

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
SPELLING BEE GAMES IN LEARNING ENGLISH AT THE SEVENTH
GRADE OF SMPIT MUTIARA INSANI DELANGGU**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My parents : Mr. Drs. Riyanto and Mrs. Sukini, thank you for supports, prayers and advices for my success.
2. My young brother : Hivan Rian Kusuma, thanks for the support and motivation for me.
3. My all friends.
4. My Almamater UIN Raden Mas Said.

MOTTO

“Do not be weak, neither do you grieve, whereas you are the highest one if you have faith”

(Q.S. Ali ‘imran ayat 139)

“If everyone stays away when you are in trouble, then know that Allah SWT wants to make you strong and He will be your helper”

-Imam Syafi’i-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Improving Students' Vocabulary Mastery by Using Spelling Bee Games in Learning English at the Seventh Grade of SMPIT Mutiara Insani Delanggu" is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, October 16th 2022

The researcher



Vista Rian Anggraeni

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ABSTRACT

Anggraeni Vista, Rian. 2022. *Improving Students' Vocabulary Mastery by Using Spelling Bee Games in Learning English at the Seventh Grade of SMPIT Mutiara Insani Delanggu*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

In this thesis the problem of the study, the students have the low motivation in learning English vocabulary, they have difficulties in spelling vocabulary, dislike memorizing English word vocabulary, and they are lazy to find out the meaning of word in dictionary. Next, this thesis has the objective of the study, it is to find out whether using Spelling Bee Games can improve the students' vocabulary mastery at the seventh grade of SMPIT Mutiara Insani.

This research was conducted by using quantitative technique in processing data and getting result. The research design uses Classroom Action Research (CAR). The implementation of Spelling Bee Game conducted in two cycles, include cycle I and cycle II. The subject of the study was 26 students, there are 15 boys and 11 girls in the seventh class. In collecting the data, the researcher used observation, test and document. Tests were given in this research there are three tests, namely pre-test, post-test I and post- test II.

The results of this study were taken from the pre-test, post-test I and post-test II data. The pre-test got an average of 62.19 of the students' scores, the highest was 85 and the lowest was 37. The post-test scores I got an average of 68.88 from the students' scores, the highest was 87 and the lowest was 37. The results from the post-test scores II got an average of 81.85 taken from students' scores, namely the highest 97 and the lowest 60. So, the results of this study were taken from student data through the Spelling Bee Games test to improve students' vocabulary, understanding and better students' speaking.

Keywords: *Vocabulary; Vocabulary Mastery; Spelling Bee; Learning*

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary has an important role in English. Then, vocabulary is one of language aspects which should be learned. Learning vocabulary is important because if we want to speak, read, write and listen English we need proper vocabulary. Based on the researcher observation, the students have difficulties in their vocabulary mastery. Most of students are hard to know the meaning of word, they also hard to achieve vocabulary by dictionary and less motivation to learn. Wilkins of Thornbury concluded that without vocabulary, nothing can be conveyed. (Thornbury, 2002) This means that vocabulary is very important to be mastered by someone to express his ideas or convey what he wants to say. By learning vocabulary, we can use anything to study better.

Vocabulary is one of the important factors in learning English. According to (Nation, 2005), students need to learn a lot of words, because it is useful to them and learning vocabulary is not short-term. In addition, Cameroon (2001) pointed out that the basis of learning a foreign language is to accumulate useful vocabulary. Vocabulary helps people, not just students, to build sentences for communication between people, because learning English is a continuous process from elementary school to students entering university.

We are able to know and understand learning English by learning vocabulary. Then, in order to understand the vocabulary, scientists have some opinions. There are different opinions on vocabulary learning. Does vocabulary need to be learned explicitly or implicitly learning is sufficient? In explicit vocabulary learning, students carry out activities specifically designed for vocabulary. Implicit vocabulary learning is learning that is not designed for

vocabulary. For example, when students read text or use language for communication, they also automatically learn vocabulary.

Sokmen (Decarrico, 2001: 286) clearly put forward several principles of vocabulary learning. These principles include enriching vocabulary, combining new vocabulary with existing vocabulary, providing new vocabulary, enhancing understanding, helping to understand meaning, using various techniques, and encouraging the use of independent learning strategies.

Without knowing vocabulary, there is very little we can say and there is nothing we can express. Even though we have good grammar skills, these abilities will be useless if we don't have enough vocabulary mastery.

Then, the next discussion is vocabulary learning techniques or strategies. Brown provides signs of communicative vocabulary teaching as follows: There is a special time for learning vocabulary, students study vocabulary in context, improved use of monolingual dictionaries, students are recommended to extend strategies for guessing the meaning of words, unplanned learning of vocabulary can occur. (Brown, 2000)

In explaining vocabulary to students, there are several things that the teacher needs to pay attention to. Nation suggests several ways to explain vocabulary: The clarification should be simple and concise, not complicated, new vocabulary can be related to the vocabulary that has been learned by showing patterns or analogies, explanations are presented orally and in writing, attention is paid to words whose parts are already known, students are told that the words learned are key words for communication, the explanation should not use other difficult words. (Nation, 2005)

There are several steps in the vocabulary mastery process. (Hatch & Brown, 1995) shows five steps in mastering vocabulary, namely encountering new words, getting the word form, obtaining the word meaning, combining word form and meaning in memory, and using the word.

The first step, students find new words. New words are definitely difficult words both in terms of spelling, meaning, and usage. To find out, students need to take the second step by paying attention to spelling and pronunciation. For English vocabulary, this second step is necessary because English spelling and pronunciation are not always the same. The third step is taken to comprehend the meaning of the word. The fourth and fifth steps are taken to really master the new word, namely by combining form and meaning in memory, and using it in acts of communication.

Students usually find some difficulties to understand vocabulary when studying English. Those are students do not know the meaning of every word or sentence in the text or what it means, and do not know how to read it. Many students still have the wrong pronunciation, for example when they say the word "picture". In addition, there are some students who had difficulty composing sentences. In composing sentences, many students wrote them wrong, for example there were no complements.

The primary steps in a success teaching vocabulary are to perceive the difficulties that confronted through the students. Thornbury (2004: 27) proposes a few factors that make a few phrases more difficult as follows: pronunciation and spelling. First is pronunciation, studies shows that phrases which are difficult to pronounce are extra tough to learn. Second is spelling, sounds-spelling mismatches are probably to be the reason of mistakes, either of pronunciation or of spelling, and can contribute to a word's problem. At the same time as most English spelling within reason law-abiding, there also are a few obvious irregularities.

Researcher has been teaching at SMPIT Mutiara Insani had interviewed some students about vocabulary. Earlier, the researcher selected two students for a research interview. Next, researcher gave some questions about vocabulary to two students. The first student knew the vocabulary and its meaning in Bahasa Indonesia. She often watched a movie in English and she often read its

translation written below the screen in Bahasa Indonesia to improve her vocabulary. Next, the second student, knew the vocabulary from her teacher when she joined the lesson. The student rarely practiced the words in English in daily practice. She also never saw a movie too. The researcher concluded that, the first student understood and knew the meaning of the vocabulary and she could use the words well because she often practiced it in learning English. The second student understood less words so she needed to practice much because she didn't know the meaning of some words in English.

In addition, many students still have difficulty pronouncing words or sentences. They also have difficulty making sentences. They do not know the intended meaning of the teacher or of the text given. So, in order the students can learn vocabulary well, they can learn via video from anywhere, make notes of every English word they don't know and write it in written books, often practice speaking English and so on. Kinds of difficulties faced by the students were almost all of the students have difficulties in pronouncing the words, how to write and spell, the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. Then, the students found difficulties in choosing the appropriate meaning of the words and also still confuse in using the word based on the context. The last, the students were also still confuse when they found words or expression that were idiomatic.

There are the techniques to be easy to educate spelling: Spell like it through sounds and Spell it through sample. First, spell like it with the aid of sounds, students want apprehend with spelling unknown phrases. They use this strategy once they try and write words by way of breaking phrases into sounds they listen and saying them aloud as they write a word. Next, Spell it by using pattern, on this approach teachers taught the patterns for the sounds (ee as in bee, see, feet; dr as in drop, drink; tr as in tree, trap) and build word families. (State Literacy strategy, 1997)

To teach vocabulary, teachers can use various kinds in studying. One of them is the Spelling Bee. While the usage of the media in learning Spelling Bee vocabulary, it could make students more fascinated and prefer getting to know English. According Uranga (in Waffa 2017: 3), Spelling Bee is a form of competition in which the competitions need to compete to spell word given successfully. Spelling Bee is greater than memorizing activity because the students need to memorize the word. They are also delivered to be complicated thinking process once they obtain numerous clues to spell the word efficiently, inclusive of definition, opportunity pronunciation, kind of word (noun, adjective, and verb) and use of phrases in a sentence.

There are some previous research which have been conducted on implementing of Spelling Bee games in teaching English. The author has examined a few associated researches which have similar subject matter, but exceptional attention. First, Ismah (2019) who carried out the research on Spelling Bee games is capable of help the students to improve the students' pronunciation and their interest in pronunciation. Second, the research carried out by means of Arumningsih (2017) show that the usage of Spelling Bee Games is powerful or not to enhance students' vocabulary mastery on the seventh grade of MTs Al-Hidayah Nusawungu. The students regularly get problems in memorizing the words. The problems are on spelling, remembering, and the meaning. Then, for the preceding studies, researcher attempted to increase research in research schools, namely SMPIT Mutiara Insani.

The difference between this research and the research above is that there are different subjects, namely Ismah's research, the subject is pronunciation, while this study uses the subject of word spelling on students' vocabulary mastery. The second study, namely from Arumningsih, the difference between this study and the previous one is the presence or absence of strength in increasing vocabulary mastery. Meanwhile, in this study, there was an increase in students' vocabulary mastery by using the Spelling Bee Games. The novelty of this research is that students can be more interested in learning English with

vocabulary in the Spelling Bee Games, they can understand the lesson with a few words conveyed. Students can learn easily through vocabulary, namely by spelling, remembering, writing and interpreting words so that they are better at learning English.

Based on the fact found in research about English vocabulary at SMPIT Mutiara Insani, the researcher carried out a research about vocabulary using spelling bee to improve the students' understanding in English. The writer would like to carry out research about **Improving Students' Vocabulary Mastery by Using Spelling Bee Games in Learning English at the Seventh Grade of SMPIT Mutiara Insani Delanggu.**

B. Identification of Problems

Based on the background above, the researcher identifies some problems as follows:

1. The low motivation of students in learning English vocabulary.
2. The students have difficulty in spelling vocabulary.
3. The students dislike memorizing English word vocabulary.
4. The students are lazy to find out the meaning of word in dictionary.

C. Limitation of the Problems

In the research, the researcher discusses about the students vocabulary related to things around the class and at home with using Spelling Bee Games for seventh grade student in SMPIT Mutiara Insani. The researcher wants to apply Spelling Bee Games used in teaching learning process and help the students to solve the problem and can also improve their interest in studying English. In addition, there are students learning activity is measured by visual

activities, oral activities, listening activities, writing activities, motor activities and learning outcomes. Then, the researcher used subject research in SMPIT Mutiara Insani. The researcher chooses this place, because the researcher teaching in this school. The writer in this study is limited due to restrictions on learning Spelling Bee Games to improve student vocabulary related to things around the class and at home in the process of teaching and learning activities in learning English.

D. Formulation of the Problems

From identification and limitation of the problem, the researcher states the statement as follows:

“Can using Spelling Bee Games in English teaching improve the students’ vocabulary mastery at the seventh grade of SMPIT Mutiara Insani?”

E. Objective of the Study

The objectives of this study at finding the answer to the question stated in problem statement:

“To find out whether using Spelling Bee Games can improve the students’ vocabulary mastery at the seventh grade of SMPIT Mutiara Insani.”

F. The Benefit of the Study

The researcher is able to conduct benefit of the study, as follows:

1. Theoretical Benefits

- a. The result of this research could be used as the reference that will to conduct about improving students' vocabulary with using spelling bee in learning.
- b. The result of this research is expected to be able to enrich and enhance the theory learning vocabulary.
- c. The result of this research could be useful for English teacher to teach English especially teaching vocabulary.

2. Practical Benefits

a. For teachers

The researcher hopes that this research can help English teacher to improve teaching learning process more interesting as well as become an alternative method in teaching vocabulary.

b. For students

The researcher hopes that the student can study English easier and also it can improve their interest in studying English by using this method.

c. For other researchers

The researcher can use this research as reference to conduct his research.

G. Definition of Key Term

1. Vocabulary

Vocabulary is a stock of words which are at disposal of speaker or writer.
(Harmand and Stork (1976:250)

2. Vocabulary Mastery

Shamrock (1991: 298) states that: understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, using our knowledge of the situation and of language itself – it's sound, syntax, and semantics.

3. Spelling Bee

Spelling Bee is a contest in which you can be eliminated if you fail to spell a word correctly or contest in which player can play the game to spell the word appropriate with the rule.

4. Learning

Learning is a conscious process, which results in a separate system of simple grammar rules, or knowing about language. Learning does not run into acquisition and it usually takes place in formal environments. (Krashen & Fauzati, 2009: 80).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of Vocabulary and Vocabulary Mastery

a. Definition of Vocabulary and Vocabulary Mastery

Vocabulary is an important problem to study in English. Then, vocabulary is also critical aspect that impact the language because the communication. In step with (Hiebert & Kamil, 2005), vocabulary is the knowledge of meanings of words. It refers to the reality that phrases are available in as a minimum two paperwork oral and print, and knowledge of words additionally comes in at the least paperwork receptive and productive.

“Vocabulary may be defined, roughly, as the words we educate within the foreign language. However, a brand new object of vocabulary can be more than just a single word: as an example, publish office, and mother in law, that are made up of or three phrases but express a single concept. A useful convention is to cover all such instances by way of talking about vocabulary objects instead of words”. (Ur, 2003:60).

The alternative definition of vocabulary states from (Hatch & Brown, 1995), they are saying that vocabulary refers to a listing or set of words for a particular language or a list or set of words that individual audio system of language would possibly use. (Hatch & Brown, 1995) additionally state that vocabulary is the only device concerned of alphabetical order.

Then, before the researcher explain about vocabulary mastery, the researcher will provide an explanation for about mastery. There are some

definitions of mastery. In step with Ellis (1998), mastery is comprehensive knowledge or use of a topic or tool. Knowledge is a familiarity with a person or something. That may consist of facts, description or ability obtained via experience or education. It may discuss with the theoretical or particular understanding of a topic. This concept is supported through Homby (2002) who described the word “Mastery” as a whole know-how or entire ability.

According to Procter the word of “Mastery” is derived from the word “master”, this means that to grow to be professional or talented within the use of, to gain whole knowledge thru information. Knowledge is essential factor to the student to get extra information and minimalist misunderstanding.

Then, definition about vocabulary mastery. Vocabulary mastery could be very crucial to construct understanding of significant reference. Shamrock (1991: 298) states that: understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, the usage of our understanding of the situation and of language itself – it’s sound, syntax, and semantics.

Based on the definition above, it can be concluded that vocabulary is a word that many people know, it has an important subject and a factor that influences as a communication tool in learning. Then, there are vocabulary mastery, this definition is very important to build understanding of meaningful reference.

b. Function of Vocabulary

Gains and Redman (2000) conclude that through studying vocabulary, the learners can understand and realize the context of reading, listening, material and later as productively beginners can remind and use them accurately in speech and writing. In this situation, the statement noted by way of Legget (2001) stated that vocabulary the beginners can

apprehend all the words in written and oral context and eventually they could use them every day in speaking and writing.

Further, according to (Grauberg, 1997) the process of studying vocabulary includes four levels:

1) Discrimination

This is the primary step. It includes the potential to distinguish sounds, letters from those next to them, and from the sounds and letters of comparable words when listening and reading; to maintain them distinct while talking and writing. As will be seen later, failure to discriminate is a frequent source of error.

2) Understanding meaning

This indicates understanding the idea of the foreign word or phrase. Frequently this is easy because the word may be related to its referent through direct association or because there's equivalent word in English.

3) Remembering

The subsequent step after introducing and explaining new material is to ensure its retention. As soon as learners have discovered out the meaning of a word, they don't have any reason to attend to it anymore, and it will be forgotten.

4) Consolidation and extension of meaning

Studying new words isn't an immediate method if it had been, and if presentation were the most effective critical variable concerned, then words would not be forgotten and want to be relearned. As it is, but, it seems that words are absorbed slowly extra time, and that most effective regularly do they come to be fully integrated into the learner's personal inventory of words, while he can use them with the

equal form of fluency that characterizes the words he uses in his native language (Grauberg, 1997).

From this research, it can be concluded that the function of vocabulary is that we can understand the material, remember and use it according to the context of speaking and writing. When we use this vocabulary function, we use in English lessons and it can add many words to our vocabulary that we can find anywhere.

c. Teaching and Learning Vocabulary

1) Teaching Vocabulary

Teaching English vocabulary is a way to educate to vocabulary not most effective children but also adult. In teaching, the material need to be appropriate with their stage of ages. (Good, 2005) points out that teaching a) narrowly the act of instructing in educating instruction, instructing b) widely the act of providing activities materials and guidance that facilitate learning in either or non-formal.

2) Learning Vocabulary

(Allen, 1999) classified the technique learning vocabulary as follows:

a) Inside the beginner class

The teachers present the means of vocabulary via snap shots, real object, clarification and definition in simple English through using the words that students already understand.

b) Vocabulary in intermediate class

To expose the means of latest words, the instructor defined by means of the use of easy sentences in English image can also be used at intermediate degree in several helpful approaches.

c) Principle in teaching and studying vocabulary

According to (Allen, 1999), there are two main goals advanced classes. First, to prepared the students to the types of English used by native speaker. Second, assist to students become independent on their own studying.

Based on the research, we can conclude that teaching learning vocabulary is how to use vocabulary learning not only children but also adults. In learning, vocabulary can be used for many age levels, for example, beginner class, intermediate class and others. In the use of teaching vocabulary learning, it can be used with a variety of materials, for example picture in teaching learning process. So, teaching vocabulary learning can be used in many variations of learning material.

d. The importance of Vocabulary

(Lewis, 1993) views the importance of vocabulary as being a primary for every day conversation. He shows that if language inexperienced persons do not understand the meanings of the key phrases used by individuals who cope with them, they may not able take part in the communication, even though they know the morphology and Syntax.

Based on the research, we can conclude that the importance of vocabulary is a basic for daily communication. In communicating, we can add vocabulary anywhere, for example on public transportations, supermarkets, bookstores, restaurants and others. So, we can find a lot of vocabulary from the places we find and visit. Then, this vocabulary can be used as communication in everyday life.

e. Kinds of Vocabulary

According to (Hatch & Brown, 1995) state that vocabulary is split into receptive vocabulary and productive vocabulary.

- 1) Receptive vocabulary is phrases that the learner recognize and apprehend after they occur in context, but she / he can't produce them successfully. It is vocabulary that the newbies meet in reading and listening.
- 2) Productive vocabulary is the words that the inexperienced persons recognize, can pronounce efficaciously, and use constructively vocabulary plus the capacity to talk or write at appropriate time.

Based on the research above, we can conclude that the kinds of vocabulary, this kinds is consists of two of vocabulary, there are receptive vocabulary and productive vocabulary. Receptive vocabulary is the word that learner recognize and understand when they occur, but they cannot produce them correctly. Then, productive vocabulary is the word that learner understand and they can pronounce correctly. They can be use and learn vocabulary in speaking and writing in everyday life. So, receptive vocabulary and productive vocabulary have difference characteristics in learning. When the learner use receptive vocabulary, they can know and understand but they cannot use it in communication activities. In productive vocabulary, the learner can use vocabulary and understand the word. They also can pronounce very well and they can speak in communication and writing anything.

2. Concepts of Game

a. Definition of Game

Games are a something about playing the thing that we feel enjoy and amusing. According to (Kramer, 2000) said that games is a hobby which has rules, a purpose and competition as components of its element and criteria. (Wright et al., 2006) described game as *“an interest that's enjoyable and engaging often difficult and a hobby in which the novices play and usually interact with others.”* (Wright et al., 2006) additionally stated some reason why games are used in teaching-learning process. First,

language learning is a hard work. In language studying, novices must apprehend the foreign language that is being learned and they have to do some efforts to apply the language in communication or in written composition, so that they get new understandings about the language. Second, games help teacher to create beneficial and meaningful contexts. Students need to give participation in class, students should recognize what does the written text imply or what the others are pronouncing. Third, repeated use of language objects. Games that are repeated in a study room, assist students to have the opportunity to experience working the language as living verbal exchange. While playing games, commonly it involves the feelings, and the means of the language, it is more obvious experience. because of this, games may be consider as a better absorbed activity than getting to know based totally on mechanical drills.

(Byne in Deeseri, 2002) gave the definition to games as a shape of play ruled through policies. They ought to be enjoy and fun. They're not only a diversion, a ruin from routine activities, however a way of having the rookies to apply the language in the course of the game. Similarity, (Hadfield in Asmirayanti, 2009) said that games as an activity with regulations, an aim and element of amusing. Then, games generally are described as a form of play concerning regulations, competition and enjoy with amusing.

(Aisyatin, 2014), proposed a few traits of games that games are entertaining and interesting for beginners by the competition and suspense of the outcome and the winner of the game. Games are challenging and supporting in enhancing students' motivation to involve in the learning process. Whilst playing the games, indirectly, students also are studying the lesson that has already given through the teacher. Through games, students can use the language communicatively in the context created through teacher, change information and express their personal opinions

(Huyen & Nga, 2003). Besides, games also assist the instructor to enhance new vocabulary words to the students (Paris, 2003).

(Huyen & Nga, 2003) concluded their research that games truly give a great contribution if students are given a chance to analyze, practice, and overview the English language in pleasant atmosphere. Students have a new manner of learning by experiencing learning thru games. Games provide relaxation and fun for students and games help students to study and hold new words easily.

Based on the research above, we can conclude that definition games is anything about playing the thing in many situation that we can enjoy and fun in playing games. Games can use to treat saturation and fatigue in everyday activities. So, it can add excitement in daily life and if we use this games not correctly, we can forget the time and anything. Then, games not only as entertaining but also can use in teaching learning process. The reason are language learning is a hard work, games help teacher to create useful and meaningful contexts, and repeated use of language items. Games repeated in a classroom, help students to have the opportunity to sense working the language as living communication.

b. Kinds of Game

In line with (Hadfield, 1984) that gives classifications of language games. He divides them into linguistic (those attention specifically on accuracy) and communicative games (those are based totally on a success trade of information). There are many varieties of games which may be used in teaching English divided games in keeping with their general character and spirit. There are:

1) Guessing games

One of the quality acknowledged examples of a guessing game is 20 questions, wherein one man or woman thinks a famous man or

woman, area, or factor. The alternative participants can ask 20 yes/no inquiries to discover clues in order to guess who or what character is taking into consideration.

2) Searching games

Those games are yet some other version on two manner information gap games, with everybody giving and looking for information. As an example students are given a grid. The project is to fill in all the cells within the grid with the name of a classmate who suit that cell, for instance a person who is a vegetarian. Students circulate, asking and answering questions to finish their personal grid and assist classmates complete theirs.

3) Spelling Bee Games

Spelling Bee is a competition in which contestants are asked to spell an extensive selection of words.

Based on the research above, we can conclude that kinds of games there are two classification that we can learn, the classification is linguistic and communicative games. Linguistic is focus in mainly on accuracy and communicative games is based on successful exchange information. Next, there are many kinds of vocabulary can use in teaching learning. For example guessing games, searching games and Spelling Bee Games.

3. Concepts of Spelling Bee Games

a. Definition of Spelling Bee Games

According to (Uranga in Rahayu, 2003) Spelling Bee is contest in which competition are eliminated as they fail to spell a given word efficiently. It is also referred to as spelldown. It began a decade in the past as a way to enhance kids' vocabulary. Spelling Bee is greater than

memorizing words and letters which form words, however it is a complex thinking process.

Based on the definition of Spelling Bee Games, it can be concluded that the definition is an activity in a competition-like contest in which competitors are eliminated when they fail to spell a word correctly. This activity, when everybody spells and speaks English, can increase vocabulary, add the word and help us to learn vocabulary better again.

b. Teaching vocabulary using Spelling Bee Games

There are many activities that may be accomplished through the use of Spelling Bee Games to increase vocabulary. The students were also asked to read the texts within the worksheet and write the unusual words that they discovered from the text in the Spelling Bee notebook. Within the second stage, there have been a few activities which consisted of listening, speaking, and reading. On this stage, the students were asked to do the tasks. Inside the third level, the students have been requested to play Spelling Bee Games, they're The Hangman, Jeopardy, and Scrambled words. The vocabulary objects that were used in the game were selected from the students' unexpected words in the Spelling Bee pocket book. (Huyen & Nga, 2003)

There are several games associated with Spelling Bee, specifically:

1. Hangman

Hangman game is the one of guessing games. One participant thinks of a word, word or sentence and the other tries to guess it by using suggesting letters. Webster on-line dictionary defines Hangman game as a guessing game in which one has to guess the word an opponent is considering through guessing one letter at a time, and concerning the gradual drawing of a stick figure hanging from the gallows. In addition, (Wright et al., 2006) classifies Hangman game as a game that focuses on vocabulary and spelling. He offers the method

to play Hangman game as follows: (a) think about a word that should be familiar to the rookies, and draw a dash for every letter; (b) invite the newcomers to call out letters which they think can be in the word; and (c) if a learner guesses correctly, write the letter above the suitable dash. For every wrong guess, draw one part of the hanged man as in the illustration.

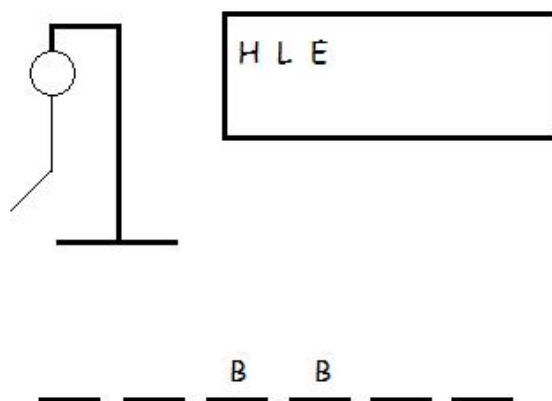


Figure 2.1 Hangman

2. Jeopardy

Jeopardy game is activity encourages students to think about the quality questions which might also cause a particular answer. It has the potential to stretch extra capable students who may think creatively about feasible alternative question (Northern Island Curriculum, 2007). Jeopardy is adopted from television quiz display and adopted into language game from educational device through Friedman (Friedman, 2005).

CATEGORY 1	CATEGORY 2	CATEGORY 3	CATEGORY 4	CATEGORY 5	CATEGORY 6
\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500	\$500

Figure 2.2 Jeopardy

3. Scramble words

According to Shoimin (2014: 166), “Scramble is a game arranging the words and letter which has been randomly positioned to create the word that has meaning”. This game is carried out to expand the insight of vocabulary thinking. Huda (2016: 303) said that scramble game can increase the concentration and velocity of contemplating the students.



Figure 2.3 Scramble Words

According to (Thornbury, 2002) on this book the way to teach vocabulary, offers some activities in the use of Spelling Bee games that teacher can use throughout the class, those are:

- 1) Peer teaching and testing

At the beginning of the lesson, pair students off, and ask them to spell the vocabulary has given teacher.

2) Guess the picture

While beginners are not familiar with the picture the teacher has to explain with the sentence and the learner should spell it to be correct.

3) Ghost listening

After giving some vocabulary through the use of the phrase or picture teacher can review the vocabulary by using this activity. Teacher asks student to make a pair each of pair takes turn spell the work and the pair need to listen and effectively the pair.

c. Advantages and Disadvantages of Using Spelling Bee Games

(McPherson, 1987) said one of the advantages of Spelling Bee Games is this game once was used as an activity or contest to encourage the students, and it was perceived as an opportunity for correct spellers to show the ability of memorizing words with correct spelling.

In teaching learning system, the usage of Spelling Bee Games as media has several advantages and disadvantages. First, Spelling Bee Games can assist the students to spell the words correctly because even as they're playing this game, the students study spell the word, recognize the symbol, the pronunciation and meaning of the words from the teacher. The teacher can help them to enhance vocabulary through the studying about words in vocab. Second, Spelling Bee Games involve friendly competition and hold learner hobby. These can create the inducement for learner of English to involve and participated actively in the studying activities. Third, getting to know vocabulary the use of Spelling Bee Games can enhance the students to apprehend the word from text that be associated with the context in classroom or day out class.

A competitive game like Spelling Bee games also has some disadvantages. (Rahayu, 2009) discovered some issues while implementing Spelling Bee in study room. The first one is time allocation. Studying new words through the usage of Spelling Bee in classroom spend lots of time more than study it immediately from the textbook. The second is stage of difficulty of the words also stimulated students' motivation. Students assumed that the longer duration of the words were the more difficult words.

Based on advantages and disadvantages of using Spelling Bee Games, it can be concluded that there are many advantages and disadvantages. First, the advantages are Spelling Bee Games can help the students to spell the words correctly because while they are playing this game, the students learn to spell the word, know the symbol, the pronunciation and the meaning of the words from the teacher. These can create the motivation for learner of English to involve and participate actively in the learning activities. Then, learning vocabulary using Spelling Bee Games can improve the students to understand the word from text that be related to the context in classroom or outing class. Next, the disadvantages are time allocation and level of difficulty of the words also influenced students' motivation.

4. Concepts of Psychological Factors in Learning

Psychological factors are a person's mental state that may have an effect on the gaining knowledge of manner. Some of the primary psychological factors that impact the getting to know method are student intelligence, motivation, interests, attitudes, and talents.

a. Student intelligence/intelligence

In general, intelligence is described as the psycho-bodily capacity to react to stimuli or adapt to the environment in the proper way. Thus,

intelligence isn't only associated with the quality of the brain, however also other organs of the body.

Intelligence is the most important psychological issue in the student getting to know method, because it determines the quality of student getting to know. The better the extent of intelligence of a person, the greater the chance that the person will obtain achievement in studying. Conversely, the decrease the extent of person intelligence, the greater tough it is to obtain studying achievement.

b. Motivation

Motivation is one of the factors that affect the effectiveness of student studying activities. It is motivation that encourages students to want to do gaining knowledge of activities. Psychologists define motivation as a manner inside the person that is active, encourages, directs, and keeps conduct at all times (Slavin, 1994). Motivation is likewise described as the effect of needs and desires at the intensity and path of a person's conduct.

c. Interest

In easy terms, interest means a high tendency and exhilaration or an excellent preference for something. According to Reber (Syah, 2003), interest isn't a famous time period in psychology because of its dependence on diverse other internal factors, such as concentration of attention, curiosity, motivation, and needs.

But in spite of its popularity, interest is similar to intelligence and motivation, because it affects studying activities. Because if a person has no interest in studying, he'll not be enthusiastic or even unwilling to learn. Therefore, within side the context of mastering in the classroom, a teacher or other educator desires to arouse students' hobby so that they may be interested by the problem count they're going to learn.

d. Attitude

In the studying manner, person attitudes can affect the achievement of the getting to know system. Attitude is an internal symptom that has an affective dimension in the shape of an inclination to react or reply in a relatively fixed way to objects, people, occasions and so on, both positively and negatively (Syah, 2003). Students' attitudes in getting to know may be prompted through emotions of delight or displeasure with the performance of teachers, lessons, or the surrounding environment. And to count on the emergence of negative attitudes in studying, teachers ought to attempt to end up expert and accountable teachers for their selected profession.

e. Talent

Another psychological factor that influences the getting to know system is talent. In general, talent (aptitude) is described as the ability capacity of someone to obtain achievement in the future (Syah, 2003). With regard to getting to know, (Slavin, 1994) defines talent as a general capacity possessed through a scholar to learn. Thus, talent is someone's capacity to end up one of the important components in someone's studying system. If someone's expertise is according with the sector he is studying, then that expertise will help his studying manner so that he's most possibly to succeed.

Based on concepts of psychological factors in learning, it can be concluded that there are several kind of concepts. First, student intelligence, this concepts is the most important psychological issue in the student getting to know method, because it determines the quality of student getting to know. Second, motivation, this concepts is one of the factors that affect the effectiveness of student studying activities. It is motivation that encourages students to want to do gaining knowledge of activities. Third, interest, it means a high tendency and exhilaration or an excellent preference for something. Fourth, attitude, students' attitudes in getting to know may be prompted through emotions of delight or displeasure with the performance of teachers, lessons, or the surrounding environment. Fifth, talent, it means

someone's capacity to end up one of the important components in someone's studying system. If someone's expertise is according with the sector he is studying, then that expertise will help his studying manner so that he's most possibly to succeed.

B. Previous Study

There are previous study related to this topic is the thesis from: First, the thesis from Ismiya Widyaningsih (2019), the title is *Teacher's Teaching Vocabulary*. The motive of the studies is to explain the types of teacher's technique to train vocabulary, to explain the issues faced through the teachers in teaching vocabulary, to describe the students' reaction toward the technique that utilized by the teacher in teaching vocabulary. Subject of the studies used is tenth grade students of MAN 2 Boyolali at the second one semester in the academic year 2018/2019. The subject of this studies include X IPA 1, X IPS 1 and X religion.

Then, discussion about the differences and similarities of this study and previous research. First, the difference from this study is that teaching focuses more on how teachers teach vocabulary. In addition, this study did not use Spelling Bee Games but with other techniques and different objects, namely the tenth grade of senior high school. Then, for the similarity, both this study and the researchers use the vocabulary in English.

Second, the thesis from Dwi Arumningsih (2017), the title is *The Effectiveness of using Spelling Bee Games in Teaching Vocabulary Mastery* (Purworejo Muhammadiyah university). In this thesis, the researcher used observes 60 students' of seventh grade of Mts Al-Hidayah as the sample. Her study used pre-test and post-test to discover whether the use of Spelling Bee Games is effective or not to enhance student' vocabulary mastery at seventh grade of Mts Al-Hidayah. The students frequently get difficulties in memorizing the words. The difficulties are on spelling, remembering, and the meaning. Her study was carried out through the use of quantitative technique in processing the

data and getting the result. She uses test as the tool (post-test and post-test). The data from pre-test and post-test were analyzed statistically the use of SPSS 16 and manual computation.

Then, discussion about the similarities and differences from previous research and research conducted by researchers. The similarities from previous research and this study are both using vocabulary in learning, using Spelling Bee Games, objects used in seventh grade junior high school, and using quantitative research. Then, the difference is how to make data analysis using pre-test and pro-test. In addition, the research instrument is also different, namely using tests.

Next, previous study from the journal. First, the journal from Leni Nurpitasari and Wan Julia Mayasari (2018), the title is *the Usage of Spelling Bee Games to Increase the Student's Vocabulary Mastery*. In this journal, the purpose of the study was to discover on students vocabulary mastery before and after being taught through the use of the game. Then, this journal use simple random sampling was used decide the sample where 20 students in controlled class and 20 students in experimental class. There are three formulations of the trouble: a) How is the students' vocabulary mastery before being taught via the use of Spelling Bee? b) How is the students' vocabulary mastery after being taught by using Spelling Bee Games? c) Is there any significant impact through the use of Spelling Bee Games on students' vocabulary mastery of the seventh grade at SMPN 1 Batan?.

Then, discussion about the similarities and differences from previous research and research conducted by researchers. The similarities from previous research and this research are both using vocabulary in learning, using the Spelling Bee Games, the object used is the seventh grade junior high school. Then, the difference is using experimental research with a control class and an experimental class. Meanwhile, for research conducted by researchers using Classroom Action Research.

Second, the journal from Anisa Rohmawati (2015), the title is *Spelling Bee in Teaching Vocabulary*. The study entitled “Spelling Bee in teaching Vocabulary” discovers the effectiveness of the use Spelling Bee in teaching vocabulary the use of descriptive text and discovers students’ perceptions toward to Spelling Bee game. The study implements a pre-experimental design. The sample includes 26 students of one of Junior high school in Cimahi. The sample is given Spelling Bee treatment that was adopted from Stone (2010). The information of this study are attain through a post-test and questionnaire. The post-test is given in the form of spelling test. The facts from the post-test are analyzed statistically the usage of SPSS 20 for windows.

From previous research and research conducted by researchers, there are similarities and differences from this study. For the equation of this study, namely both using vocabulary learning, using Spelling Bee Games, and using junior high school objects. For the difference, this previous research used experimental research. Meanwhile, the research conducted by this thesis researcher is Classroom Action Research.

Then, the journal from Jonathan Smith (2013), the title is *Peers, Stress, and Performance at the National Spelling Bee*. This paper investigates how individuals’ performances of a cognitive task in a high-strain competition are affected by their friends’ performances. To do so, this researcher use novel data from the national Spelling Bee, wherein students try to spell words correctly in a match setting. Across OLS and instrumental variables approaches, he find that once the instantaneous predecessor is correct, a speller has a 13 to 64 percent extra possibility of making a mistake, relative to the predecessor being wrong. There is no proof that the impact differs by using gender and marginal proof that it differs through experience.

Next, the discussion about the similarities and differences in previous research and research conducted by this researcher. First, discussing equations, namely this previous study using Spelling Bee in learning to improve

vocabulary. Second, discussing the difference, namely the Spelling Bee Games is used in national competitions and it is not explained who is participating in this competitions. While the research conducted by the researcher explained about the Spelling Bee Games used in learning and given to seventh grade junior high school.

Then, the journal from Syamantak Payra and Stephanie Cardona (2016), the title is *Spelling Bee: A Study on the Motivation and Learning Strategies among Primary and Junior-High Student Competitors*. This paper is about the oldest educational spelling bee competitions within the United States of America. The aim of this research was to analyze the trends in study methodologies (net-based vs. paper substances), studying techniques (parent-guided vs. self-designed), and motivational elements (learning, amusing, prize money, parents, pals/others) across spellers of different grade degrees and those factors' effect on spellers' participation in spelling bees. The study used a paper survey administered to and finished via spellers. The survey consisted of 22 questions of three distinctive question types: multiple choice, ranking, and rating. Surveys were dispensed to 51 basic and junior-high students at some stage in a spelling bee workshop on the Friendswood Public Library and for the duration of the Houston local competition of the South Asian Spelling Bee. The responses from spellers from Louisiana and Florida were also included.

Then, the differences and similarities from this study and previous research. From the equation, both of these studies use the Spelling Bee Games. The use of these two studies is also the same, namely to improve students' vocabulary, to make it easier for students to make sentences and to improve pronunciation in English. The difference from this research is the use of learning, namely for previous research it is used during national competition activities, while this study uses it in class. The subject is also different, for previous research the subject was 51 elementary and junior high school students, while this research was given to seventh grade junior high school.

C. Rationale

The process of studying English does not constantly run smoothly. In the implementation of the English studying technique, there are still troubles faced till now. The trouble confronted in getting to know English these days is the low activity and gaining knowledge of outcomes of students in collaborating in studying activities. One of the reasons is the shortage of suitable studying media to enhance the quality of studying.

This study desires to solve the barriers because of learning factors, due to the fact student activities are influenced by means of the studying media utilized by the teacher. The media used in this study is the Spelling Bee Games media. This media is a medium that prioritizes student activeness in group thinking and discussion.

From this study, the application of the Spelling Bee Games media is anticipated to affect student activity and studying results in English learning activities.

D. Hypothesis

Based on the research problem, the following hypotheses are formulated:

1. Null hypothesis (Ho): Spelling Bee Games cannot improve students' vocabulary mastery in learning English at the seventh grade of SMPIT Mutiara Insani Delanggu.
2. Alternate hypothesis (Ha): Spelling Bee Games can improve students' vocabulary mastery in learning English at the seventh grade of SMPIT Mutiara Insani Delanggu.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

There are various research designs which includes experiment, descriptive, correlative, comparative and motion studies. In this study, the researcher used Classroom Action Research (CAR). Its definition is to solve the complex situation and to result in modifications and better enhancements in practice. Then, there are modifications in education each time. It is associated concept of reflective practice and teacher as researcher.

The purpose of the Classroom Action Research (CAR) is to identify trouble or issue that participant like teacher, students or parents within the teaching studying system. Classroom Action Research (CAR) is changing can be higher and doing movement to enhance teaching studying. (Nunan, 1992) states that movement studies is a form of self-reflective inquiry performed through fractioned, aimed toward solving issues, enhancing practice, or enhancing knowledge. In the meantime Carr and Kemmis (in Choirina 2016; p.45) state that movement studies is simply a form of self-reflective enquiry undertaken through members in social state of affairs with the intention to enhance the rationality and justice of their personal practices, their understanding of this practice and the situations in which the practices are executed. While, (Mills, 2017) states that the action research is any systematic inquiry carried out via teacher researchers, principals, school counselors, or other degree holders in teaching or studying surroundings, to collect information about the approaches that their specific schools operate, how they train, and the way nicely their students study.

(Burns & Westmacott, 2018) mentions some traits of action studies taken from experts' definitions as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates issues within a specific situation.
2. It is evaluating and reflective because it goals to bring about exchange and improvement in exercise.
3. It is participator as it offers for collaborative investigation through terms of work-mates, practitioners and researchers.
4. Modifications in exercise are primarily based on the gathering of information or data which gives the impetus for modifications.

It can be concluded that Classroom Action Research (CAR) is to solve problems that occur to students and any changes, improvements for the better through practice. Then, there are changes in education every time. It is related idea of reflective practice and teacher as researcher. Then, its purpose is to identify problem or issue that participant like teacher, students or parents in the teaching learning process.

In this research, the researcher observes Spelling Bee Games in studying vocabulary. The researcher attempts to enhance a certain situation through concerning all contributors in the location where the study is finished, there are making plans, enforcing, evaluating, and making reflection from the moves which are carried out. The two crucial factors that can affect the fulfillment of the studies are discussion and collaboration among the individuals (Ananda, 2015:60). The wholeness of the studies process may be visible in the figure below:

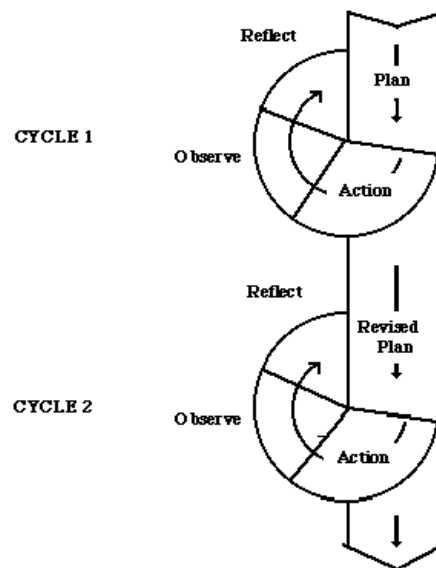


Figure 3.1 Kemmis and Mc Taggart's Design of CAR

There are several cycles within the motion studies, every cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is as reflection of the start of an activity to collect information about conditions relevant to the tie of the study. The second one is acting, acting is an attempt to repair, a growth in or modifications executed based at the plan of action. The third is observing, observing is the activity of gathering the information to oversee to what quantity the result of “acting” attain the goal or as the effect of action carried out or worn towards the students. The fourth is reflecting, reflecting is activities analysis, interpretation of all the information received by the time the movement to observe, seeing and thinking about the result or the effect of motion that can be pulled the conclusion that regular and sharp based on the theory or the result of studies there was and relevant (Suyadi, 2010:50).

B. The Setting of the Research

1. Place of the Research

The research was conducted at seventh grade of SMPIT Mutiara Insani Delanggu. The school is located in Tlobong, Delanggu, Klaten.

2. Time of the Research

This research was conducted in October until February 2022. In SMPIT Mutiara Insani uses Kurikulum 2013 (K13) as the basic of teaching and learning process. Instructional process is done in five days from Monday, Tuesday, Wednesday, Thursday and Friday. The students start to learn at 07.30 a.m. The subject of English given a lesson for the seventh grade is four hours every week.

Table 3.1 Schedule of the Research

Cycle	Day/Date	Meeting	Activities
I	Thursday, October 5 th 2021 Friday, October 6 th 2021	I	The researcher gave pre-test to the students. The researcher defined to the students about things around the students in the school.
I	Wednesday, October 13 th 2021	II	The researcher gave post-test I to the students.
II	Thursday, October 21 st 2021	I	The researcher defined the material about things around the students at home.
II	Wednesday, October 27 th 2021	II	The researcher gave post-test II to the students.

3. Subject of the Research

The subject of this research is the students of VII grade of SMPIT Mutiara Insani Delanggu. There are VII A and VII B class, VII A are 15 students and VII B are 11 students are chosen as the subject of the research by using Purposive Sampling Technique. This class is chosen because it is the suitable class to do a research with the problems students' vocabulary in this classroom.

Table 3.2 The Total Students of VII A and VII B

No	Gender	Total
1	Male	15

2	Female	11
		26

C. Technique of Collecting Data

Technique gathering information is a way of researcher to gain or accumulating statistics. An information collection on this study was carried out through using test. Test is a fixed of questions and exercises used to measure the achievement or capability of the individual or group (Arikunto, 2002). There are types of exams utilized by the researcher: Pre-test and post-test. Pre-test was given before the researcher offers the material to the students with Spelling Bee Games. Whilst post-test is given after the researcher offers the material with Spelling Bee Games to the students. The researcher gave post-test in every cycle of studies was completed. It is used to measure the student's success after being taught. So, the test used on this study is the pre-test and post-test outcomes used to measure students' study outcomes.

This study uses a cycle in learning activities, namely cycle I and cycle II. These two cycles consist of planning, implementing, observing and reflecting. Then, for this cycle several meetings were held, there were two meetings in each cycle. Cycle I at the first meeting, the researcher gave the discussion and material first. Next, the second meeting, the researcher gave the exams that the students had studied. Cycle II is also the same, the first meeting, researcher provided discussion and material. The second meeting, the researcher gave an exam according to the material that had been studied.

In collecting data, there are several steps that must be taken, namely multiplying the literature, studying and approaching groups of students where data will be collected, fostering and utilizing good relationships with respondents and their environment, testing, formulating and compiling questions, taking notes and giving feedback, coding, and organizing and re-coding the collected data for analysis.

In this study, several tests were used in data collection, including pre-test, post-test I and post-test II. The first steps in the pre-test are that the researcher gives a test before starting learning. The purpose of this test is to determine the initial ability of students regarding the material to be delivered in learning English. After doing the pre-test, at the next meeting the researcher gave material about the objects in the class. The researcher as a teacher introduces his vocabulary by giving a few words. Then, the students imitate how to read, spell and interpret the words that have been given. Then, students are given practice questions so that they understand better in understanding the material.

In the third meeting, students were given post-test I to determine the students' ability to understand the material that had been studied. In the fourth meeting, the researcher gave material about objects in the house. Researchers introduce vocabulary according to the material. Then, the students imitate how to read, spell and interpret the words that have been given. After that, students were given practice questions related to the material. At the last meeting, students were given post-test II to determine their ability to understand vocabulary material. With this test, students will improve their English learning in understanding vocabulary mastery in the Spelling Bee Game.

D. Technique of Analyzing Data

Data analysis is a try through the researcher to summarize the data which have been accumulated in a reliable, accurate, dependable, and accurate way.

After gathering the data, the researcher will analyze the information. It can be described as the process of analyzing data required from the result of the studies. In this studies, the technique of reading of the data uses interactive version analysis via Milles and Huberman (in Sugiyono, 2011:246) which includes three activities, i.e. reducing the data, explaining the information, and drawing conclusion.

In this studies, the researcher organized the description of the data. They're the data of observation, and test. The researcher defined and discussed the locating of the studies in the form of systematic classification. The result of pre-test and post-test analyzed the use of a formula proposed through (Arikunto, 2013). The formula is follow:

$$X = \frac{\sum x}{N} \qquad Y = \frac{\sum y}{N}$$

In which:

X : Mean of pre-test scores

Y : Mean of post-test scores

N : Number of subject

x : The sum of pre-test score

y : The sum of post-test score

In this studies, after computing the imply score, the students' imply score of the test 1 can be compared to the students' imply score of the test 2 to recognize whether there is an improvement of the students' vocabulary mastery.

The following is a form of assessment of Spelling Bee Games, namely:

ASSESMENT RUBRIC

1. Rubric of Entry Value

Correct answer X 10 = 100

2. Rubric of Pronunciation Value

Table 3.3 Rubric of Pronunciation Value

Rubric of Pronunciation Value	
Score	Description
5	Pronouncing words correctly and precisely and easy to understand
4	Pronouncing words almost correctly and still easy to understand
3	There are some pronunciation errors and sometimes there are misunderstandings
2	Difficult to understand because there are pronunciation problems, often asked to repeat
1	Serious pronunciation problems, making it difficult to understand

Table 3.4 How to Asses Pronunciation

No	Students Name	Pronunciation Level					Total score obtained
		5	4	3	2	1	
1							
2							
3							
4							
5							
Etc							

The formula for calculating student pronunciation scores, as follows:

$$\frac{\text{The number of scores obtained by students}}{\text{Maximal Score/ideal}} \times 100$$

3. Rubric of Spelling Value

Table 3.5 Rubric of Spelling Value

Rubric of Spelling Value	
Score	Description
5	Spelling words correctly and precisely and easy to understand
4	Spelling words almost correctly and still easy to understand
3	There are some spelling mistakes and sometimes there are misunderstandings

2	Difficult to understand because there are spelling problems, often asked to repeat
1	Serious spelling problems, so difficult to understand

Table 3.6 How to Asses Spelling

No	Students Name	Spelling Level					Total score obtained
		5	4	3	2	1	
1							
2							
3							
4							
5							
Etc							

The formula for calculating student spelling scores, as follows:

$$\frac{\text{The number of scores obtained by students}}{\text{Maximal score/ideal}} \times 100$$

Final Score (FA)

$$\frac{\text{Score 1} + \text{Score 2} + \text{Score 3}}{3}$$

Hypothesis Testing

a. T-test

The t-test was used to test the students' vocabulary. Hypothesis testing in this study used paired t-test. Paired t-test was used to compare the difference between two means of two paired samples with the assumption of normal distribution data. Paired samples come from the same subject, each variable is taken in different situations and circumstances.

The paired t-test formula is:

$$t_{\text{test}} = \frac{X_D}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

with

X_D : the average of the subtraction of the first data and the second data

d : $D - X_D$

N : the amount of data

The researcher in this study used a paired sample with SPSS 25. The first step for the paired t test was to determine the hypothesis. The hypothesis is as follows:

$H_0 : \mu_1 \geq \mu_2$

$H_1 : \mu_1 < \mu_2$

Description:

μ_1 = Average data post-test I

μ_2 = Average data post-test II

Where μ_1 states the students' vocabulary connection skills in the Spelling Bee Games and μ_2 states the students' vocabulary communication skills in the Spelling Bee Games. Therefore, H_0 states that students who get vocabulary learning by Spelling Bee Games, students' vocabulary skills in Spelling Bee Games are not lower than students' vocabulary communication skills in their Spelling Bee Games. Meanwhile, H_1 stated that after students received learning, the vocabulary skills of students in the Spelling Bee Games were lower than the students' vocabulary in the Spelling Bee Games.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

Research finding is taken from the beginning till the ultimate of teaching learning process. Actually this research uses cycles. Every cycle has three conferences. The findings may be defined as follows:

1. Pre-research

Before the researcher carried out the research, this researcher carried out pre-research through observing to discover the teaching and studying system at SMP IT Mutiara Insani. Based on the pre-research, the researcher discovered the troubles faced by way of the first class of junior high school. The problem is they have difficulty remembering the means of a word, they have difficulty spelling vocabulary correctly, and they have issue pronouncing English words.

2. Pre-Cycle Test

Researchers offer a pre-test to decide students' ability in vocabulary mastery. The outcomes of the pre-test carried out through the students were that there were many difficulties in the vocabulary test. While researchers gave tests to students at SMP IT Mutiara Insani, just a few students exceeded the test. The lowest score of students is 37 and the highest is 85. For scores under the minimum competency criteria (KKM). KKM in learning English is 70. It indicates that they have problem studying English. The score of test student's vocabulary mastery of the seventh grade students as follows:

Table 4.1 The Result of Score in Pre-test (After Observation)

No	Name	Score	Note
1	AA	62	Failed
2	AZAF	60	Failed
3	AF	42	Failed
4	ADS	72	Passed
5	ARSA	57	Failed
6	FAP	55	Failed
7	FHHU	62	Failed
8	JAD	72	Passed
9	MRFA	82	Passed
10	MFF	40	Failed
11	NAK	60	Failed
12	NAW	62	Failed
13	NA	37	Failed
14	NAS	62	Failed
15	RAH	75	Passed
16	AFS	67	Failed
17	AS	62	Failed
18	GKW	85	Passed
19	NAS	65	Failed
20	NCM	62	Failed
21	NAR	72	Passed
22	PLN	60	Failed
23	RAF	50	Failed
24	SL	67	Failed
25	YMS	70	Passed
26	AHF	57	Failed
Total Score		1617	
Average		62.19	
Highest Score		85	
Lowest Score		37	

Table 4.2 Pre-test Scores of the Students' Vocabulary Mastery Test
Distribution Frequency

No	Classification	Score	Frequency	Precentage
1	Excellent	85 - 92	1	4%
2	Very Good	77 - 84	1	4%
3	Good	69 - 76	5	19%
4	Fairly good	61 - 68	9	35%
5	Fair	53 - 60	6	23%
6	Poor	45 - 52	1	4%
7	Very Poor	37 - 44	3	12%
Total Students			26	100%

Based on the pre-test above, it could be showed that the average score of the students in pre-test become 62.19. Moreover, the highest score of the students' pretest was 85 and 37 as the lowest. In addition, associated with the minimum mastery criteria (KKM) of the English subject (70), there were only 7 students who had surpassed the minimum mastery criteria (KKM) and 19 students were failed. In short, it could be concluded that the students' vocabulary mastery was very bad.

From the data above, the researcher concluded that the students' score of vocabulary mastery became bad. Except, this quantity implies that:

- a. Most of the students have problems to recognize the meaning of word.
- b. Students also difficult to gain vocabulary using dictionary.
- c. Students have low motivation in studying English.
- d. Students want fun method in getting to know to create enjoyable atmosphere.

After discussing with the collaborator, Nurria Wiji Lestari, S.Pd, the researcher had recognized the field troubles discover in teaching and learning process as follows:

- a. The students have been not so confident using English.
- b. The students did not communicate English fluently.
- c. The students had difficulties in the use of grammar.
- d. The students discovered difficulties in saying some English words.
- e. The students were loss of vocabularies.
- f. The students regularly used Bahasa Indonesia to speak, particularly to answer the teacher's questions.
- g. The students were not absolutely giving more interest to their teacher.
- h. The method used by the teacher did not engage to the students.

3. The Implementation of Cycle I

Cycle I includes planning, implementing, observing and reflecting. Here is the details clarification of every step in Cycle I.

a. Planning

In line with the result of the pretest above, the researcher has identified and discovered the issues after taking the students' pretest score. Consequently, the researcher and collaborator prepared several things associated with teaching and learning process such as the English subject lesson plan, the material, media, observation sheet that includes about list of students' names and activity, and evaluation for the subsequent meeting.

b. Implementing

In this step, the researcher carried out the implementation of the treatment in the subsequent meeting. The researcher carried out the

treatment on Friday, October 6th 2021. In this assembly, the role of the researcher was as an English teacher and Nurria Wiji Lestari, S.Pd was as a collaborator. The researcher began the meeting by praying, greeting, checking attendance list and asking the situation of the students. Afterwards, the researcher gave the material about things around the students in the school.

At the beginning of teaching and learning process, the researcher requested to the students about things around the students in the school. Some of the students did not know at all about things around the students in the school. Secondly, the researcher defined about definition, normal structure, social function and language feature of things around the students in the school. After that, the researcher divided the students into 4-5 students each group. Each group must looking for one example of things around the students in the school and discuss about it.

Afterwards, the researcher defined about the concept of Spelling Bee Games. The researcher gave the example of Spelling Bee Games. Then, every student was requested to take a piece of paper that written the word on it. Every student was given a chance to spell the word also supply the simple meaning about it. The student do that randomly. The word written on the paper is connected to the material defined earlier than, things around the students in the school. The researcher guided all students to be actively in their works. Then every group provided the result of discussion. Afterwards, the researcher gave some additions of their work.

In the end of meeting, the researcher gave comments to the students of the learning process. The researcher gave motivation and informed to the students about the activities within the subsequent meeting. Then, the researcher closed the material through praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was carried out on Wednesday, October 13th 2021. The post-test was done to know the development of the students' vocabulary mastery after giving treatment. The researcher requested the students to do a Spelling Bee Games about their daily life. The result of post-test in cycle I could be visible on the table, as follows:

Table 4.3 Post-test I Score

No	Name	Score	Note
1	AA	67	Failed
2	AZAF	74	Passed
3	AF	60	Failed
4	ADS	84	Passed
5	ARSA	47	Failed
6	FAP	60	Failed
7	FHHU	67	Failed
8	JAD	67	Failed
9	MRFA	74	Passed
10	MFF	37	Failed
11	NAK	87	Passed
12	NAW	87	Passed
13	NA	70	Passed
14	NAS	72	Passed
15	RAH	37	Failed
16	AFS	87	Passed
17	AS	80	Passed
18	GKW	80	Passed
19	NAS	80	Passed
20	NCM	74	Passed
21	NAR	60	Failed
22	PLN	70	Passed
23	RAF	60	Failed
24	SL	76	Passed
25	YMS	84	Passed
26	AHF	50	Failed

Total Score	1791	
Average	68.88	
Highest Score	87	
Lowest Score	37	

**Table 4.4 Post-test I Scores of the Students' Vocabulary Mastery Test
Distribution Frequency**

No	Classification	Score	Frequency	Precentage
1	Excellent	87 - 95	3	12%
2	Very Good	78 - 86	5	19%
3	Good	69 - 77	7	27%
4	Fairly good	60 - 68	7	27%
5	Fair	51 - 59	0	0%
6	Poor	42 - 50	2	8%
7	Very Poor	33 - 41	2	8%
Total Students		26		100%

From the table 4.4, it could be analyzed that the students' average score was 68.88. The highest score was 87 and the lowest score was 37. Based on the minimum mastery criteria (KKM), there have been 15 students that had passed on post-test I or got score 70. It means that during cycle I, the students' achievement was improved sufficient, however it was not successful yet.

c. Observing

In this step, the collaborator observed the students' activities. The researcher as a teacher gave material to the students about things around the students in the school. Then, the students were asked to discuss, describe and gives the slides of things around the students in the school by way of the use of Spelling Bee Games.

In the learning process, there were four indicators used and cited to understand the students' activity. Every student who became energetic in

studying process gave a thick in observation sheet. Then, the students were not energetic in learning process, permit the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- 1) The students are paying interest in studying process.
- 2) The students are enjoyable in spelling bee games.
- 3) The students are pronounced nicely the words.
- 4) The students are giving word's meaning.

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

Table 4.5 The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students are paying attention in learning process	12	46.15%
2	The students are enjoyable in Spelling Bee Games	22	84.61%
3	The students are pronounce well the words.	5	19.23%
4	The students are giving word's meaning.	13	50.00%
Total students		26	

The table showed that the students paid interest were 12 students (46.15%). Besides, there were 22 students (84.61%) who are enjoyable in Spelling Bee Games, 5 students (19.23%) who pronounce nicely, and 13 students (50.00%) who were right in giving the word's meaning.

Based on the result above, it can be inferred that the learning process of cycle I was not successful yet because only one activity, it become fun in Spelling Bee Games, that got the percentage of 70% and the others got < 70%.

d. Reflecting

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

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

- 1) There were some students that proven unenthusiastic to the teacher's clarification.
- 2) Some students did not energetic in class.
- 3) Some students had many extra anxieties and less of confidence.
- 4) Some students did not recognize the material.

Based on the result of reflection in cycle I, there were some issues to be revised in cycle II, including:

- 1) The teacher gave more motivation to the students in order to encourage them in studying harder and made the learning process more exciting, communicative and appealing.
- 2) The teacher gave more detail clarification and questions after explaining the materials to control the students' comprehension.
- 3) The teacher guided the students who they were not lively yet in a collection discussion.

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

Table 4.6 Students' Score at Pre-test and Post-test I

No	Name	Pre-test score	Post-test I score	Improve ment	Explanation
1	AA	62	67	5	Improved
2	AZAF	60	74	14	Improved
3	AF	42	60	18	Improved
4	ADS	72	84	12	Improved
5	ARSA	57	47	-10	Decreased
6	FAP	55	60	5	Improved
7	FHHU	62	67	5	Improved
8	JAD	72	67	-5	Decreased
9	MRFA	82	74	-8	Decreased
10	MFF	40	37	-3	Decreased
11	NAK	60	87	27	Improved
12	NAW	62	87	25	Improved
13	NA	37	70	33	Improved
14	NAS	62	72	10	Improved
15	RAH	75	37	-38	Decreased
16	AFS	67	87	20	Improved
17	AS	62	80	18	Improved
18	GKW	85	80	-5	Decreased
19	NAS	65	80	15	Improved
20	NCM	62	74	12	Improved
21	NAR	72	60	-12	Decreased
22	PLN	60	70	10	Improved
23	RAF	50	60	10	Improved
24	SL	67	76	9	Improved
25	YMS	70	84	14	Improved
26	AHF	57	50	-7	Decreased
	Total	1617	1791	174	
	Average	62.19	68.88	6.69	

In this studies, pretest and post-test I had carried out individually. It was aimed to recognize the student' vocabulary mastery before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students' result score. It may be seen from the average score in pretest 62.19 and post-test I 68.88. Even though there was an improvement of the students' achievement, cycle I was not successful yet because only 15 students (57.69%) who passed in post-test I.

it can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher needed to revise the teaching and learning process in the next cycle. Consequently, this research would be continued within the next cycle.

4. Cycle II

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

a. Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not a success yet. Consequently, the researcher and the collaborator attempted to revise the several issues that appeared in cycle I and organized the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, and post-test II.

b. Implementing

The description of the teaching and learning process of cycle II was not different from the previous cycle. In every treatment, the researcher attempted to make the students be more energetic. The implementation of this step was carried out in two conferences, namely: treatment and post-test II.

The treatment in cycle II was carried out on Thursday, October 21st 2021. It was begun via greeting and asking the students situation. The researcher as a teacher defined the material about things around the students at home. The teacher requested to the students to mention about definition of things around the students at home, generic structure, social function, and language features. Furthermore, the teacher divided into 4-5 students every groups as in previous cycle. Then, the teacher asked them to discuss about the things around the students at home. The teacher

guided the students to be active in group and after all of the organizations completed the discussion, the teacher requested each organization to provide the result. After the group finished their presentation, the teacher ask them one by one randomly about the word they used in their presentation using Spelling Bee Games.

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

After giving the treatment in cycle II, the researcher conducted post-test II on Wednesday, October 27th 2021. The test was requested the students through using the Spelling Bee Games. It was the same type as the first cycle but within the different words. The result of post-test II can be seen on the table below:

Table 4.7 Post-test II Score

No	Name	Score	Note
1	AA	85	Passed
2	AZAF	96	Passed
3	AF	87	Passed
4	ADS	87	Passed
5	ARSA	77	Passed
6	FAP	65	Failed
7	FHHU	75	Passed
8	JAD	87	Passed
9	MRFA	87	Passed
10	MFF	60	Failed
11	NAK	87	Passed
12	NAW	87	Passed
13	NA	60	Failed
14	NAS	87	Passed

15	RAH	60	Failed
16	AFS	87	Passed
17	AS	80	Passed
18	GKW	94	Passed
19	NAS	87	Passed
20	NCM	87	Passed
21	NAR	97	Passed
22	PLN	72	Passed
23	RAF	87	Passed
24	SL	97	Passed
25	YMS	80	Passed
26	AHF	73	Passed
	Total Score	2128	
	Average	81.85	
	Highest Score	97	
	Lowest Score	60	

Table 4.8 Post-test II Scores of the Students' Vocabulary Mastery Test
Distribution Frequency

No	Classification	Score	Frequency	Percentage
1	Excellent	97-92	4	15%
2	Very Good	91-86	11	42%
3	Good	85-80	3	12%
4	Fairly good	79-74	2	8%
5	Fair	73-68	2	8%
6	Poor	67-62	1	4%
7	Very Poor	61-56	3	12%
Total Students		26		100%

Based on the table above, it can be visible that the students' average score in post-test II was 81.85. The highest score was 97 and the lowest score was 60. According to the minimum mastery criteria (KKM), 84.61% students had exceeded the test. Most of the students could enhance their vocabulary mastery. It means that cycle II was successful.

c. Observing

In this step, the researcher provided the material through using Spelling Bee Games. In the learning process, there were also four indicators used to recognize the students' activities like in the studying process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that studying process in cycle II was a success.

The result score of students' studying activities observation, as follows:

Table 4.9 The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students are paying attention in learning process	23	88.46%
2	The students are enjoyable in Spelling Bee Games	26	100%
3	The students are pronounced well the words.	20	76.93%
4	The students are giving word's meaning.	19	73.07%
Total Students'		26	

The table above showed that the students' activity in cycle II was improved. the students' activities that had high percentage were students' fun in the usage of Spelling Bee Games in the class (100%) and the second one-high percentage was students' attention (88.46%), then the third was students' who correct in giving word's which means (73.07%) and the last was the students' pronunciation (76.93%). Based on the result above, the researcher indicated that studying process in cycle II was successful because all indicators of the students' getting to know activities got the percentage of 70%.

Based on the result of the research in cycle II, it can be inferred that cycle II was successful. There was 70% of students who surpassed the post-test. It means that the students' vocabulary mastery had advanced. From the result above, the researcher concluded that this studies was a success and could not be continued to the next cycle.

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

Table 4.10 Students' score at Post-Test I and Post-Test II

No	Name	Post-test I Score	Post-test II Score	Improve ment	Explanation
1	AA	67	85	18	Improved
2	AZAF	74	96	22	Improved
3	AF	60	87	27	Improved
4	ADS	84	87	3	Improved
5	ARSA	47	77	30	Improved
6	FAP	60	65	5	Improved
7	FHHU	67	75	8	Improved
8	JAD	67	87	20	Improved
9	MRFA	74	87	13	Improved
10	MFF	37	60	23	Improved
11	NAK	87	87	0	Equal
12	NAW	87	87	0	Equal
13	NA	70	60	-10	Decreased
14	NAS	72	87	15	Improved
15	RAH	37	60	23	Improved
16	AFS	87	87	0	Equal
17	AS	80	80	0	Equal
18	GKW	80	94	14	Improved
19	NAS	80	87	7	Improved
20	NCM	74	87	13	Improved
21	NAR	60	97	37	Improved
22	PLN	70	72	2	Improved
23	RAF	60	87	27	Improved
24	SL	76	97	21	Improved
25	YMS	84	80	-4	Decreased
26	AHF	50	73	23	Improved
Total		1791	2128	337	
Average		68.88	81.85	12.96	

Based on the table of the comparison between students' result score in post-test I and post-test II, there were 24 students (92.30%) who exceeded the test in post-test II. Consequently, the researcher concluded that the research was a success because the indicator of success had been accomplished in this cycle. It means that it would not be continued to the following cycle.

5. Students' score in Pre-test, post-test Cycle I, and post-test Cycle II

English studying process was a success in cycle I but the students' average score was low. Meanwhile, the score of the students in post-test I was better than pretest. Moreover, in cycle II, the students' average score was better than cycle I. the following table below was the table of illustration score in students' pretest, cycle I and cycle II:

Table 4.11 Students' Score of Pretest, Post-test I, and Post-test II

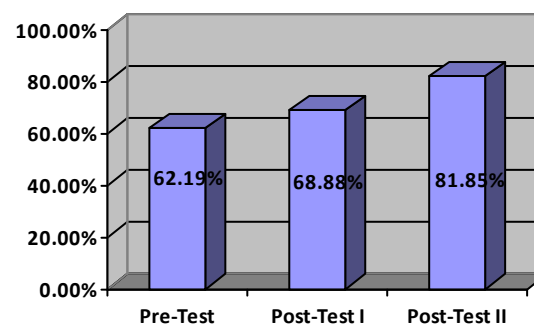
No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AA	62	67	85
2	AZAF	60	74	96
3	AF	42	60	87
4	ADS	72	84	87
5	ARSA	57	47	77
6	FAP	55	60	65
7	FHHU	62	67	75
8	JAD	72	67	87
9	MRFA	82	74	87
10	MFF	40	37	60
11	NAK	60	87	87
12	NAW	62	87	87
13	NA	37	70	60
14	NAS	62	72	87
15	RAH	75	37	60
16	AFS	67	87	87
17	AS	62	80	80
18	GKW	85	80	94
19	NAS	65	80	87
20	NCM	62	74	87

21	NAR	72	60	97
22	PLN	60	70	72
23	RAF	50	60	87
24	SL	67	76	97
25	YMS	70	84	80
26	AHF	57	50	73
	Total	1617	1791	2128
	Average	62.19	68.88	81.85

Based on the result of pretest, post-test I and post-test II, it was showed that there was a development of the students' score. It can be visible from the average score from 62.19 to 68.88 became 81.85. Consequently, the researcher concluded that the studies was successful because the indicator of achievement in this research had been achieved.

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

Figure 4.1 Graph of the Result of Pre-test, Post-test I and Post-test II



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

From the graph in figure 4.1, it is able to be visible that there was a development on the average score and total of the students who exceeded the test from pretest, post-test I to post-test II.

In the graph above, the average score in the pretest was 62.19 and only 7 students or (26.93%) exceeded the test. Furthermore, within the post-test I and II there was 15 students or (57.69%) who surpassed the test with the average score of 68.88 and 22 students or (84.61%) who exceeded the test with the average score of 81.85. From the explanation above, the researcher concluded that the studies was a success and the cycle can be stopped in the cycle II because the indicator of achievement (70% of students got score 70) was reached.

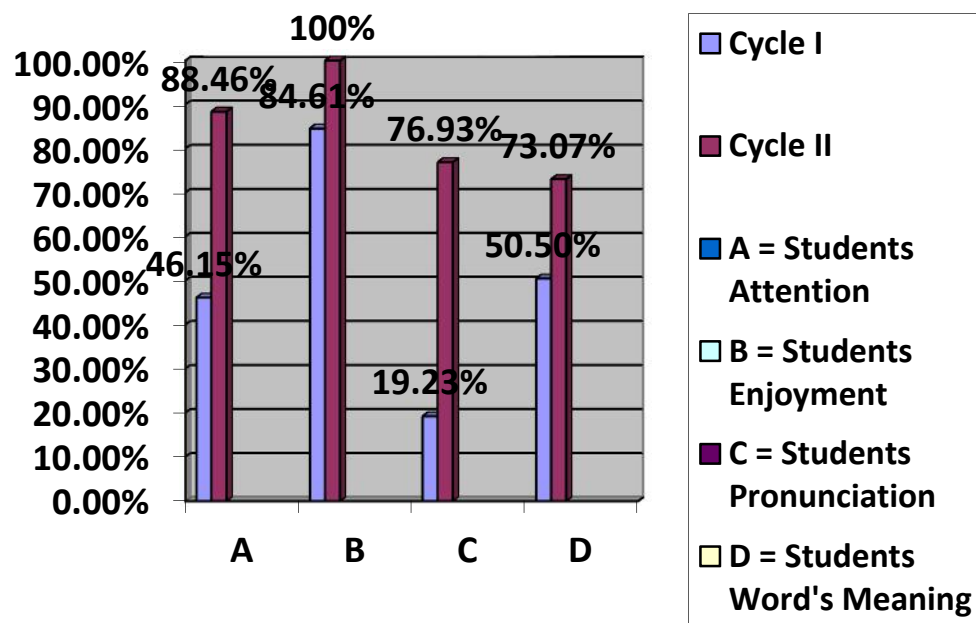
6. The result of students' studying activities in Cycle I and Cycle II

The students' studying activities information was gotten from the entire students' studying activities on the observation sheet. The development table can be shown as follows:

Table 4.12 Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	The students are paying attention in learning process	12	46.15%	23	88.46%	42.31%
2	The students are enjoyable in Spelling Bee Games	22	84.61%	26	100%	15.39%
3	The students are pronounce well the words.	5	19.23%	20	76.93%	57,7%
4	The students are giving word's meaning.	13	50.00%	19	73.07%	23.07%

Figure 4.2 Graph of the Students' Result of Learning Activities in Cycle I and Cycle II



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

- a. The students paid interest whilst in the process of teaching and studying

Within the cycle I, the percentage of the students' interest was 46.15%. They paid interest alongside the English lesson particularly when the teacher defined the material and gave the instructions. Then, in the cycle II, the students had more paid interest to the teacher with the percentage of 88.46%. The development of the students' interest from the cycle I to the cycle II was 42.31%.

- b. The student's amusement of using Spelling Bee Games in studying and teaching process

The students' cooperation in the cycle I can be shown in the percentage of 84.61%. It means that the students interest sufficient of using spelling bee in teaching and studying manner. Then, in the cycle II, the students had proven their interest through follow the studying

process happily with the percentage of 100% and the development was 15.39%.

c. The students were having better pronunciation

In the cycle I, most of students were not really accurate in pronunciation. It was proved with the students' percentage of 19.23%. In the meantime, in the cycle II, the students had the percentage of 76.93%. It means that there was a development of the students' pronunciation with the enhancing percentage of 57.7%.

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

The students' understanding in the cycle I reached the percentage of 50.00%. It means that most of the students did not truly have a great understanding on giving the word's meaning through their own language. They did not realize what and a way to supply it well. Then, in the cycle II, the percentage was improved with the percentage of 73.07%. The students' understanding had progressed 23.07% from the cycle I to the cycle II.

Based on the data above, it could be concluded that the students were active within the studying process because most of the students shown right development in their studying activities when Spelling Bee Games was applied within the gaining knowledge of process from cycle I up to cycle II.

7. Comparisons between post-test I and post-test II

Besides showing about the mean score in the subject of vocabulary test, this research also presents the total mean score and standard deviation of in post-test I and post-test II, and then compare both of them. The result presents in the table paired samples statistics. It can be seen in table 4.13.

Table 4.13 The Paired Samples Statistics of Post-test I and Post-test II**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test I	68.8846	26	14.35082	2.81443
	Post-test II	81.8462	26	11.09484	2.17588

Table 4.13 shows the mean score of the students post-test I was 68.88 and the mean score of post-test II was 81.84. Standard deviation of pre-test was 14.35 and standard deviation of post-test was 11.09. It means there is improvement of student's vocabulary test using Spelling Bee Games.

Table 4.14 The Paired Samples Test of Post-test I and Post-test II**Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post- Test I- Post- Test II	-12.96154	12.03489	2.36024	-17.82253	-8.10054	-5.492	25	.000

The hypothesis was tested by using SPSS 25. In this case, the researcher used t-test (testing of significance) for paired sample t-test. It is a test to know the significance difference between the results of student's mean score in post-test I and post-test II.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where N = 26, df = 25. The probability value was smaller than alpha () $0.00 < 0.05$. It means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So the conclusion is there was a difference in teaching vocabulary before and after

using Spelling Bee Games. Therefore, the researcher concluded that Spelling Bee Games can increase student's vocabulary mastery of the students at the seventh grade of SMPIT Mutiara Insani.

B. Discussion

In the first step of Cycle I, the researcher discussed with the collaborator, Nurria Wiji Lestari, S.Pd. to prepare some kinds of teaching designs. Then, in the implementation level, the researcher gave the treatment to the students. The treatment was conducted through teaching the students using Spelling Bee Games. Moreover, the researcher gave the post-test in the subsequent meeting and the post-test was named post-test I.

Afterwards, through analyzing the result of post-test I, the researcher concluded that there were 15 students (57.69%) students who exceeded the post-test I. The lowest score was 37, the highest score was 87, and the average score was 68.88.

From the result of the students' score in pretest and post-test I, there was a development from the students' result score. It could be visible from the average rating in pretest 62.19 and post-test I 68.88. Even though there was a development of the students' achievement, cycle I was not successful yet because only 15 students (57.69%) who exceeded in post-test I. It means that in the cycle I, the students' achievement was improved enough but it was not a success yet because the indicator of success was not reached yet.

After analyzing the students' score in the post test of cycle I, the researcher had to behavior the subsequent cycle because the indicator of success was not reached yet. In the cycle II, the researcher gave the treatment then the post-test II. After that, the researcher analyzed the result of post-test II and concluded that there were 22 students (84.61%) who exceeded the test

because they got score 70. In post-test II, the lowest score was 60, the highest score was 97, and the average score was 81.85.

From the result of the students' score from post-test II, it may be concluded that there has been a development of the students' score. The development may be visible on the average score. The average score in the post-test I and post-test II were 68.88 and 81.85, then the growing score was 12.97. In the pretest, post-test I, and post-test II, the total students who got score 70 were 7, 15 and 22 students. Because the achievement of the students have been advanced sufficient and the indicator of success was reached, the studies was a success and might not be continued to the subsequent cycle.

Based totally on the explanation of cycle I and cycle II, it can be inferred that the application of Spelling Bee Games could enhance the students' vocabulary mastery. There has been a progress average score from 62.19 to 68.88 and to 81.85.

From the results of this study, it can be concluded that the theories in chapter II are compatible with this research. In chapter II the researcher uses vocabulary, vocabulary learning, games and Spelling Bee Games theories. According to the researcher, this study discusses increasing students' vocabulary with Spelling Bee Games. Students are given questions by the teacher with answering and spelling words from the questions with their groups. With this game, it can increase student's interest in learning English. Games help the students know the meaning of the language that students listen to, read, speak, and write because student's experience it directly by themselves and therefore it helps to memorize word well better remembered (Wright, 1984)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the application of Spelling Bee Games in students' vocabulary mastery, it can be concluded that there was a development of the students' vocabulary mastery through the use of Spelling Bee Games among the seventh graders of SMPIT Mutiara Insani Delanggu.

Consequently, the application of Spelling Bee Games can be an effective to be implemented and it can be used as an alternative way in teaching vocabulary because the game is simple of use and very useful one. Furthermore, through applying this game, the students also could involve actively within the process of studying. In addition, it made the students simpler to apprehend the material so the students' vocabulary mastery was also advanced while their feeling is in enjoyment.

It was supported through the development of the students' average score from pretest 62.19 to post-test I 68.88 then became 81.85 in post-test II. In the cycle I, there were only 15 students who surpassed the test. Furthermore, within the cycle II, there were 22 students who got score 70. It means that the result of cycle II had already reached the indicator of achievement that was 70% of the students who fulfilled the KKM. It was clear sufficient to state that Spelling Bee Games can be used to enhance the students' vocabulary mastery.

B. Suggestions

Based on the result of the research, the researcher would like to provide some concept as follows:

1. The students are recommended to be livelier in the process of studying English so they may be more capable and well-practiced of the material that has been given through the teacher particularly in their mastery in vocabulary.
2. The students are recommended to enhance their personal abilities of reading, writing and speaking in order to have an awesome mastery in vocabulary.
3. It is advised for the English teacher to apply Spelling Bee Games as an alternative method in the classroom because this method is an effective, simple, and really useful to enhance the students' vocabulary mastery and to encourage the students of their studying process.
4. The teacher is also anticipated to offer extra motivation to the students so that you can be extra excited in mastering English because many students anticipate that English could be very difficult issue to be discovered.
5. It is advised for the headmaster in order to persuade the teachers to apply this game because it is very effective method to be applied for the teacher in teaching and delivering the material.

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APPENDICE 1.1 CYCLE I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(KD. 3.4, 4.4)

Satuan Pendidikan	:	SMPIT Mutiara Insani
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/Satu
Alokasi Waktu	:	2 pertemuan (4 x 40 Menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

- 3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article a* dan *the*, *plural* dan *singular*).

Indikator Pencapaian Kompetensi

- 3.4.1** Mengidentifikasi fungsi sosial untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik secara lisan dan tulis.
- 3.4.2** Mengidentifikasi struktur teks untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik secara lisan dan tulis.
- 3.4.3** Mengidentifikasi unsur kebahasaan untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik secara lisan dan tulis.

Kompetensi Dasar

- 4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi

terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi

4.4.1 Menyusun dialog memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks secara lisan dan tulis

4.4.2 Menyusun teks tulis untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda-benda di sekeliling siswa di sekolah secara lisan.
2. Siswa dapat menggunakan kosa kata yang tepat dan berkaitan dalam menyusun teks lisan benda-benda di sekeliling siswa di sekolah.
3. Siswa dapat membedakan kata yang pengucapannya hampir sama.
4. Siswa dapat melafalkan kata dengan benar dan tepat dalam teks lisan benda-benda di sekeliling siswa di sekolah.

D. Materi Pembelajaran

Pertemuan Pertama

1. Let's find and spell objects you can find in the classroom!

A : What do you see in front of the class?

B : I see a whiteboard

A : How do you spell it?

B : W-H-I-T-E-B-O-A-R-D

A : What do you see on the wall of your classroom?

B : I see some pictures

A : How do you spell it?

B : P-I-C-T-U-R-E-S

A : What do you see on your desk?

B : I see a dictionary

A : How do you spell it?

B : D-I-C-T-I-O-N-A-R-Y

2. Menjodohkan dan melafalkan kata dalam kalimat yang mengandung benda-benda yang ada di ruang kelas

Assignment

Draw lines to match the objects with their functions

1. It is for writing letters on a white board.
2. It is for observing tiny things.
3. It is for drinking water.
4. They are for cutting things.

- | |
|--|
| <ul style="list-style-type: none"> a. a tumbler b. a sharpener c. a scissors d. a marker e. a chair f. a ruler g. a school bag h. a microscope i. a pen j. a broom |
|--|

5. It is for writing letters on paper.
6. It is for sharpening your pencil.
7. It is for keeping your stationaries in.
8. It is to help you draw straight lines.
9. It is for sweeping the floor.
10. It is for sitting on.

Answers

- | | |
|------|-------|
| 1. d | 6. b |
| 2. h | 7. g |
| 3. a | 8. f |
| 4. c | 9. j |
| 5. i | 10. e |

Pertemuan Kedua

The words about things around students in the school.

This words are relate to the material

In the Classroom

Words	Spelling	Pronunciation	Meaning
Crayon	si:- a:- e - wal- - en	'krei n	Krayon
Pensil case	pi:- i:- en- es- aI- el- si- e - es- i:	'pens l keis	Tempat pensil
Book	bi:- - - keI	buk	Buku
Chair	si:- eIt - e - aI- a:	c r	Kursi

Ruler	a:- ju:- el- i:- a:	'ruwl r	Penggaris
Scissors	es- si: aI- es- es- - a:- es	'siz rz	Gunting
Pen	pi:- i:- en	pen	Pulpen
Sharpener	es- elt - e - a:- pi:- i:- en- i:- a:	'syarp n r	Pengasah, rautan
Dictionary	di:- aI- si:- ti:- aI- - en- e - a:- waI	'diksy 'nerie	Kamus
Notebook	en- - ti:- i:- bi:- - - keI	'no t'b k	Buku agenda, catatan

In the School Yard

Words	Spelling	Pronunciation	Meaning
Broom	bi:- a:- - - em	'brum	Sapu
Grass	d i:- a:- e - es- es	gr s	Rumput
Dustbin	di:- ju:- es- ti:- bi:- aI- en	'd stbin	Tempat sampah
Flower	ef- el- - 'd b lju:- i:- a:	'fla r	Bunga, kembang
Yard	waI- e - a:- di:	yard	Halaman
Park	pi:- e - a:- keI	park	Taman
Tree	ti:- a:- i:- i:	trie	Pohon
Playground	pi:- el- e - waI- d i:- a:- - ju:- en- di:	'pleIgra nd	Tempat bermain

In the Library

Words	Spelling	Pronunciation	Meaning
Bookshelf	bi:- - - keI- es- elt - i:- el- ef	'b k elf	Rak buku
Map	em- e - pi:	M p	Peta
Librarian	el- aI- bi:- a:- e - a:- aI- e - en	laI'breri n	Pustakawan, ahli perpustakaan
Cupboard	si:- ju:- pi:- bi:- - e - a:- di:	'k b rd	Lemari
Catalog	si:- e - ti:- e - el- - d i:	'k t l g	Katalog
Computer	si:- - em- pi:- ju:- ti:- i:- a:	k m'pju:t r	Komputer

E. Metode

Communicative approach, Spelling Bee

F. Media, Alat dan Sumber Pembelajaran

1. Media

Slide of PowerPoint

2. Alat

Spidol, white board, hand phone

3. Sumber Pembelajaran

- a. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
- b. Cambridge Advanced Learner's Dictionary third edition.
- c. When English Rings a Bell, Bahasa Inggris SMP/MTs kelas 7. 2017.
- d. BUPENA English, Bahasa Inggris SMP/MTs kelas 7. 2018.
- e. Mozaik, Bahasa Inggris SMP/MTs kelas 7. 2019.

G. Langkah-langkah Pembelajaran

Pertemuan pertama

1. Pendahuluan (5 menit)

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
- b. Guru menanyakan keadaan siswa
- c. Guru melakukan presensi siswa
- d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari

2. Mengobservasi (10 menit)

- a. Guru menampilkan teks terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris yang akan digunakan untuk pemahaman kalimat.
- b. Siswa mengamati teks terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris.
- c. Siswa mengamati hal-hal atau informasi yang digunakan untuk mengungkapkan benda-benda di sekeliling siswa di sekolah secara sederhana (ruang kelas, halaman sekolah, perpustakaan dan sebagainya)
- d. Siswa diminta untuk memahami maksud dari teks dan cara melafalkan kata tersebut.

3. Menanya (10 menit)

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang bagaimana cara penguasaan kata dan mengeja huruf dalam bahasa Inggris.
- b. Guru meminta siswa untuk penguasaan kata dan mengeja huruf tertentu dalam bahasa Inggris.
- c. Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan tindakan memberi dan meminta informasi terkait benda-benda di sekeliling siswa di sekolah.
- d. Guru menanyakan kepada siswa tentang informasi apa saja yang mereka dapat terkait dengan tindakan memberi dan meminta informasi terkait benda-benda di sekeliling siswa di sekolah.

4. Mencoba (20 menit)

- a. Guru memberikan contoh terkait dengan memberikan informasi tentang benda-benda di sekeliling siswa di sekolah secara lisan di depan kelas.
- b. Siswa diminta untuk menirukan apa yang telah dicontohkan oleh guru.

- c. Siswa diminta untuk memberikan informasi terkait dengan benda-benda di sekeliling siswa di sekolah dengan teman sebangku, dan dilakukan secara bergantian.
- d. Siswa diminta mengidentifikasi kata-kata yang sulit dalam teks benda-benda di sekeliling siswa di sekolah kemudian memahami dan mengeja kata tersebut 2 sampai 3 kali.

5. Mengasosiasikan (10 menit)

- a. Guru memberikan koreksi pada siswa yang masih salah dalam penguasaan kata, pengejaan huruf dan pengucapan kata dalam pembelajaran bahasa Inggris.
- b. Guru dan murid menyimpulkan penguasaan kata dan pengejaan huruf bahasa Inggris yang benar dalam setiap kalimat.
- c. Guru memberikan feedback atau koreksi kepada siswa.
- d. Guru dan siswa menyimpulkan pelajaran terkait dengan informasi yang digunakan untuk memberikan informasi benda-benda di sekeliling siswa di sekolah secara sederhana

6. Mengkomunikasikan (20 menit)

- a. Siswa diminta untuk memberikan informasi terkait dengan benda-benda di sekeliling siswa di sekolah secara lisan di depan kelas.
- b. Siswa secara bergantian maju di depan kelas satu per satu memberikan informasi terkait dengan benda-benda di sekeliling siswa di sekolah secara lisan.
- c. Siswa diminta untuk menguasai dan mengeja kata-kata yang sulit dalam teks benda-benda di sekeliling siswa di sekolah dan melafalkannya.
- d. Guru memberikan tindak lanjut atau koreksi.

7. Penutup (5 menit)

- a. Guru menyimpulkan pelajaran.
- b. Guru menanyakan kesulitan siswa.
- c. Guru memotivasi siswa.
- d. Guru menutup pelajaran dengan berdoa.

Pertemuan kedua

1. Pendahuluan (5 menit)

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
- b. Guru menanyakan keadaan siswa
- c. Guru melakukan presensi siswa
- d. Guru mempersiapkan kata bahasa Inggris terkait dengan materi yang akan dipelajari.

2. Mengobservasi (10 menit)

- a. Guru menampilkan beberapa kata terkait dengan benda-benda di sekeliling siswa di sekolah, mengejanya untuk menguasai kalimat dalam bahasa Inggris.
- b. Siswa mengamati kata-kata terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris.

3. Menanya (5 menit)

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang bagaimana cara menguasai kata dan mengeja huruf dalam pembelajaran bahasa Inggris.

4. Mencoba (10 menit)

- a. Guru memberikan contoh cara menguasai kata, mengeja huruf dan melafalkan kata-kata terkait dengan informasi tentang benda-benda di sekeliling siswa di sekolah secara lisan di depan kelas.
- b. Siswa diminta untuk menirukan apa yang telah dicontohkan oleh guru.
- c. Siswa diminta mengidentifikasi kata-kata yang sulit.
- d. Memahami dan mengeja kata tersebut 2 sampai 3 kali lalu melafalkannya.

5. Mengasosiasikan (5 menit)

- a. Guru memberikan koreksi pada siswa yang masih salah dalam memahami kata, mengeja huruf dan pengucapannya dalam bahasa Inggris.
- b. Guru dan murid menyimpulkan penguasaan kata dan pengucapan bahasa Inggris yang benar dalam setiap huruf.

6. Mengkomunikasikan (40 menit)

- a. Siswa secara bergantian maju di depan kelas satu per satu untuk memahami kata, mengeja dan melafalkan kata-kata terkait dengan materi benda-benda di sekeliling siswa di sekolah.

7. Penutup (5 menit)

- a. Guru menyimpulkan pelajaran.
- b. Guru menanyakan kesulitan siswa.
- c. Guru memotivasi siswa.
- d. Guru menutup pelajaran dengan berdoa.

H. Penilaian

1. Bentuk : tes lisan
2. Teknik : students fill in the blanks with the correct words, then pronounce and spell the answers
3. Instrument :

Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil.
2. He draws an animal by using p...
3. The students use e... to erase the words.
4. She keeps a book, a pen and a pencil in the b...
5. Look the c... on the wall, the time is five minutes left.
6. Keep your bag on the drawer in your d...
7. Give me two pieces of c... to write on the blackboard.
8. The weather is very hot. Please switch on the f...
9. Look at the map or the g... to see the location of Asia.
10. You put your food in the l... when you want to go travelling.

RUBRIK PENILAIAN

1. Rubrik Nilai Isian

Jawaban benar X 10 = 100

2. Rubrik Nilai Pronunciation

Rubrik Nilai Pronunciation	
Skor	Keterangan
5	Melafalkan kata dengan benar dan tepat serta mudah dipahami
4	Melafalkan kata dengan hampir benar dan masih mudah dipahami
3	Ada beberapa kesalahan pengucapan dan kadang-kadang ada kesalahpahaman
2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
1	Masalah pengucapan serius, sehingga sulit dipahami

Cara penilaian Pronunciation

No	Nama Siswa	Pronunciation Level					Jumlah skor yang diperoleh
		5	4	3	2	1	
1							
2							
3							
4							
5							
Dst							

Rumus perhitungan nilai siswa pronunciation, sebagai berikut:

Jumlah skor yang diperoleh siswa
 _____ X 100

Skor maksimal/ideal

3. Rubrik Nilai Spelling

Rubrik Nilai Spelling	
Skor	Keterangan
5	Mengeja kata dengan benar dan tepat serta mudah dipahami
4	Mengeja kata dengan hampir benar dan masih mudah dipahami
3	Ada beberapa kesalahan pengejaan dan kadang-kadang ada kesalahpahaman
2	Sulit dipahami karena ada masalah pengejaan, sering diminta mengulang
1	Masalah pengejaan serius, sehingga sulit dipahami

Cara penilaian Spelling

No	Nama Siswa	Spelling Level					Jumlah skor yang diperoleh
		5	4	3	2	1	
1							
2							
3							
4							
5							
Dst							

Rumus perhitungan nilai siswa spelling, sebagai berikut:

Jumlah skor yang diperoleh siswa
 _____ X 100

Skor maksimal/ideal

Nilai Akhir (NA)

Nilai 1 + Nilai 2 + Nilai 3

3

Delanggu, Januari 2022

Mengetahui

Kepala SMPIT Mutiara Insani

Guru Mapel Bahasa Inggris

(Budi Raharjo, S.Pd.)

(Vista Rian Anggraeni)

APPENDICE 1.2 CYCLE II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(KD. 3.4, 4.4)

Satuan Pendidikan	:	SMPIT Mutiara Insani
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/Satu
Alokasi Waktu	:	2 pertemuan (4 x 40 Menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

- 3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article a* dan *the*, *plural* dan *singular*).

Indikator Pencapaian Kompetensi

- 3.4.1** Mengidentifikasi fungsi sosial untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik secara lisan dan tulis.
- 3.4.2** Mengidentifikasi struktur teks untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik secara lisan dan tulis.
- 3.4.3** Mengidentifikasi unsur kebahasaan untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik secara lisan dan tulis.

Kompetensi Dasar

- 4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi

4.4.1 Menyusun dialog memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks secara lisan dan tulis

4.4.2 Menyusun teks tulis untuk memberi dan meminta informasi terkait nama dan jumlah binatang, jumlah benda, jumlah bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda-benda di sekeliling siswa di rumah secara lisan.
2. Siswa dapat menggunakan kosa kata yang tepat dan berkaitan dalam menyusun teks lisan benda-benda di sekeliling siswa di rumah.
3. Siswa dapat membedakan kata yang pengucapannya hampir sama.
4. Siswa dapat melafalkan kata dengan benar dan tepat dalam teks lisan benda-benda di sekeliling siswa di rumah.

D. Materi Pembelajaran

Pertemuan Pertama

1. Let's find and spell objects you can find at home!
A : What do you see in the kitchen?

B : I see a stove

A : How do you spell it?

B : S-T-O-V-E

A : What do you see in the living room?

B : I see a flower

A : How do you spell it?

B : F-L-O-W-E-R

A : What do you see in the bathroom?

B : I see a soap

A : How do you spell it?

B : S-O-A-P

2. Menjodohkan dan melafalkan kata dalam kalimat yang mengandung benda-benda yang ada di rumah

Assignment

Where is it? Match the things at home with the places of location.

- | | |
|-------------------|-----------------|
| 1. a bed | 6. a plate |
| 2. a sofa | 7. a pot |
| 3. a bathtub | 8. a cushion |
| 4. a refrigerator | 9. a toothpaste |
| 5. a television | 10. a kettle |

Answers

- | | |
|----------------|----------------|
| 1. Bedroom | 6. Dining room |
| 2. Living room | 7. Garden/park |
| 3. Bathroom | 8. Bedroom |

4. Kitchen

9. Bathroom

5. Family room

10. Kitchen

Pertemuan Kedua

The words about things around students at home.

This words are relate to the material

In the Living Room

Words	Spelling	Pronunciation	Meaning
Sofa	es- - ef- eI	‘so f	Sofa, kursi panjang
Table	ti:- eI- bi:- el- i:	‘teIbl	Meja
Carpet	si:- eI- a:- pi:- i:- ti:-	‘ka:rpIt	Karpet, permadani
Vase	vi:- eI- es- i:	‘veIs	Vas, pot bunga
Armchair	eI- a:- em- si:- eIt - eI- aI- a:	‘armt r	Kursi berlengan

In the Bathroom

Words	Spelling	Pronunciation	Meaning
Soap	es- - eI- pi:	sop	Sabun
Toothpaste	ti:- - - ti:- eIt - pi:- eI- es- ti:- i:	‘tuθpest	Pasta gigi
Towel	ti:- - ‘d b lju:- i:- el	‘ta l	Handuk
Shower	es- eIt - - ‘d b lju:- i:- a:	‘a r	Pancuran
Sink	es- aI- en- keI	sInk	Westafel

In the Kitchen

Words	Spelling	Pronunciation	Meaning
Stove	es- ti:- - vi:- i:	sto v	Kompor
Pan	pi:- eI- en	P n	Penggorengan, panik
Refrigerator	a:- i:- ef- a:- aI- d i:- i:- a:- eI- ti:- - a:	ri’frId reIt r	Lemari es, kulkas

Spoon	es- pi:- - - en	spu:n	Sendok
Blender	bi:- el- i:- en- di:- i:- a:	‘blend r	Mesin pencampur

In the Bedroom

Words	Spelling	Pronunciation	Meaning
Blanket	bi:- el- eI- en- keI- i:- ti:	‘bl ŋklt	Selimut
Dressing table	di:- a:- i:- es- es- aI- en- d i:- ti:- eI- bi:- el- i:	‘dresIn ʹtebl	Meja rias
Curtain	si:- ju: a:- ti:- eI- aI- en	‘k rt n	Korden, tirai
Wardrobe	‘d b lju:- eI- a:- di:- a:- - bi:- i:	‘w :rdro b	Lemari pakaian, lemari gantung
Bolster	bi:- - el- es- ti:- i:- a:	‘bolst	Bantal panjang, bantal guling

E. Metode

Communicative approach, Spelling Bee

F. Media, Alat dan Sumber Pembelajaran

1. Media

Slide of PowerPoint

2. Alat

Spidol, white board, hand phone

3. Sumber Pembelajaran

- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
- Cambridge Advanced Learner's Dictionary third edition.

- c. When English Rings a Bell, Bahasa Inggris SMP/MTs kelas 7. 2017.
- d. BUPENA English, Bahasa Inggris SMP/MTs kelas 7. 2018.
- e. Mozaik, Bahasa Inggris SMP/MTs kelas 7. 2019.

G. Langkah-langkah Pembelajaran

Pertemuan pertama

1. Pendahuluan (5 menit)
 - a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
 - b. Guru menanyakan keadaan siswa
 - c. Guru melakukan presensi siswa
 - d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari
2. Mengobservasi (10 menit)
 - a. Guru menampilkan teks terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris yang akan digunakan untuk pemahaman kalimat.
 - b. Siswa mengamati teks terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris.
 - c. Siswa mengamati hal-hal atau informasi yang digunakan untuk mengungkapkan benda-benda di sekeliling siswa di rumah secara sederhana (ruang tamu, kamar mandi, dapur, kamar tidur dan sebagainya)
 - d. Siswa diminta untuk memahami maksud dari teks dan cara melafalkan kata tersebut.
3. Menanya (10 menit)

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang bagaimana cara penguasaan kata dan mengeja huruf dalam bahasa Inggris.
- b. Guru meminta siswa untuk penguasaan kata dan mengeja huruf tertentu dalam bahasa Inggris.
- c. Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan tindakan memberi dan meminta informasi terkait benda-benda di sekeliling siswa di rumah.
- d. Guru menanyakan kepada siswa tentang informasi apa saja yang mereka dapat terkait dengan tindakan memberi dan meminta informasi terkait benda-benda di sekeliling siswa di rumah.

4. Mencoba (20 menit)

- a. Guru memberikan contoh terkait dengan memberikan informasi tentang benda-benda di sekeliling siswa di rumah secara lisan di depan kelas.
- b. Siswa diminta untuk menirukan apa yang telah dicontohkan oleh guru.
- c. Siswa diminta untuk memberikan informasi terkait dengan benda-benda di sekeliling siswa di rumah dengan teman sebangku, dan dilakukan secara bergantian.
- d. Siswa diminta mengidentifikasi kata-kata yang sulit dalam teks benda-benda di sekeliling siswa di rumah kemudian memahami dan mengeja kata tersebut 2 sampai 3 kali.

5. Mengasosiasikan (10 menit)

- a. Guru memberikan koreksi pada siswa yang masih salah dalam mengucapkan huruf dalam penguasaan kata, pengejaan huruf dan pengucapan kata dalam pembelajaran bahasa Inggris.
- b. Guru dan murid menyimpulkan penguasaan kata dan pengejaan huruf bahasa Inggris yang benar dalam setiap kalimat.

- c. Guru memberikan feedback atau koreksi kepada siswa.
- d. Guru dan siswa menyimpulkan pelajaran terkait dengan informasi yang digunakan untuk memberikan informasi benda-benda di sekeliling siswa di rumah secara sederhana

6. Mengkomunikasikan (20 menit)

- a. Siswa diminta untuk memberikan informasi terkait dengan benda-benda di sekeliling siswa di rumah secara lisan di depan kelas.
- b. Siswa secara bergantian maju di depan kelas satu per satu memberikan informasi terkait dengan benda-benda di sekeliling siswa di rumah secara lisan.
- c. Siswa diminta untuk menguasai dan mengeja kata-kata yang sulit dalam teks benda-benda di sekeliling siswa di sekolah dan melafalkannya.
- d. Guru memberikan tindak lanjut atau koreksi.

7. Penutup (5 menit)

- a. Guru menyimpulkan pelajaran.
- b. Guru menanyakan kesulitan siswa.
- c. Guru memotivasi siswa.
- d. Guru menutup pelajaran dengan berdoa.

Pertemuan kedua

1. Pendahuluan (5 menit)

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
- b. Guru menanyakan keadaan siswa

- c. Guru melakukan presensi siswa
- d. Guru mempersiapkan kata bahasa Inggris terkait dengan materi yang akan dipelajari.

2. Mengobservasi (10 menit)

- a. Guru menampilkan beberapa kata terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris yang akan digunakan untuk pemahaman suatu kalimat.
- b. Siswa mengamati kata-kata terkait dengan penguasaan kata dan pengejaan huruf dalam bahasa Inggris.

3. Menanya (5 menit)

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang bagaimana cara menguasai kata dan mengeja huruf dalam bahasa Inggris.

4. Mencoba (10 menit)

- a. Guru memberikan contoh cara menguasai kata, mengeja huruf dan melafalkan kata-kata terkait dengan informasi tentang benda-benda di sekeliling siswa di rumah secara lisan di depan kelas.
- b. Siswa diminta untuk menirukan apa yang telah dicontohkan oleh guru.
- c. Siswa diminta mengidentifikasi kata-kata yang sulit.
- d. Memahami dan mengeja kata tersebut 2 sampai 3 kali lalu melafalkannya.

5. Mengasosiasikan (5 menit)

- a. Guru memberikan koreksi pada siswa yang masih salah dalam memahami kata, mengeja huruf dan pengucapannya dalam bahasa Inggris.
- b. Guru dan murid menyimpulkan penguasaan kata dan pengucapan bahasa Inggris yang benar dalam setiap huruf.

6. Mengkomunikasikan (40 menit)

- a. Siswa secara bergantian maju di depan kelas satu per satu untuk memahami kata, mengeja dan melafalkan kata-kata terkait dengan materi benda-benda di sekeliling siswa di rumah.

7. Penutup (5 menit)

- a. Guru menyimpulkan pelajaran.
- b. Guru menanyakan kesulitan siswa.
- c. Guru memotivasi siswa.
- d. Guru menutup pelajaran dengan berdoa.

H. Penilaian

1. Bentuk : tes lisan
2. Teknik : students fill in the blanks with the correct words, then pronounce and spell the answers
3. Instrument :

Fill in the blanks with the correct words you can find at home, then pronounce and spell your answers, the first letters have been written for you!

1. Sinta uses a k... to peel the fruit.
2. Rudi uses a m... to see his face.
3. My father drinks a c... of coffee.
4. My sister switches on the l... in the bedroom.
5. P... is used for sleeping.

6. We find t... to pee in public places.
7. Mrs. Rani uses the w... to wash her clothes.
8. Andi fills the b... with water in the bathroom.
9. You eat fried noodles with a f...
10. Santi uses r... to make ice cubes.

RUBRIK PENILAIAN

1. Rubrik Nilai Isian

Jawaban benar X 10 = 100

2. Rubrik Nilai Pronunciation

Rubrik Nilai Pronunciation	
Skor	Keterangan
5	Melafalkan kata dengan benar dan tepat serta mudah dipahami
4	Melafalkan kata dengan hampir benar dan masih mudah dipahami
3	Ada beberapa kesalahan pengucapan dan kadang-kadang ada kesalahpahaman
2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
1	Masalah pengucapan serius, sehingga sulit dipahami

Cara penilaian Pronunciation

No	Nama Siswa	Pronunciation Level					Jumlah skor yang diperoleh
		5	4	3	2	1	
1							
2							
3							
4							
5							
Dst							

Rumus perhitungan nilai siswa pronunciation, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

3. Rubrik Nilai Spelling

Rubrik Nilai Spelling	
Skor	Keterangan
5	Mengeja kata dengan benar dan tepat serta mudah dipahami
4	Mengeja kata dengan hampir benar dan masih mudah dipahami
3	Ada beberapa kesalahan pengejaan dan kadang-kadang ada kesalahpahaman
2	Sulit dipahami karena ada masalah pengejaan, sering diminta mengulang
1	Masalah pengejaan serius, sehingga sulit dipahami

Cara penilaian Spelling

No	Nama Siswa	Spelling Level					Jumlah skor yang diperoleh
		5	4	3	2	1	
1							
2							
3							
4							
5							
Dst							

Rumus perhitungan nilai siswa spelling, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Nilai Akhir (NA)

$$\text{Nilai 1} + \text{Nilai 2} + \text{Nilai 3}$$

Delanggu, Januari 2022

Mengetahui
Kepala SMPIT Mutiara Insani

Guru Mapel Bahasa Inggris

(Budi Raharjo, S.Pd.)

(Vista Rian Anggraeni)

APPENDICE 1.3 PRE-TEST**Times : 20 Minutes****PRE-TEST**

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil.
2. He draws an animal by using p...
3. The students use e... to erase the words.
4. She keeps a book, a pen and a pencil in the b...
5. Look the c... on the wall, the time is five minutes left.
6. Keep your bag on the drawer in your d...
7. Give me two pieces of c... to write on the blackboard.
8. The weather is very hot. Please switch on the f...
9. Look at the map or the g... to see the location of Asia.
10. You put your food in the i... when you want to go travelling.

ANSWER KEY

PRE-TEST

No	Words	Spelling	Pronunciation
1.	Sharpener	es- eIt - e - a:- pi:- i:- en- i:- a:	‘syarp n r
2.	Pencil	pi:- i:- en- si:- aI- el	‘pensl
3.	Eraser	i:- a:- eI- es- i:- a:	I’reIs r
4.	Bag	bi:- eI- d i:	B g
5.	Clock	si:- el- - si:- keI	kl :k
6.	Desk	di:- i:- es- keI	Desk
7.	Chalk	si:- eIt - eI- el- keI	t :k
8.	Fan	ef- eI- en	F n
9.	Globe	d i:- el- - bi:- i:	glo b
10.	Lunchbox	el- ju:- en- si:- eIt - bi:- - eks	‘l nt ,b ks

APPENDICE 1.4 POST-TEST (CYCLE I)**Times : 20 Minutes****POST-TEST (CYCLE I)**

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil.
2. He draws an animal by using p...
3. The students use e... to erase the words.
4. She keeps a book, a pen and a pencil in the b...
5. Look the c... on the wall, the time is five minutes left.
6. Keep your bag on the drawer in your d...
7. Give me two pieces of c... to write on the blackboard.
8. The weather is very hot. Please switch on the f...
9. Look at the map or the g... to see the location of Asia.
10. You put your food in the i... when you want to go travelling.

ANSWER KEY

POST-TEST (CYCLE I)

No	Words	Spelling	Pronunciation
1.	Sharpener	es- eIt - e - a:- pi:- i:- en- i:- a:	‘syarp n r
2.	Pencil	pi:- i:- en- si:- aI- el	‘pensl
3.	Eraser	i:- a:- eI- es- i:- a:	I’reIs r
4.	Bag	bi:- eI- d i:	B g
5.	Clock	si:- el- - si:- keI	kl :k
6.	Desk	di:- i:- es- keI	Desk
7.	Chalk	si:- eIt - eI- el- keI	t :k
8.	Fan	ef- eI- en	F n
9.	Globe	d i:- el- - bi:- i:	glo b
10.	Lunchbox	el- ju:- en- si:- eIt - bi:- - eks	‘l nt ,b ks

APPENDICE 1.5 POST-TEST (CYCLE II)**Time : 20 Minutes****POST-TEST (CYCLE II)**

B. Fill in the blanks with the correct words you can find at home, then pronounce and spell your answers, the first letters have been written for you!

1. Sinta uses a k... to peel the fruit.
2. Rudi uses a m... to see his face.
3. My father drinks a c... of coffee.
4. My sister switches on the l... in the bedroom.
5. P... is used for sleeping.
6. We find t... to pee in public places.
7. Mrs. Rani uses the w... to wash her clothes.
8. Andi fills the b... with water in the bathroom.
9. You eat fried noodles with a f...
10. Santi uses r... to make ice cubes.

ANSWER KEY

POST-TEST (CYCLE II)

No	Words	Spelling	Pronunciation
1.	Knife	keɪ- en- aɪ- ef- i:	naɪf
2.	Mirror	em- aɪ- a:- a:- - a:	ˈmɪr
3.	Cup	si:- ju:- pi:	k p
4.	Lamp	el- eɪ- em- pi:	l mp
5.	Pillow	pi:- aɪ- el- el- - ˈd b lju:	ˈpɪlo
6.	Toilet	ti:- - aɪ- el- i:- ti:	ˈtɪl t
7.	Washing Machine	ˈd b lju:- eɪ- es- eɪt - aɪ- en- d i:- em- eɪ- si:- eɪt - aɪ- en- i:	ˈwɪʃɪŋ m ˈɪn
8.	Bathtub	bi:- eɪ- ti:- eɪt - ti:- ju:- bi:	b θt b
9.	Fork	ef- - a:- keɪ-	f rk
10.	Refrigerator	a:- i:- ef- a:- aɪ- d i:- i:- a:- eɪ- ti:- - a:	riˈfrɪd reɪt r

Nama : Azzaan

Kelas : 7A

Times : 20 Minutes

PRE-TEST

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil. *Scissors*
2. He draws an animal by using pencil
3. The students use e... to erase the words. *Eraser*
4. She keeps a book, a pen and a pencil in the b... *box*
5. Look the c... on the wall, the time is five minutes left. *Clock*
6. Keep your bag on the drawer in your d... *desk*
7. Give me two pieces of c... to write on the blackboard. *Chalk*
8. The weather is very hot. Please switch on the f... *fan*
9. Look at the map or the g... to see the location of Asia. *Globe*
10. You put your food in the l... when you want to go travelling. *Lunch box*

Nama : ^{Al-fauzan} Zaki

Kelas : VIIA

Times : 20 Minutes

PRE-TEST

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s^{tip} to sharpen your pencil.

2. He draws an animal by using p^{encil}

3. The students use e^{rase} to erase the words.

4. She keeps a book, a pen and a pencil in the b^{ook}

5. Look the c^{lock} on the wall, the time is five minutes left.

6. Keep your bag on the drawer in your d^{raw}

7. Give me two pieces of c^{halk} to write on the blackboard.

8. The weather is very hot. Please switch on the f^{an}

9. Look at the map or the g^{lobe} to see the location of Asia.

10. You put your food in the l^{unch box} when you want to go travelling.

Nama : Agbina Fadhl S.

Kelas : 7

Times : 20 Minutes

PRE-TEST

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil.
sharpen
2. He draws an animal by using p... pencil
- ~~3.~~ The students use e... to erase the words.
eraser
- ~~4.~~ She keeps a book, a pen and a pencil in the b... blackboard
5. Look the c... on the wall, the time is five minutes left.
clock
6. Keep your bag on the drawer in your d... desk
7. Give me two pieces of c... to write on the blackboard.
chalk
8. The weather is very hot. Please switch on the f... fan
9. Look at the map or the g... to see the location of Asia.
globe
- ~~10.~~ You put your food in the i... when you want to go travelling.
ice cream

Nama : Arata

Kelas : 7

Times : 20 Minutes

PRE-TEST

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your sh^{sharpen} to sharpen your pencil.

~~2.~~ He draws an animal by using pan^{panther}.

3. The students use era^{er} to erase the words.

4. She keeps a book, a pen and a pencil in the bag.

~~5.~~ Look the cha^{clock} on the wall, the time is five minutes left.

~~6.~~ Keep your bag on the drawer in your des^{desk}tin^y.

~~7.~~ Give me two pieces of cho^{chocolate} to write on the blackboard.

8. The weather is very hot. Please switch on the fan.

9. Look at the map or the glo^{be} to see the location of Asia.

10. You put your food in the lia^{lunchbox} when you want to go travelling.

Nama : *Amelia*

Kelas : 7A

Times : 20 Minutes

POST-TEST (CYCLE I)

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil. *sharpener*
2. He draws an animal by using pencil
3. The students use e... to erase the words. *eraser*
4. She keeps a book, a pen and a pencil in the bag
5. Look the c... on the wall, the time is five minutes left. *clock*
6. Keep your bag on the drawer in your desk
7. Give me two pieces of c... to write on the blackboard. *chalk*
8. The weather is very hot. Please switch on the fan
9. Look at the map or the globe to see the location of Asia.
10. You put your food in the l... when you want to go travelling. *lunch box*

Nama : Afrizal Zaki Al-fariz

Kelas : VIIA

Times : 20 Minutes

POST-TEST (CYCLE I)

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your sharpn to sharpen your pencil.
2. He draws an animal by using pencil
3. The students use eraser to erase the words.
4. She keeps a book, a pen and a pencil in the bag
5. Look the clock on the wall, the time is five minutes left.
6. Keep your bag on the drawer in your diary
7. Give me two pieces of chalk to write on the blackboard.
8. The weather is very hot. Please switch on the floor
9. Look at the map or the globe to see the location of Asia.
10. You put your food in the luch box when you want to go travelling.

Nama : Aghnia Fadhil S

Kelas : 7

Times : 20 Minutes

POST-TEST (CYCLE I)

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s... to sharpen your pencil.
sharpener
2. He draws an animal by using p... Pencil
3. The students use e... to erase the words.
eraser
4. She keeps a book, a pen and a pencil in the b... bag
5. Look the c... on the wall, the time is five minutes left.
clock
6. Keep your bag on the drawer in your d... desk
7. Give me two pieces of c... to write on the blackboard.
chalk
8. The weather is very hot. Please switch on the f... fan
9. Look at the map or the g... to see the location of Asia.
globe
10. You put your food in the l... when you want to go travelling.
lunch box

Nama : Arafah

Kelas : V/11

Times : 20 Minutes

POST-TEST (CYCLE I)

A. Fill in the blanks with the correct words you can find at school, then pronounce and spell your answers, the first letters have been written for you!

1. You can use your s^{sharpen} to sharpen your pencil.
2. He draws an animal by using p^{pen}.
3. The students use e^{eraser} to erase the words.
4. She keeps a book, a pen and a pencil in the b^{bag}.
5. Look the c^{clock} on the wall, the time is five minutes left.
6. Keep your bag on the drawer in your d^{desk}.
7. Give me two pieces of c^{chalk} to write on the blackboard.
8. The weather is very hot. Please switch on the f^{fan}...
9. Look at the map or the g^{globe} to see the location of Asia.
10. You put your food in the l^{lunch box} when you want to go travelling.

Nama : Azam

Kelas : 7A

Time : 20 Minutes

POST-TEST (CYCLE II)

B. Fill in the blanks with the correct words you can find at home, then pronounce and spell your answers, the first letters have been written for you!

1. Sinta uses a k... to peel the fruit. *knife*
2. Rudi uses a m... to see his face. *mirror*
3. My father drinks a c... of coffee. *cup*
4. My sister switches on the l... in the bedroom. *lamp*
5. P... is used for sleeping. *pillow*
6. We find t... to pee in public places. *toilet*
7. Mrs. Rani uses the w... to wash her clothes. *washing machine*
8. Andi fills the b... with water in the bathroom. *bathtub*
9. You eat fried noodles with a f. *fork*
10. Santi uses r... to make ice cubes. ~~refrigerator~~ *refrigerator*

Nama : ^{أحمد زكي} Zaki Al-Fazri

Kelas : VII A

Time : 20 Minutes

POST-TEST (CYCLE II)

B. Fill in the blanks with the correct words you can find at home, then pronounce and spell your answers, the first letters have been written for you!

1. Sinta uses a k^{knife} to peel the fruit.
2. Rudi uses a m^{mirror} to see his face.
3. My father drinks a c^{cup} of coffee.
4. My sister switches on the l^{light} in the bedroom.
5. P^{pillow} is used for sleeping.
6. We find t^{toilet} to pee in public places.
7. Mrs. Rani uses the w^{washing machine} to wash her clothes.
8. Andi fills the b^{bathub} with water in the bathroom.
- ~~9. You eat fried noodles with a f^{fish}~~
10. Santi uses r^{refrigerator} to make ice cubes.

Nama : Aghnia Fadhl S.

Kelas : 7

Time : 20 Minutes

POST-TEST (CYCLE II)

B. Fill in the blanks with the correct words you can find at home, then pronounce and spell your answers, the first letters have been written for you!

1. Sinta uses a k... to peel the fruit.
knife
2. Rudi uses a m... to see his face.
mirror
3. My father drinks a c... of coffee.
cup
4. My sister switches on the l... in the bedroom.
lee dong min
5. P... is used for sleeping.
Pillow
6. We find t... to pee in public places.
toilet
7. Mrs. Rani uses the w... to wash her clothes.
washing machine
8. Andi fills the b... with water in the bathroom.
bath
9. You eat fried noodles with a f... Fork
10. Santi uses r... to make ice cubes.
Refrigerator

Nama : Arata

Kelas : VII

Time : 20 Minutes

POST-TEST (CYCLE II)

B. Fill in the blanks with the correct words you can find at home, then pronounce and spell your answers, the first letters have been written for you!

1. Sinta uses a k ^{knife} to peel the fruit.
2. Rudi uses a m ^{irror} to see his face.
3. My father drinks a c ^{up} of coffee.
4. My sister switches on the l ^{amp} in the bedroom.
5. P ^{illow} is used for sleeping.
6. We find t ^{oilet} to pee in public places.
7. Mrs. Rani uses the w ^{ashing machine} to wash her clothes.
8. Andi fills the b ^{athub} with water in the bathroom.
9. You eat fried noodles with a f ^{ork}
10. Santi uses r ^{ydal} to make ice cubes.