CHAPTER I

INTRODUCTION

1.1   Background

The important aspect in learning English is vocabulary mastery. Vocabulary learning plays a major role in Englishlanguage learner's success. According to Wilkins (in Thornbury, 2002:13) "without grammar very little can be conveyed, without vocabulary nothing can be conveyed", the students have to know English vocabulary before they are introduced the other aspect to learning English language as grammar and pronunciation.

Many teachers emphasize the students to memorize vocabulary. It is not effective since the technique makes the students not enjoy in learning process. According to Gresten and Bekker, "The standard method of presenting up to 20 or more new vocabulary words that students are expected to learn at a given time is not an effective way to help the learners develop vocabulary" (2000:425).

The teacher cannot force the students to memorize if they are not enjoyed. In line that Lewis and Hill (1998) state "Student will not achieve success in learning unless they enjoy the process". In this statement, it can be seen if that students toward feeling definitive in learning process.

Based on personal experience in teaching the students of first grade at SMP TRIYASA Bandung, there are several weaknesses of the students that have been found in lack of vocabulary mastery. The first students have difficulties to memorize new word and the second students consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions

boring. The third students have difficulties to write some word in English. The entire weaknesses make the students' lack of vocabulary.

To overcome these weaknesses, the researcher makes sense of interest in conducting research that aims to improve students' vocabulary mastery using spelling bee game. Spelling bee game is useful technique to teaching vocabulary mastery for students. "*The games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep*"(Nicolson and Williams, (1975: 1). By using a game, students will enjoy a learning process which at first makes them feel bored. The game makes students learn better. It can also support by Huyen and Nga (2003) say "games bring relaxation. And for students' fun, they help them learn and retain new words more easily".

Spelling Bee game is a vocabulary game that help students in vocabulary mastery. Spelling Bee can also helps students to practice their spelling and vocabulary skills (Uranga, as cited in Rahayu, 2009). The game that was used in this study was Spelling Bee. Spelling Bee is more than a memorizing activity because beside the students memorize the words they are also introduced to a complicated thinking process when they receive several clues to spell the word correctly such as definition, pronunciation, kinds of words (noun, verb, adjective) and the used words of sentence. Based on the source of data which observed purpose of Spelling Bee from http://www.esldesk.com/spelling/bee mentioned the purpose of Spelling Bee Game is to help students improve their spelling and increase their vocabularies.

Based on the explanation above, this research is given a title **The Use of Spelling Bee Game to Improve Students' Vocabulary Mastery (An Experimental Study to the second grade in SMP TRIYASA Bandung).**

1.2   The Research Questions

The questions of the research are stated as follows:

1. What is students' achievement in vocabulary mastery taught using Spelling Bee Game?

2. What is students' achievement in vocabulary mastery taught using memorizing vocabulary?

3. How significant is the difference between the students' achievement on vocabulary mastery using spelling bee game and memorizing vocabulary?

1.3   The Purposes of Research

According to the specific problems formulated above, here the following purposes of the study:

1. To identify students' achievement in vocabulary mastery using spelling bee game.

2. To identify students' achievement in vocabulary mastery using memorizing vocabulary.

3. To find out a significant difference between students' achievement on vocabulary mastery using spelling bee game and memorizing vocabulary.

1.4   Significances of Research

The significance is divided into two kinds, those are:

1. 4.1   Theoretical Significances

The result of this research is expected to be used for either source or material references for anyone who wants to develop new method about using spelling bee game in improving students' vocabulary.

1.4.2   Practical Significances

The result of this research is expected to give some contribution for the teacher, students and also the readers.

1. To motivate the students' memorizing vocabulary and add their vocabulary on Descriptive Text as the materials.

2. To give contribution for the teacher in teaching vocabulary easily through Spelling Bee Game and the teacher more attractive in teaching learning process because the students enthusiasm.

3. To get experience and knowledge directly on how to teach vocabulary by using Spelling Bee Game to Improve Vocabulary Mastery. for people who need it as an additional material especially to increase vocabulary mastery.

1.5   Rationale

Vocabulary is important in learning language. Vocabulary has been defined differently. Kamilet.al, (2007:284) state that vocabulary is "a unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning."

Another definition come from Hartman (1972) who states that the term of vocabulary may refer to all words in the whole language, namely the words or phrases used in particular varieties such as dialect, register and terminology. In a

similar vein, the *Oxford Advanced Learner's Dictionary* defines vocabulary as the total number of words in the language. It can be concluded thatvocabulary is the role major in language.

There are several problems that students faced, there is Student has difficult to memorize new vocabulary andstudents have mistaken in writing word, for example in writing Sleep become slep, pronunciation become pronounciation. The students need technique to increase student vocabularies mastery.

From the discussion above, the teacher should be use fun learning to motivate students to be enthusiastic in learning process. The teacher can use game to improve vocabulary student mastery. The game is Spelling Bee Game (SGB). SBG is a contest which contestants will be eliminated if they fail to spell a word given correctly (Uranga in Rahayu, 2009). The SBG emphasizes the ability student to memorizing new vocabulary with game. Thus, this game make atmosphere in class become fun and enjoyable.
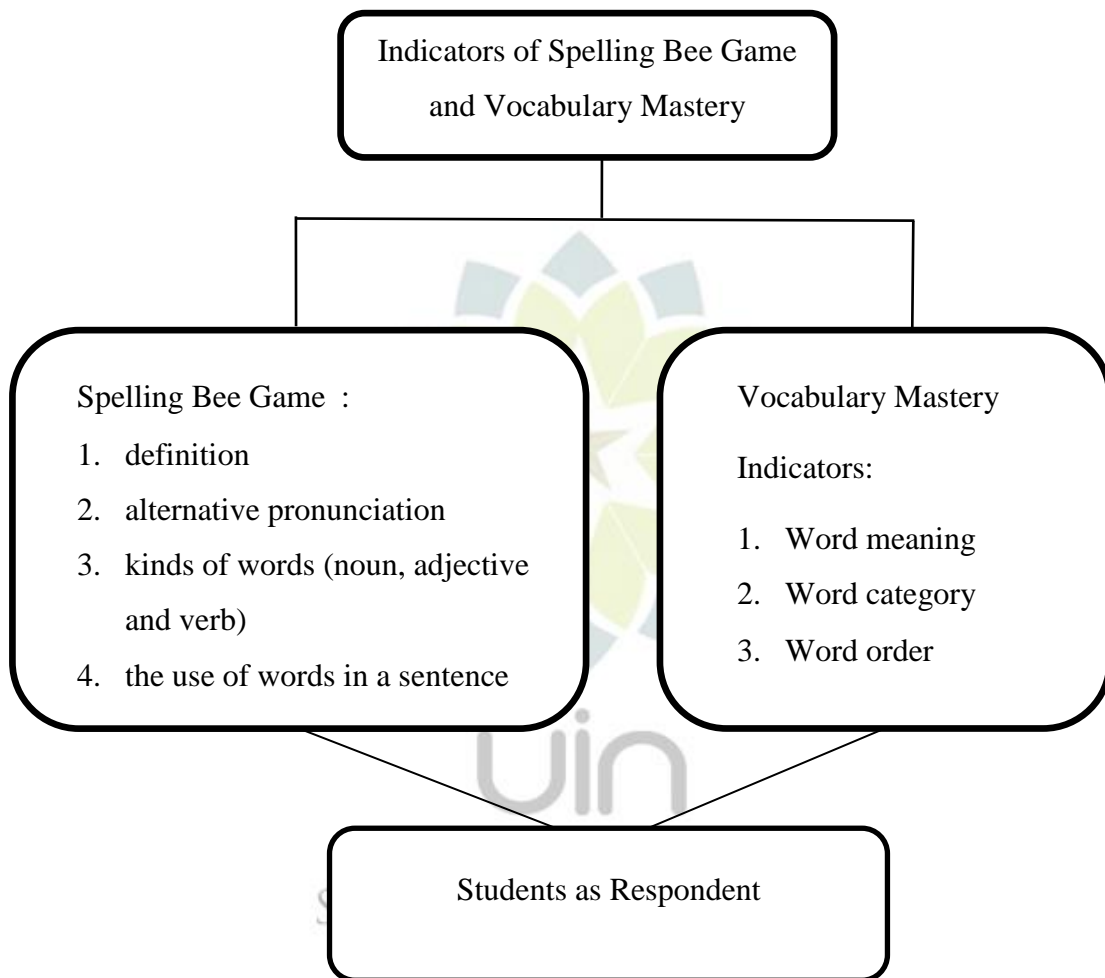
Game motivates and enjoys student in learning, "Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more" (Celce-Murcia and Macintosh, 1979: 56). According to Allen (1983), adolescents and adults may enjoy games as much as children do and, if the purpose of a game is explained to them, they will not feel that it is childish. In games, "language use takes precedence over language practice" (Celce-Murcia and Macintosh, 1979, p. 54) and in this sense "games bring classroom closerto the real world. Each game, by nature, focuses on one or more aspects of English like agrammar point, a vocabulary area, or a communication

skill." Games can teach, and there might be no reason why they cannot be included as a part of a lesson.

In this research paper the SBG through recount text.Recount text as the materials to spell word that was decided by the teachers and students practice the SBG. According to Anderson (2002:3), recount text is a recount is a text which list anddescribe past experiences by retelling events in the order in which they happened (chronological order).The teacher chooses a list of words from the recount text given and one by one the students spelling a word correctly to get high score both of groups.

According to Patrick (2010), SBG has to involve students in a far way. In order to play fairly and decide on a clear winner, the rules in Spelling Bee should be simple and clearly understood. The time allocation for playing the game was twenty minutes, including grouping of students, explaining the rule and playing the game. First of all the teacher gives the students a recount text, lets them read it and then the students answer some questions about the text, then spelling bee can be started. The teacher chooses a list of words from the recount text given. The teacher arranges the students into equally sized group based on the number of students in that class. There should be at least two groups for the spelling Bee. Each group selects one player to start. Starting with the first group, the teacher asks students to spell a word. The starting player of that group must pronounce the first letter of the word. The next student must pronounce the second letter and the game continues like this until the word is spelled. The first player have forty second to spelled the word and ask some clues about definition, the word's part of

speech and the word's usage in sentence. If a word is spelled correctly, that group gets a point. If a word spelled incorrectly, the second group gets a chance to spell the word. The group with the most points at the end is the winner.

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┌─────────────────────────────────┐
│   Indicators of Spelling Bee Game │
│      and Vocabulary Mastery       │
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Spelling Bee Game :

1. definition
2. alternative pronunciation
3. kinds of words (noun, adjective and verb)
4. the use of words in a sentence

Vocabulary Mastery

Indicators:

1. Word meaning
2. Word category
3. Word order

Students as Respondent

Figure 1.1

Indicator of Using Spelling Bee Game

In this research, the indicators consist of two variables, the first one is variable "X" as experimental group and the second one is variable "Y" as control group. For futher explanation, it can be seen in the following chart :

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          ┌──────────────────────────────┐
          │  The Use of Spelling Bee Game to │
          │  Improve Students' Vocabulary    │
          │           Mastery                │
          └──────────────────────────────┘
         │                              │
    ┌──────────────┐              ┌──────────────┐
    │ Experimental │              │ Control Group │
    │  Group (X)   │              │     (Y)       │
    └──────────────┘              └──────────────┘
         │                              │
    ┌──────────────┐              ┌──────────────┐
    │  Pre – test  │              │  Pre – test  │
    └──────────────┘              └──────────────┘
         │                              │
    ┌──────────────────────┐     ┌──────────────────────┐
    │ Teaching vocabulary   │     │ Conventional technique │
    │ through using Spelling │     │                        │
    │ Bee Game              │     │                        │
    └──────────────────────┘     └──────────────────────┘
              │                         │
              ┌──────────────────┐
              │ Learning process │
              └──────────────────┘
                      │
              ┌──────────────────┐
              │   Post – test    │
              └──────────────────┘
                      │
              ┌──────────────────┐
              │     Result       │
              └──────────────────┘
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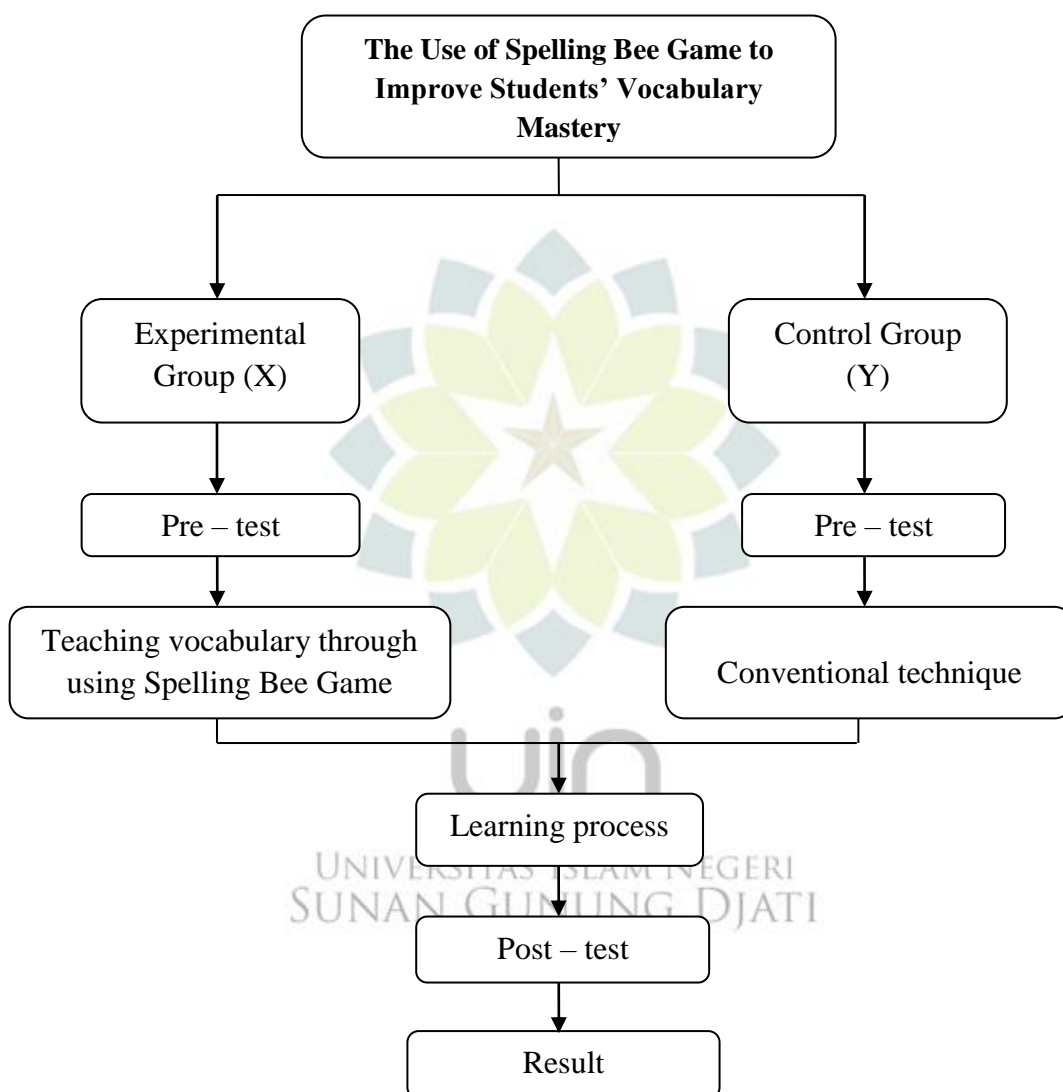
Figure 1.2

Schema of Research

1.6   Hypothesis

According to Arikunto (2006: 71) "Hypothesis is a tentative assumption of research problems, and the result will be seen until the evidence of the data

collected". This research has two variables there are Spelling Bee Game as variable X and Vocabulary Mastery as variable Y. In connection with the problem, about the use of Spelling Bee Game to Improve Students' Vocabulary Skill at SMPN TRIYASA Bandung, thus the hhypothesis in this research is:

1. H_1 accepted if $t_{count} > t_{table}$: it means that there is a significant influence of using Spelling Bee Game on Students' Vocabulary Skill.

2. H_0 accepted if $t_{count} < t_{table}$: it means that there is no significant influence of using Spelling Bee Game on Students' Vocabulary Skill.

The hypothesis that was proposed tests the validity with statistic by the collected data.

1.7   Methodology of Research

1.7.1   Method of Research

In this research, the researcher uses experimental design. The researcher tries to control the entire research situation. Therefore, the researcher divides the experiment into two groups, experimental group and control group. Subana (2001:139) mentioned that the kind of method use quantitative method. The data of research collected from score of test need to be observed. Meanwhile, the research uses experimental research.

1.7.2   Research Setting

This research is conducted to the second grade of SMPN TRIYASA Bandung. Based on the previous research, the students have some problems in vocabulary Mastery. Thus, vocabulary mastery will be better so the students more enthusiasm in learning English.

1.7.3   Research Subject

1.7.3.1. Population

Population is the total of research subject. Sample is a part of population. "Population is region of generalization that consist of object/subject that have quality and certain characteristic that have been decided by researcher to be studied and then take a conclusion from it" (Sugiyono,2014:80). Thus, in this research takes the second grade students of SMP TRIYASA Bandung to be population of this study.

1.7.3.2. Sample

According to Sugiyono (2011:102), if the number of subject is more than 100, we can get sample 10-25 percent or 30-45 percent or more samples, depend on the researcher has time, energy and money. If the number more than 100, we can get sample 10-25 percent or 30-45 percent or more. This research will be taken sample from the second grade SMP TRIYASA Bandung. The research only requires two classes of experimental and control class. This research using simple random sampling technique, according to Sugiyono (2009:82) simple random technique is used if the member of population is homogeny.

The number of second grade students at SMP TRIYASA Bandung consisted of 250 students it is impossible to do. Thus, the researcher takes 76 students as sample of respondent, 76 students divided into two classes; 38 students in experimental class and 38 students in control class.

This research takes over VIII A as the class which uses spelling bee game to improve vocabulary mastery and VIII E without uses spelling bee game to improve vocabulary mastery.

1.8 Type of Data

The type of data was used in this research is quantitative data because the data taken by quantitative method and statistic to get result of the use of Spelling Bee Game to Improve students Vocabulary Mastery.

1.9 Technique of Collecting Data

1.9.1 Test

The primary data of this research is called as test and it will be divided into two kinds of test, which are pre-test and post-test. The following is the detail of those two kinds of data:

1. **Pre-test**

   This is the first step to research ability students before the teacher given the treatment of research. The student will be answers the questions by the materials with vocabulary mastery based on their ability.

2. **Post-test**

   This test is done after the students experienced the process learning by using Spelling Bee Game. This test is being conducted in experimental class and to know the student ability to master vocabulary by using Spelling Bee Gameby receive several clues to spell the words such as definition, alternative pronunciation, kinds of words (noun, adjective and

verb) and the use of words in a sentence. The post-test contains some of multiple choice and practice.

1.10 Data Analysis

This research use some ways in analyzing the data which have been gotten from the research, they are:

1. Testing the normally pre-test in experimental class (variable x) and for control class (variable y) by conducting the procedure as follow :

   a. Determining the range of data (R), with formula :

   R = the higher score−the small score+1   (Sudjana,2005:47)

   b. Determining the class interval (K)

   K = 1+ 3,3 Log n   (Sudjana,2005:47)

   c. Determining the length of class (L)

   $P = \frac{R}{K}$ (Sudjana,2005:47)

   d. Making the table of frequency distribution

   e. Counting mean (x)

   $x = \Sigma fi.\frac{xi}{fi}$ (Sudjana,2005:47)

   f. Determining the standard deviation (S_2) by using formula :

   $s = \frac{\sqrt{\Sigma f1-(xi+x)^2}}{n-1}$ (Sudjana,2005:47)

   g. Making table of frequency of expectation and observation

   h. Determining chi square ($x^2_{counted}$)

   $x^2 = \Sigma \frac{(Oi-Ei)^2}{Ei}$ (Sudjana,2005:47)

     i.   Determining degree of freedom

        Df = K−3 Determining chi square table on significance

     j.   Interpreting the normality

2.   To examine the homogeneity of two variances by conducting following steps :

    a.   Determining score F by using formula :

$$F = \frac{s_1^2}{s_2^2}$$
                                              (Sudjana,2005:249)

    b.   To determine the degree of freedom

$$F = \frac{s_1^2}{s_2^2}$$
                                              (Sudjana,2005:67)

    c.   Determining score of F_{table} with the taraf of significance 1%

    d.   To determine homogeneity of data with criterion :

        -It is called homogeneous data if $F_{table} > F_{count}$

        -It is called no homogeneous data if $F_{count} < F_{table}$

    e.   Determining the degree of freedom of the data

        df = $n_1 + n_2 − 2$

3.   Testing the hypothesis with using wilcoxon test.

4.   Interpreting the hypothesis

    Criterion :   if $F_{table} > F_{count}$ Ha is accepted, and

                      if $F_{count} < F_{table}$ Ho is accepted.

5.   To measure how high the influence English reciting poetry in teaching pronunciation

    CD = r^2 x 100