth Grade of MTsN 2 Palu
No. HP : 085272840490

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag.
2. Zuhra, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,


Dr. H. Askar, M.Pd.
NIP. 196705211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALU
MADRASAH TSANAWIYAH NEGERI 2 KOTAPALU
Jalan Labu No. 28 B Kelurahan Duyu Kec. Tatanga
Telepon 0451) 462195 Email : rmts2kotapalu@gmail.com

SURAT KETERANGAN MENELITI
Nomor : 124 /MTs 22.02.02/PP.005/05/2023

Menindaklanjuti Surat Permohonan Izin Penelitian Dekan Fakultas Tarbiyah UIN Datokarama Palu
Dengan Nomor : 1063/Un.24/F.I/PP.00.9/03/2023. Pada tanggal Maret 2023

Yang bertanda tangan dibawah ini :

Nama : Hj Munira, S.Ag
Nip : 197010022000032002
Pangkat/Gol : Pembina IV/a
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri 2 Kota Palu
Alamat : Jl Labu No 28 B Palu

Dengan ini menerangkan bahwa :

Nama : Febriana Is Manan
No Stambuk : 181160112
Program Study : Tadris Bahasa Inggris

Benar telah melaksanakan penelitian pada Madrasah Tsanawiyah Negeri 2 Kota Palu dengan judul:
" Enriching Students' Vocabulary Mastery Throught English Spelling Be Games at the Eighth
Grade of MTsN 2 PALU"

Demikian surat keterangan ini dibuat untuk di ketahui dan dipergunakan sebagaimana mestinya

Palu 29 Mei 2023

Kepala

Hj. Munira.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Bromaru Telp. 0451-460796 Fax. 0451-460166
Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : 2773 /Un 24/F.I/PP.00 9/07/2023
Sifat : Penting
Lampiran : -
Penhal : Undangan Menghadiri Ujian Skripsi

Sigi, 25 Juli 2023

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Hijrah Syam, S.Pd., M.Pd.
2. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
3. Yuni Amelia, S.Pd., M.Pd.
4. Drs. Muhammad Ihsan, M.Ag.
5. Zuhra, S.Pd., M.Pd.

Assalamualaikum wr. wb.

Dalam rangka pelaksanaan Ujian Munqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Febrina Is Manan
NIM : 181160112
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH ENGLISH SPELLING BEE GAME AT THE EIGHT GRADE STUDENTS OF MTsN 2 KOTA PALU

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Jumat, 28 Juli 2023
Jam : 09.00 - 11.00
Meja Sidang : Meja Sidang C
Tempat : Kampus II Gedung FTIK

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopyah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).

CURRICULUM VITAE

Researcher Identity

Name : Febriana Is. Manan
Date of Birth : Mopu, 07 Juni 2000
Gender : Female
Department : English Tadris Study Program
Faculty : Faculty of Tarbiyah and Teacher Training
NIM : 18.1.16.0112
E-mail : febrianaismana@gmail.com
Adress : Jl. Samudra 2
Father's Name : Suparman Is. Manan
Mother's Name : Nurhayati B. Sura



Educational

SDN 7 BUKAL : Graduated in 2012
SMP N 1 BUKAL : Graduated in 2015
SMA N 1 BUKAL : Graduated in 2018

Palu, 15 September 2023

Researcher



Febriana Is. Manan
18.1.16.0112