

**THE EFFECT OF STUDENTS' VOCABULARY MASTERY BY USING
SPELLING BEE GAME AT EIGHTH GRADE OF JUNIOR HIGH
SCHOOL LABORATORIUM STKIP JAMBI CITY**

A THESIS

*Submitted in as Partial Fulfillment of the Requirements for Degree of Sarjana
Pendidikan in English Education*



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1. The thesis that I have written with the title The Effect of Students' Vocabulary Mastery by Using Spelling Bee Game at Eighth Grade of Junior High School Laboratorium STKIP Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by others, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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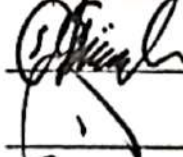


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MOTTO

"If you believe you can make a dream come true, you're actually half way there."

- Theodore Roosevelt

**“Tidak ada yang terlambat, Tidak ada yang terlalu cepat,
Kamu di “ Zona Waktumu.”**

-Rifqi Fauzi R.

ABSTRACT

Proresinta, Husnanda. 2022: The Effect of Students' Vocabulary Mastery By Using Spelling Bee Game at Eighth Grade of Junior High School Laboratorium STKIP Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Nurul Fitri, S.S. M, Hum. The Second Advisor Siti Aisyah, M.Pd.

The purpose of this research is to find out whether the use of spelling bee game can improve students' vocabulary mastery. This research applied pre-experimental. This population of this research was the eighth grade student of junior high school laboratorium stkip Jambi city. The number of population was 10 students. The sampling was class VIII consisted of 10 instrument of the research was vocabulary test. The pre-test given to know basic ability of the students' vocabulary and the post-test given to know the students' used spelling bee game. The researcher can conclude that using spelling bee game is effective in improving students' vocabulary of eighth grade at junior high school laboratorium STKIP Jambi city. It was proven by a significant difference between the students' mean score of pre-test and post-test. In pre-test, the student's mean score is 48 and the students' score in post-test is 86. The students' answer in the text that spelling bee game improve students' vocabulary make students easy to memorize vocabulary and learning make students get fun and enjoy, in the other hand almost all students vocabulary improve after treatment.

Keywords: *Spelling Bee Game, Vocabulary Mastery*

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This is one of the requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi. This thesis, directly or not has widely involved so many people with whom I should not forget. It would be unfair on my part if the efforts of those persons who helped me are not mentioned.

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Finally, as human being, the researcher who has many weaknes and mistakes in making this thesis. any criticism or suggestions are very welcome to improve this thesis.

Jambi, , February 16th, 2022
The Researcher



Tiara Putri Hartanti

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DEDICATION

I greatly praise Allah Subhanahuwata“ ala for His blessing so that I am able to survive and finish this thesis entitled “The effect of students’ vocabulary mastery by using spelling bee game at eighth grade of junior high school laboratorium STKIP jambi city.”

In completing this thesis, I want to say thank you to my beloved people who are mean a lot to me. I am dedicating this thesis for my mom Misdawati,who are always praying, giving me advice, support, and help. Thank you so much Mom.

LIST OF CONTENTS

APPROVAL	i
DECLARATION	ii
LETTER OF RATIFICATION	iii
MOTTO	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
DEDICATION	viii
LIST OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF FIGURE	xii
LIST OF APPENDIX	xiii
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Identification of the Research	4
1.3 Limitation of the Research	4
1.4 Formulation of the Research.....	5
1.5 Objectives of the Research	5
1.6 The significant of the Research.....	5
1.7 Definition of key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Definition of Vocabulary.....	7
2.2 Kinds of Vocabulary	8
2.3 Vocabulary mastery.....	11
2.4 The definition of Game.....	12
2.5 Definition of Spelling Bee	14
2.6 Teaching vocabulary using spelling bee game	18
2.7 Advantage and disadvantage of spelling bee game	19
2.8 Previous Study	20
2.9 Conceptual Framework	23
2.10 Hypothesis	25
CHAPTER III RESEARCH METHODOLOGY	
3.1 Method and design of the Research	26
3.2 Place and Time of the Research.....	27

3.3 The population and sample of the Research	27
3.4 Variabel of the Research	28
3.5 Instrument of the Research	28
3.6 Technique of Collecting Data	28
3.7 Technique of Analysis Data.....	30
CHAPTER IV FINDINGS AND DISCUSSIONS	
4.1 Findings	34
4.2 Hypothesis Testing	38
4.3 Discussion.....	40
CHAPTER V CONCLUSIONS AND SUGESTIONS	
5.1 Conclusions.....	42
5.2 Suggestions	42
REFERENCES	44

LIST OF TABLE

1.	Pre-Test and Post-Test score of students.....	34
2.	Table of frequency of Pre-Test	35
3.	Table of frequency of Post-Test	37
4.	The standardization score	37
5.	statistical calculation of score.....	38

LIST OF FIGURE

1. Conceptual Framework.....	23
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LIST OF APPENDIX

1.	Test.....	46
2.	T-Table	48

CHAPTER I

INTRODUCTION

1.1 Background of The Research

People and languages are inextricably linked. Human beings can prosper because language can be used to express concepts. Language allows people to better understand human connections. They communicate with others, so they use language to convey their thoughts and thoughts. Language is ready to help people build positive relationships in this country and elsewhere, regardless of who they are or where they are. Therefore, the language is used to complete tasks. It is used in everyday conversation to conduct business, organize meals and jobs, discuss ideas, and gossip.

Teachers use it to communicate with their students, preachers use it to preach to their congregations, and comedians use it to entertain the audience. It is used to conduct trials by lawyers, judges, jurors, and witnesses. A Shakespearean actor and a diplomat discussing a deal. Written language is used by writers, reporters, and scientists to entertain, inform, and convince. These are all instances of activities that include the use of language, and individuals do use language. Clark (1996: 3) defines language usage as a sort of collaborative action. Furthermore, Harmer (1983: 17) states that "language is appropriate in certain situations." Language is utilized in a variety of contexts and circumstances. People have differing perspectives and perceptions when it comes to communicating information through language. It was stated in the correspondence that it was to transmit and receive voice messages. For them,

communication encompasses more than language, and language is what communication entails. According to Jack (2006: 1), the continual desire for effective English communication skills has produced a high demand for English teachers all over the world. Everyone nowadays aspires to enhance their English. English classes are available in a number of settings. Travel and study abroad through. Format lesson. Media and the internet are also used. Almost everyone in this world is trying to master English to be accepted in this era of globalization.

Vocabulary is one of the aspects of English that students are taught. It is the foundation of all linguistic skills. The foundation of each language is its vocabulary. Even persons who grasp grammar might struggle to communicate when they have a limited vocabulary. Furthermore, vocabulary knowledge is vital in language acquisition. Vocabulary improves the learner's overall verbal abilities. Grammar is less significant as a knowledge basis than vocabulary. Language learners will not be presented if this is not the case. As a result, we may conclude that the term "language" refers to a collection of words, and "word" is the most common constituent of a sentence. Complex material may necessitate the use of lexical knowledge. Many foreign language learners are disappointed when they forget the proper term in a debate due to their limited vocabulary. This lack of feeling frequently stymies language development. On the other hand, it aids language learners in the formation of sentences and meaningful statements. Different learning styles and text communication approaches are used in the classroom. Vocabulary also leads to good student accomplishment in all areas. Especially for English communication. This is not a mistake, as the vocabulary is restricted and there are reservations about using that language. However, while

learning vocabulary is not easy, other aspects of the language are considered solid and structured.

Vocabulary is a very essential part of language. It doesn't make sense no matter how well you understand grammar or how effective a foreign language sound is. As a result, one of the most crucial parts of language in learning English is vocabulary. A wide vocabulary helps pupils grasp professors' explanations and improves dialogue between teachers. You may assist children in developing four language skills: listening, speaking, reading, and writing. It is essential to expand one's vocabulary as a whole. Wilkis, quoted in Scott Thornbury, said: "You can hardly teach without grammar, and you can't teach anything without vocabulary. This suggests that vocabulary plays an important role in exploring ideas. Have enough vocabulary. Students can write and speak well. At STKIP Jambi in junior high school, based on observations of the teaching and learning process in the English classroom, researchers are English teachers in English. The researcher found that it was still using drilling and memorization exercises to teach vocabulary. The methods utilized by the teacher to teach English bored the pupils, and they didn't appear to like the English lessons, therefore they were unmotivated to study English. As a result, the authors argue that the dictation approach utilized by English instructors in the STKIP Jambi junior high school laboratory might increase student ennui. Furthermore, pupils are encouraged to participate in English lessons. As a result, English teachers must look for other teaching approaches that may be utilized to teach vocabulary in a pleasant way.

Spelling Bee games are a fun activity to play. Spelling bee games can also teach English, especially vocabulary. Spelling bee games are so much fun and

involve educational learning. It was also a great way to encourage all students to work together. In this study, spelling bee games are a fun activity and the author uses spelling bee games as a technique for teaching vocabulary, as it raises students' interest in learning English. Based on the above background, the author wants to know if there is a big difference in teaching vocabulary using spelling bee games.

This is the reason why the researcher decided to choose the title of the paper “The effect of students’ vocabulary mastery by using spelling bee game at eighth grade of junior high school laboratorium STKIP jambi city”

1.2 Identification of The Research

Based on the discussion above, the researcher found some problems for students in learning English:

1. Students' limited vocabulary makes it difficult for them to interpret English text and construct English sentences.
2. It can be produced by a teacher's vocab method. For students, the strategy that is typically used in class is too old and monotonous.
3. Students are uninterested in learning new vocabulary in English..

1.3 Limitation of The Research

Based on the identification of the problem above, the researcher want to know what the impact of spelling be games toward understanding students’ vocabulary. Then, this research focused on students’ vocabulary mastery by using

the spelling bee game in the eighth grade of junior high school laboratorium
STKIP kota jambi

1.4 Formulation of The Research

Based on the background describe above, the problem of the research “ Is there any significant effect of using spelling bee game on students' vocabulary mastery at eighth grade of junior high school laboratorium STKIP jambi?”

1.5 Objectives of the research

Based on the research questions above, the main objectives of this research is To find out whether of the Spelling Bee game can improve students' vocabulary mastery.

1.6 The Significant of The Research

Hopefully, the importance of research can help students, teachers, and researchers in the following ways:

1. For students are expected that the results of this study will not only motivate them to learn English, but also improve their vocabulary fluency by using spelling bee games.
2. For teachers, this study is expected to be one of several options for teaching vocabulary through the implementation of vocabulary games.
3. For reseacher, We hope that this research will be helpful to other researchers.

1.7 Definition of key terms

1. Vocabulary

Vocabulary is a list of words which has meaning and is one of the language elements considered necessary for language mastery. Vocabulary is the total number of words in a language (Hornby, 1995:1331).

2. Spelling bee

A spelling bee is a competition in which contestants are required to spell a broad range of vocabulary of varied difficulty (Floyd, 2014)

3. Games

"A game is an activity with rules, a goal, and an element of fun," writes J. Halldfield (1996). "Games should be considered an integral element of the language curriculum." This definition recognizes the significance of games in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Vocabulary

In gaining knowledge of a brand new language, we are hoping to have a few vocabulary brought on this is an vital detail withinside the language. Moreover, we want to apprehend each phrase withinside the text. Harmer(1991:153) said that speech holds a important position, the vital position because the issue of organs and flesh, whilst language shape makes up the skeleton of language.

Vocabulary, according to Linse (2005:121), is "the collection of sentences that a character knows." Vocabulary refers to the collection of terminology that individuals are already familiar with and use to communicate. Vocabulary is one of the linguistic factors that should be found while learning a language. Meanwhile, the term "vocabulary" can be interpreted in a variety of ways. Many experts can supply vocabulary definitions, but the author only addresses a handful that are critical. Studying a foreign language is believed to be similar to learning a foreign language's vocabulary. Vocabulary is also important in English tutoring and learning. Ghazal(2007:84) states that phrases are perceived because the constructing blocks upon which expertise of the second one language may be built. According to Richards(2002:4), "vocabulary is one of the maximum apparent additives of language and one of the first matters carried out linguistics became their interest to."

Furthermore, Paul (1995) said that vocabulary is the phrases utilized by a selected man or woman or all of the phrases in a selected language or subject. When we study a language, such as English, we're privy to its vocabulary.

2.2 Kinds of Vocabulary

There are two sorts of vocabulary, according to Aebersold and Field (1997: 139). Vocabulary for receiving information. While the reader encounters passive vocabulary, he knows it but does not utilize it when speaking or writing. People's productive or active vocabulary, on the other hand, refers to their ability to communicate and write. Harmer (1970: 3853) separated vocabulary into two kinds as well. Active and passive vocabulary are two types of vocabulary. When a student encounters a term, active vocabulary is a word that he or she has previously acquired and utilized. Passive vocabulary, on the other hand, is a word that pupils know but can't use when they meet it. A quick overview of active and passive vocabulary follows.

Active vs. passive vocabulary.



passive / receptive vocabulary - language items which can only be recognised and comprehended in the context of reading or listening material

active / productive vocabulary - language items which the learner can recall and use appropriately in speech and writing.

a. Active vocabulary

Active vocabulary is an item that students can properly use when speaking or writing. Active vocabulary is sometimes referred to as productive vocabulary. This means that students need to know how to pronounce it well and that they can use the grammar of the target language.

b. Passive vocabulary

This refers to acoustic characteristics that can be detected and comprehended through reading and listening. Receptive vocabulary is another name for it. When it comes to vocabulary, students must study it because it is an essential part of language learning and the most crucial feature of utilizing a language. Students with a large vocabulary can talk and write sentences naturally. "Vocabulary is a basic component of language proficiency and provides much of the foundation for how well learners speak, listen, read, and write," say Jack Richards and Willy A. Renandya (2002: 255).

In fact, a sentence contains numerous words. Because the vocabulary is a list of terms described in alphabetical order, a collection of these words is included. Subjects or objects, nouns employed as verbs, or nouns typically used as procedures, such as sentences and adverbs, are examples of these words.

a. Noun

It's a very important part of the speech. It is placed with the verb and helps to form the core of the sentence. This is essential for every complete core of a sentence and essential for every complete sentence. It can be the name of a person, place, thing, or idea.

example:

1. It is a **book**
 2. There is an **doctor**
- b. Verb

It is the word which expresses an action or a help to make a statement.

Example:

1. MrAngga is **eatin**
 2. The students are **playing** basketbal 1
- c. Adjective

It is the word used the qualify noun or pronoun

Example :

1. Mr fajri is **cleaver**
 2. The magazine is **expensive**
- d. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb .

Example :

1. Mrs. sinta is teaching **in the classroom.**
 2. I wen to go to campus at **teno'clock**
- e. Conjunction

It's a word that's used to relate one word to the next, or one sentence to the next.

Example:

1. I have to called him **before** to go
 2. Irma **and** I are students at UIN jambi
- f. Pronoun

It is the word which can take the place of a noun .

Example:

1. She is my lecture
2. He goes to classroom

g. Interjection

It is a word put into a sentences to express a sudden feeling of mind or emotion

Example:

Yeyyy ! I am the winner.

2.3 Vocabulary mastery

Vocabulary is an aspect of the language that needs to be learned. It is important to learn it in order to be able to create this vocabulary, and to learn all aspects related to the ability to use the vocabulary. In order to understand a language, the language that the learner must master is very important. It takes vocabulary to express our thoughts and understand what others are saying. According to Hornby (1995), proficiency is complete knowledge or complete ability. By this definition, vocabulary acquisition is one of the essential elements of a language. Vocabulary acquisition plays an important role in learning English. Mastering vocabulary means learning new words and developing your vocabulary knowledge. Vocabulary acquisition supports language proficiency. Therefore, the speech to learn English should be excellent.

2.4 The definition of game

The game has several definitions. One of these is Kremer's Game (2000), an activity with elements of rules, goals, and fun. In this study, games are recognized as meaningful legally regulated leisure activities. In addition, games have always been a part of human life. This now, throughout childhood and most of our adult life. Recent studies have shown that games can be used to complement traditional learning. Games are also an effective educational tool because they are fun, motivating, facilitating learning, and increasing the ability to retain what you have learned. "Play" is a fun and engaging activity, often challenging, that means an activity in which the learner plays and usually interacts with others.

1. Kind of language games

Learning a new language is a difficult task. Play can benefit and motivate many students in order to keep their interest and position. Teachers can also utilize games to encourage pupils to become more interested in learning a language. Language games are separated into two categories based on two basic principles. This, according to Hadfield, creates two types of language games. He categorizes them as linguistics (which are primarily concerned with precision) and communication games (based on successful information exchange). Depending on your general personality and spirit, there are a variety of games that can be utilized to teach English. There's one:

a. Sorting, arranging, or arranging games. For example, a student has a playing card with a variety of merchandise and sorts the cards into those found in a grocery store and those found in a department store.

b. A game with information gaps.

In games like this, one or more people have the information that others need to complete the task. For example, suppose a person has a picture and his partner needs to hear information and create a similar picture.

c. Guessing game

These are variations of the information gap game. One of the most well-known examples of guessing games is the 20 questions. This makes people think about famous people, places, or things. Other participants can ask 20 yes / no questions and find clues to guess who or what they are thinking.

d. Find a game

These games are another variant of the two-way information gap game where everyone provides and seeks information. For example, students are given a grid. The task is to enter the name of the classmate that fits in every cell in the grid. A vegetarian, students walk around, asking and answering questions to complete their grid, and help their classmates complete their grid.

e. Matching game

As the name suggests, participants need to find a match for a word, picture, or card. For example, students place 30 pairs of 15 vocabulary cards face down in a random order. Each person flips through two cards in a team with the goal of using their memory to uncover matching pairs.

f. Lettering game

This is a form of collation in which participants match labels with images.

g. Game exchange

In these games, students exchange cards for other items and ideas.

h. Board game

Scrabble is one of the most popular board games that specifically emphasizes language.

i. Role play games/dramas

Role-playing games allow students to play roles that they don't actually play.

Dentists, simulations allow students to play roles that they have already played or may actually play. Restaurant customers. Dramas are usually scripted performances, but role-playing and simulations allow students to find their own words, but preparation is often helpful.

j. Spelling bee games

Spelling bee is a competition in which contestants are asked to spell a broad selection of words .

2.5 Spelling Bee

1. Definition of spelling bee

Spelling bee is a competition in which participants have to spell different words and usually have different levels of difficulty (Floyd, 2014). According to an American named Henry Ward Beecher, learning spelling is a pen for every word to keep an idea in your head. "When writing letters, stories, essays, etc., someone needs words to express your thoughts." Others need to know the

meaning and spelling of the words they use. Learning a wide range of vocabulary makes it easier to communicate your ideas. As a result, the methods outlined on these pages will assist you with learning the spelling and meaning of tens of thousands of words. When studying for a spelling test or learning a new word in science, social studies, literature, or another topic, use these strategies. Students' spelling skills will improve as they develop more thoughts and opinions.

A spelling bee is a small part of the writing process. Fergus claims that accurate spelling is definitely important in written communication, despite the fact that it is overlooked by both pupils and teachers. Students' spelling abilities and vocabulary development must be improved in order to help them overcome spelling challenges in their writing. Fachrurrazy states that spelling is one of the elements of the vocabulary. "Learners need to know what a word sounds like (pronunciation) and what it looks like (spelling).

According to the Journal of Emerging Investigators, "Spelling Bee is one of the oldest educational contests in the United States, dating back to the 17th century and being taught and learned accurately " Therefore, once students learn vocabulary, spelling You need to tackle this aspect. In addition, teaching vocabulary with spelling helps students acquire four language skills. HuyenandNga (2003) discovered that vocabulary plays an essential role in learning a foreign language because it connects four skills. The Spelling Bee Game was a complete package for training students in spelling and vocabulary. The meaning of game spelling bee is also perfect. Spelling bees help students grow their vocabulary. Wright (1984) stated that spelling bee is one of the vocabulary games that can improve students' spelling ability, vocabulary control,

and text comprehension'. After that, a spelling bee tournament was held in Indonesia. Spelling Bee is also competing nationwide in his native United States. Spelling bees originated in the United States and are now bred all over the world, including the United Kingdom, Canada, Australia, Germany, and India. Children studying English are said to gain greatly from spelling bees. The approaches in this contest can be used by parents and instructors to teach their children and students English. A children's spelling bee is a spelling bee. Typically, participants are requested to provide words that are accurately spelled. If the word is an absorption term, you can inquire about the definition, the origin of the word, and its location.

2. Spelling Matter

For many, spelling is not an issue. They write what they want to write, and the spelling seems to flow from the fingertips or pen to the screen or paper. Sometimes I hesitate to say something, but quickly get back on track and enjoy choosing the right words to describe yourself accurately. Or, rather, you don't want to, but suppose you can improve your students' vocabulary learning by spelling all those words.

3. Step-Steps To Learn Spell

According Linda ward beech (1984), in that spelling words and skill book there is five steps to learn spelling

Step 1 : Look at the Word

a. Search for Greek word parts

Recognizing parts of Greek words can help students learn both the meaning and spelling of many words.

b. Search for problems with words

Certain parts of the word have spelling problems. Learn how to identify these problem areas.

c. Search for a suffix

Suffixes complement the meaning of a word. For example, a student can add -ize to a character to characterize the character.

Step 2 : Say the word

Step 3 : Listen to the sounds

a. Look for confusing word differences

Many word pairs or groups of words sound almost the same except for one or two sounds.

b. Hear Easily Skipped Sounds

Sometimes, when a word is spoken inadvertently or fast, some consonants may be skipped. Listen to the sound as you say the word.

c. Note double letters

When a student spells a few words, the problem is remembering which consonant to double.

Step 4 : Write the word

Step 5 : Check the spelling

a. Check homonyms

Homophones are words that sound the same but are spelled differently. Find clues to help match the spelling of homonyms to their meaning.

b. Confirm possession

Some errors are caused by using the wrong genitive. First, students need to make sure that the word itself is spelled correctly. Next, check if you really need the possessive noun. Finally, make sure the apostrophe is in the right place.

c. Check the dictionary

Always check the dictionary for unusual plural word spelling.

2.6 Teaching vocabulary using spelling bee game

It is critical to completely comprehend the technique, especially before engaging in classroom activities with children. Following that, the game may be demonstrated in front of the class so that everyone understands how to play. Create the game's rules. Inform pupils about the practice. As a result, in order for spelling bees to run effectively in the classroom, the method must be communicated to pupils. The initial phase in this game is to sort by the number of pupils who are absent. The first student advances, states a word or letter, and spells it in 30 seconds. He can advance to the following round if he can spell accurately and quickly. However, he has to go back to the top. Participants will then be invited to climb the front podium. However, if you misspell it, you will not be able to proceed to the next round and it will be considered a failure. According to Herrera and Zanata (2000), spelling bees are unprepared and easy to handle, so there are several ways to play spelling bees in the classroom. This study employs one of Rahayu's (2009) Herrera and Zanata (2000) spelling bee techniques. Before starting spelling bee, the teacher gives the student a text of the

story, asks them to read it a couple of times, and asks the student to understand the text. Then you can start spelling bee. Because the material is different for each meeting, the words used in spelling bee are also different. For example, if you are talking about the past tense, the student's comment will be the past tense.

2.7 Advantage and disadvantage of spelling bee game

In education, the learning process of using games as a method has several advantages and disadvantages. It makes language learning easier because games make language learning easier. For example, it makes more sense to show how words relate to each other. Memorable. Facial expressions and movements, the use of colors and patterns, and personalization by including as many approaches as possible on how to "save" the language.

Other benefits of using spelling games for vocabulary learning. First, the game brings relaxation and fun to the students and makes it easier for them to learn new words. Second, the spelling bee game is amicable and intriguing to learners. These motivate English learners to actively participate in and participate in learning activity. Third, learning vocabulary in spelling bee games brings a real-world context to the classroom and allows students to use English in a flexible and communicative way. Therefore, the role of the spelling bee game in vocabulary learning cannot be denied.

Disadvantages of spelling games as a vocabulary learning technique. Researchers have discovered some issues when implementing spelling bees in the classroom. The first is the time allocation. Learning new words with spelling bees

in class takes longer than learning directly from a textbook. The second is word difficulty. There was a word with a high degree of difficulty.

2.8 Previous Study

In this study, we will use the spelling bee game to examine the effects of students' vocabulary mastery. There are several previous researchers who have discussed the effect of students' vocabulary mastery using spelling bee game, they are:

First, A research which was conducted by Leni Nurpitasari and Wan Julia Mayasari, which is published in the inovish jurnal in year 2018. The research has title “ The Use of spelling bee game to increase the students' vocabulary mastery”. The purpose of this study is to investigate the impact of using the spelling bee game on students' vocabulary acquisition before and after being taught in this game. This is a quantitative study. Using simple random sampling, we determined a sample in which 20 students were in a controlled class and 20 students were in an experimental class. Based on the post-test results, the experimental class was 83, the control class was 67.5, and the ttest was 6.18. ttest was shown to be higher than ttable at 1% and 5% ($2.02 \leq 6, 18 \geq 2.69$). That meant that C was accepted and Ho was rejected. On the other hand, the spelling bee game was effective in learning the vocabulary of 7th grade SMPNI Bantan.

Second, a survey conducted by ni` matul wafaa, Faculty of English Education in Tarbia and Faculty of Education at Araudin State Islamic University, under student number 20400113174 3 Sungguminasa-Gowa. The problem formulation in this study is scale. Sungminasa Game Increases Student

Vocabulary The purpose of this study was to determine the increase in student vocabulary after using the Sungminasa game. The researchers used a quasi-experimental design with a non-equivalent control group design. The population in this study were second grade students of SMPN 3 Sungguminasa Gowa. It consisted of 50 students who were divided into two class groups where 25 students from VIII C as the experimental class and 25 students from VIII D as the control class. The independent variable of this research is the Spelling Bee Game and the dependent variable of this research is the students' vocabulary mastery. The research instrument is a vocabulary test used in the pretest and posttest. This study used a purposive sampling technique. As a result of the research, the researchers came to the conclusion that H1 was accepted and H0 was rejected. This means that the use of the Spelling Bee game has effectively improved the vocabulary of the second year students of SMPN 3 Sungguminasa Gowa.

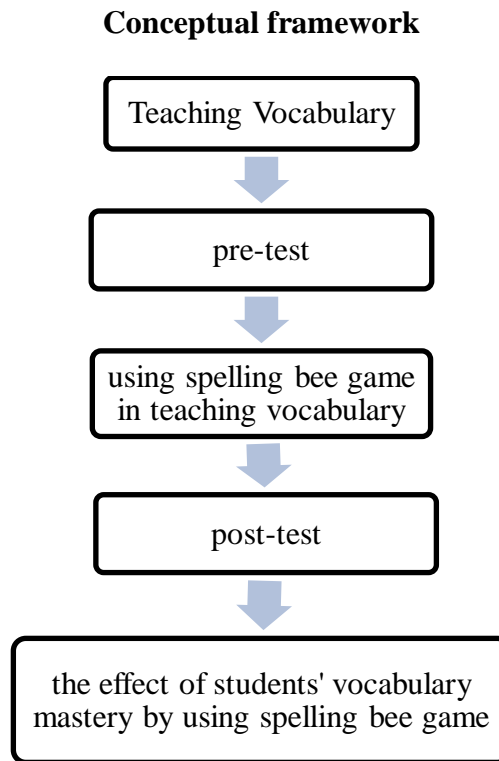
Third, the survey was conducted by Yuni Sari, a student in the Faculty of Education and the Faculty of Teacher Training. Student of Banda Aceh, Darul Ulum Islamic Boarding School, AR Raniry State Islamic University, Faculty of English Education. The purpose of this study is to investigate whether using the Spelling Bee game improves students' vocabulary skills and discover their reaction to using this game in their classes. The subjects of this survey consisted of all second-year students of the Islamic boarding school Banda Aceh in Darluulm. The sample consisted of 35 Class VIIC students. The sample was selected by random sampling. The study implemented the pre-experimental design. The data collection methods used in this survey are hands-on education, testing, and survey. Experimental instruction was conducted in five sessions, two

sessions before and after the test, and three sessions for the treatment of spelling bee games. Based on the results of the data analysis, the test results (see Chapter 4 on page 3031) show that the pre-test average score is 45.34, while the post-test average score is 63.97. This means that the average of the post-tests was higher than the average of the pre-tests. We can conclude that implementing a spelling bee game will improve students' vocabulary acquisition. The results of the survey also show positive answers from students that the game Spelling Bee helps them learn vocabulary easily and carefully. Improves the accuracy of word pronunciation. Increase your motivation when learning English.

From the research above, what distinguishes it from my research is that it uses quantitative methods with instrument tests conducted in eighth grade junior high schools laboratorium STKIP jambi. researchers try to do research on the effect of students' vocabulary mastery by using spelling bee game at eight grade of junior high school laboratorium STKIP jambi.

2.9 Conceptual Framework

Figure 1.



According to Figure 1 of the previous study, vocabulary is one of the supporting factors of English ability. The more your vocabulary, the easier it is to convey thoughts, sentiments, and so on. Students struggle to learn English because they lack vocabulary. This means that when learning English, vocabulary is extremely crucial.

Many pupils, particularly middle school students, had difficulty and hurdles to learning English terminology when researchers conducted fieldwork practices (PPL) at the Junior High School laboratory STKIP Jambi City. There was a second grader present. For example, I have difficulty accurately pronouncing an English term. I'm concerned that they will make mistakes. They

are also insecure about their ability to communicate in English. Some students also stated that learning English is challenging, let alone trying to speak English in a language they do not comprehend. As a result, they utilize Indonesian rather than English in their English lessons. Vocabulary is one of the most difficult aspects of studying English, particularly for the 8th year Junior High School laboratorium STKIP Jambi City. There are several methods for expanding one's vocabulary. One method is to play a spelling bee game. Vocabulary is a dependent variable, whereas spelling games are independent variables. This game encourages pupils to expand their vocabulary. Students may not only learn words one by one in this game, but they can also dare to speak in public. Furthermore, children can not only expand their vocabulary but also practice speaking and comprehending the meaning of words.

Based on the above statement, this study focuses on the effect of spelling games on English vocabulary acquisition. In this study, students undergo a pre-test to determine their English vocabulary growth before being treated by the spelling bee game as a vocabulary learning process.

After completing two items, the study moved on to the final item. This included a post-test to see if there was a significant progress in student or post-treatment performance.

2.10 Hypothesis

The hypothesis comes from the words hypo and thesis. Under or less or weak hypo. And the dissertation is the theory or claim presented as evidence. Therefore, the hypothesis can define a weak statement of truth about the research problem and must be proven to be true. Hypotheses, from the data collected to the provisions, are temporary answers to problems in research (Arikunto, 2006: 65).

The hypothesis of this study is formulated as follows.

1. H_0 :There is any significant effect in the use of spelling bee game for increasing the vocabulary of students in the eighth grade of junior high school laboratorium STKIP jambi
2. H_1 : There is no significant effect in the use of spelling bee game for increasing the vocabulary of students in the eighth grade of junior high school laboratorium STKIP jambi

CHAPTER III

RESEARCH METHODOLOGY

3.1 Method and design of the Research

The effectiveness of using spelling bee activities to boost a student's vocabulary was investigated in this study. This study employs a quantitative approach that includes a group pre-test and post-test, as well as a quasi-experimental design or experimental pre-design. Quantitative research is a method for investigating the correlations between variables in order to test objective theories (Cresswell, 2014). This design compares student performance before and after treatment using pre- and post-test results.

For a variety of reasons, these researchers use pretesting with pretesting and pretesting panels. The first is the only sort of research that has a direct impact on a single variable. Second, no actual design of experiments may be used due to time and expense constraints. Finally, the control group must not be used in this manner.

Tabel 3.1 Nonequivalent comparison group design

Subject	Pre-test	Treatment	Post-test
Student class VIII	Y1	X	Y2

Where:

Y1: pretest

Y2: posttest

X : implementation of teaching vocabulary using spelling bee game

3.2 Place and Time of the Research

The research was conducted at junior high school namely SMP Laboratorium STKIP Jambi. This research was conducted for four meetings in February, 2022.

3.3 The Population And Sample of the Research

1. Population

According to Creswell (2012), population is a group of individuals who share the same characteristics. Population is a domain of generalization consisting of objects / subjects that exhibit specific qualities and characteristics determined and inferred by the researchers surveyed.

The subjects of this survey were all 8th grade students of the Junior High School laboratorium STKIP Jambi City, and there were a total of 10 students in class VIII of the school.

2. Sampling

According to Creswell (2012: 143), the sample is a researcher who plans to generalize to a subset of the target population. In this study, researchers use a total sampling technique. According to Sugishirono (2014: 124), total sampling is a sampling method that uses all members of the population as samples. This sample is used for a small population of 30 or less people. The full sample, often known as the census, takes a representative sample of the entire population. The sample technique utilized in the survey was 10 junior high school STKIP Jambi junior high school 8th students, as shown above.

3.4 Variabel of the research

A variable is a trait or characteristic of an individual that can be measured or observed that varies among the people or organizations being examined (Creswell, 2014).

The Spelling Bee Game, for example, is an independent variable that helps pupils improve their English, particularly in vocabulary. Second, the vocabulary of the students is the dependent variable. This study examines if the Spelling Bee Game has an effect on students' vocabulary.

3.5 Instrument of the Research

The research instrument is a test. The type of test is a vocabulary test where the test consists of a pre-test and a post-test. Meanwhile, the post-test was used to measure the students' vocabulary after being given the Spelling Bee game. The test contains 20 questions, each question has a picture and students are asked to complete the words according to the picture.

3.6 Technique of Collecting Data

a. Test

The method that the author uses to collect data in this study is a test. Arikunto (2010) defines a test as a number of questions or exercises used to measure the competence and intelligence of a group of people.

1. First meeting

In the first meeting, students were given a pre-test to measure their ability in vocabulary mastery.

2. Second meeting

Vocabulary is one of the most challenging components of learning English, especially for 8th year Junior High School laboratory STKIP Jambi City students. There are various ways to increase one's vocabulary. Playing a spelling bee is one approach. The dependent variable is vocabulary, while the independent variable is spelling games. This game enables students to broaden their vocabulary. In this game, students may not only study words one by one, but they can also dare to speak in public. Furthermore, youngsters can not only increase their vocabulary but also practice speaking and comprehending word meanings.

3. The third meeting

Based on their experience in the second meeting, the author educated the students in the third meeting to correctly spell the words from the pretest. They began spelling the words themselves, and the author then attempted to have the pupils spell the words one at a time at random. At the conclusion of the conference, the author revealed the game Spelling Bee, which contains the responsibilities of pupils and judges as well as the game's special regulations.

4. The fourth meeting

This is an essential portion of the meeting because students may apply what they've learned in the previous two meetings. Students were forced to participate in a spelling bee during this meeting, per the author's instructions from the prior meeting. First, the author divided the students into two groups, Group A and Group B, with each group consisting of five students from Group A and five students from Group B. Following that, the author handed each kid a set of animal-themed paper words and allowed them time to study and memorize the

words. The scribe spelled the words first, then the pupils spelt them together to prevent students from spelling them. After confirming that the student is ready to play the game, the student is asked to stand up and line up like a "cue". The game begins in Group A to Group B, where one of the students standing in front of the line spells the word given by the examiner first. If he can spell the word correctly, the group will get a score of 100 and 0. In case of misspelling. This method is followed by the next group, and each student who finishes spelling moves to the back row. The group with the highest score is the winner. Due to time constraints, this game will only be played in one round.

5. The fifth meeting

At the last meeting, the researcher gave a post test with the aim of identifying students' vocabulary after being given treatment.

3.7 Technique of Analysis Data

1. Test

In analyzing the pretest and protest data, the author used the statistical formula in the following steps :

- a. To find a range of data

Sudjana (2002) states that the range is the difference between the highest and lowest values. The range of pre-test and post-test results is determined using the following formula:

$$\mathbf{R=H-L}$$

Where:

R : The range of the score

H : The highest score

L : The lowest score

b. The number of interval class

According to Sudjana (2002), the number of interval classes can be determined using the following formula:

$$\mathbf{I = 1 + (3,3)\log n}$$

Where:

I : The amount of interval class

n : The amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following formula Sudjana (2002):

$$\mathbf{P = \frac{R}{I}}$$

Where :

P : Interval space

R : The range of score

I : The amount of interval class

d. To find out the mean score

Sudjana (2002) stated that the mean of students' score was calculated by using the formula as follow:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

f_i : refers to frequency

x_i : refers to the middle score interval class

$f_i x_i$: the amount of multiplication between the frequencies and the middle scores of interval class

2. Standard Deviation

To calculate the standard deviation of the sample is used formula:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$: sum of squares deviation

$\sum d^2$: the amount of gain after squaring

$\sum d$: amount of gain

n : the number of students

3. T-test

This test is useful to determine whether there is an effect. Partial (own) is given the independent variable (X) to the dependent variable (Y). This test means to prove what the first hypothesis is the spelling bee effect and the second hypothesis is the student's vocabulary.

- 1) If the significance values is less than 0.05 or $t_{hitung} > t_{tabel}$ then there is the effect of variable X on variable Y.
- 2) If the sig value > 0.05 , or $t_{hitung} < t_{table}$ then there is no effect of variable X on variable Y.

After obtaining the results of the t_{table} count, then see distributed table t_{hitung} .

CHAPTER IV
FINDING AND DISCUSSIONS

4.1 Findings

Pre-test and post-test were given to determine student achievement in vocabulary mastery before and after being given treatment. The results of the pre-test and post-test in class VIII are as follows:

Table 1 Pre-test and post-test score of students class VIII

NO	Names of students	Pre- test	Post- test
1.	DS	40	85
2.	P	50	90
3.	I	45	85
4.	K	45	80
5.	NO	50	90
6.	NP	70	85
7.	RDP	45	80
8.	SH	35	60
9.	SDP	60	100
10.	Y	40	85
Lowest score		35	60
Highest score		70	100

Based on the table above, it can be explained that in the pre-test the highest score was 70 and the lowest score was 35 and for the post-test the highest score was 60 and the lowest was 100 with a sample of 10 students in the eighth grade.

a. The analysis of pre-test score

Range (R) = Highest Score – Lowest Score

= 70 – 35

= 35

Interval class (I) = 1 + (3,3) log n

= 1 + (3,3) log 10

= 1 + (3,3) (1)

= 1 + 3,3

= 4,3

= 4

Interval space(P) = $\frac{R}{I}$

= $\frac{35}{4}$

= 8,75

= 9

Based on the data above, the writer made table of frequency as follows :

Table 2 Table of frequency of pre-test

score	Frequency (<i>fi</i>)	Median (<i>xi</i>)	(<i>xi</i>) ²	<i>Fixi</i>	<i>Fi(xi)</i> ²
35-43	3	39	1521	117	4563
44-52	5	48	2304	240	11520
53-61	1	57	3249	57	3249
62-70	1	66	4356	66	4356
	10	-	-	480	23688

Base on the table, the writer found mean score (xi) as follows:

$$\begin{aligned} \text{Mean Score (xi)} &= \frac{\Sigma fxi}{\Sigma fi} \\ &= \frac{480}{10} \\ &= 48 \end{aligned}$$

Based on the result of the pre-test, it was found that the mean score was **48** it means that the students' vocabulary mastery is lower than standard avarage.

b. analysis of post-test score

After tabulating the data of pre-test, the writer did some steps to analyze the data of post-test as follows:

$$\begin{aligned} \text{Range (R)} &= \text{Highest Score} - \text{Lowest Score} \\ &= 100 - 60 \\ &= 40 \end{aligned}$$

$$\begin{aligned} \text{Interval class (I)} &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 10 \\ &= 1 + (3,3) (1) \\ &= 1 + 3,3 \\ &= 4,3 \\ &= 4 \end{aligned}$$

$$\begin{aligned} \text{Interval space(P)} &= \frac{R}{I} \\ &= \frac{40}{4} \\ &= 10 \end{aligned}$$

Based on the data above, the writer made table of frequency as follows :

Table 3 Table of Frequency of Post-Test

score	Frequency (<i>f_i</i>)	Median (<i>x_i</i>)	(<i>x_i</i>) ²	<i>Fixi</i>	<i>Fi(xi)²</i>
60-69	1	64	4096	64	4096
70-79	-	-	-	-	-
80-89	6	84	7056	504	42336
90-99	2	94	8836	188	17672
100-109	1	104	10816	104	10816
	10	-	-	860	74920

Base on the table, the writer found mean score (*x_i*) as follows:

$$\begin{aligned}
 \text{Mean Score (xi)} &= \frac{\sum fixi}{\sum fi} \\
 &= \frac{860}{10} \\
 &= 86
 \end{aligned}$$

The results indicate that following the treatment, the mean post-test score was higher It's 86, and still the pre-test score was only 48.

Then, the writer categorized the score into the standarization score used by the English teacher of Islamic Junior High School Laboratorium STKIP the following:

Table 4 Standarization score

Score	Standard
86-100	Excellent
71-85	Very Good
61-70	Good
50-60	Fair
0-49	Failure

Source: the English teacher of Islamic Junior High School Darul 'Ulum as

Based on the above analysis, it was found that the standard score of students before being given treatment, namely the pre-test, was 48 with a failure score category and after being given treatment, namely the post-test, was 86 with an excellent score category.

4.2 Hypothesis Testing

In testing this hypothesis, the data was calculated using a t-test to determine the significant effect of using spelling bee games to increase students' vocabulary. Data from pre-test and post-test. The results of the pre-test (X) and post-test (Y) calculations are presented as follows:

Table 5 statistical calculation of score

No	Pre-Test	Post-Test	Gain	D ²
1	40	85	45	2025
2	50	90	40	1600
3	45	85	40	1600
4	45	80	35	1225
5	50	90	40	1600
6	70	85	15	225
7	45	80	35	1225
8	35	60	25	625
9	60	100	40	1600
10	40	85	45	2025
Total	480	840	360	13750
Mean	48	84	36	1375

$$\begin{aligned}
 \sum x^2d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
 &= 13750 - \frac{(360)^2}{10} \\
 &= 13750 - \frac{129600}{10} \\
 &= 13750 - 12960 \\
 &= 790
 \end{aligned}$$

$$\begin{aligned}
T_o &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\
&= \frac{36}{\sqrt{\frac{790}{10(10-1)}}} \\
&= \frac{36}{\sqrt{\frac{790}{10(9)}}} \\
&= \frac{36}{\sqrt{\frac{790}{90}}} \\
&= \frac{36}{\sqrt{8,77}} \\
&= \frac{36}{2,96} \\
&= 12,16
\end{aligned}$$

$$\begin{aligned}
db &= N - 1 \\
&= 10 - 1 \\
&= 9
\end{aligned}$$

t-test 12,16 > t-table = 12,16 > 1,833

The level confidence is 0,05 or 5%. The value of test was 12,16. it mean that t-test > t-table because t-table is 1,833.

1. H_0 :There is any significant effect in the use of spelling bee game for increasing the vocabularyof students
2. H_1 : There is no significant effect in the use of spelling bee game for increasing the vocabulary of students

Based on calculating data by using t-test, it showed that:

1. The value t_o was 12,16

2. db was 9

it could be concluded that $T_o > T_t$, so Null Hypothesis (H_0) was accepted, meanwhile Hypothesis one (H_1) was rejected. There are differences in scores in pre-test and post-test. So there is any significant of effect in the use of spelling bee game for increasing the vocabulary of students

4.3 Discussions

Based on the research findings, it was found that students who were taught to use the spelling bee game increased their vocabulary. This is evidenced by the average score between the students' pre-test and post-test.

In collecting data, the researcher carried out several procedures, the procedure was as follows: students were given a pretest to determine their ability to understand vocabulary. After that they were given care as a process of learning vocabulary through spelling bee games. In the pre-test, the researcher asked students to answer a vocabulary test such as nouns. Of the 20 pre-test questions, respondent 1 answered the question correctly 8 points compared to the post-test questions, respondents answered the question correctly as many as 17 numbers. Respondent 2 answered correctly the pre-test questions as many as 10 numbers compared to when the post-test questions answered 18 questions. Most of the students answered the questions incorrectly when completing the blank words due to low student vocabulary.

The same vocabulary test was given in the posttest as it was in the pretest. Students are given a posttest after receiving treatment five times in order to

determine their posttest score and expand their vocabulary. It was discovered that posttest students had a high level of classification accuracy. This indicates that using the spelling bee game to improve student vocabulary is quite beneficial. The researcher found that there was a substantial difference between the pretest and posttest in teaching pupils vocabulary using a spelling bee game based on the results of the research. In other words, utilizing a spelling bee game to teach vocabulary could help students learn more words.

Based on the analysis data used t-test, it was found that the t-test (T_o) is 12,16. This means that the T_o is biggest than the t-table (T_t). Then, for db is 9. That is, the results showed that there is any significant of effect in the use of spelling bee game for increasing the vocabulary of students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After the researcher conducted research and analysed data using the selected instrument to the students in class VIII junior high school laboratorium stkip Jambi City. With research that focuses on the effect students' vocabulary by using spelling bee game, it can be concluded that:

1. The researcher has calculated the data by t-test and shows that the mean scores of pre-test and post-test are different. $T_o = 12.16$ is greater than $T_t = 1.833$. It can be concluded that the influence of the spelling bee game to increase the vocabulary of students in the eighth grade of Jambi City Laboratory Junior High School is accepted.
2. After the treatment, the researcher concluded that there was an effect of the spelling bee game on increasing students' vocabulary in the eighth grade

5.2 Suggestions

Teachers are encouraged to use spelling games in the classroom, as spelling games have proven to be effective and help improve students' vocabulary acquisition abilities. However, the English teacher should set detailed rules and instruct the class to achieve maximum performance. English teachers also need to pay more attention to student spelling when writing and speaking to prevent spelling mistakes. If the teacher didn't look for the wrong word, the students would probably spell or say the right word. However, spelling bee games need to be further developed to be more fun and easier to adapt to the student's level of

competence. Additional researchers are encouraged to do further research on the implementation of spelling bee games. They are also encouraged to explore other skills such as speaking, as writing and speaking are productive skills as well as receptive skills such as listening and reading.

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APPENDIX I
Research Instrument
Pre-Test

Name :

Class :

Spell the words bellow corretly:

- | | |
|----------------------|---------------------------|
| 1. (H O R S E) | 11. (P E N G U I N) |
| 2. (P I G) | 12. (E L E P H A N T) |
| 3. (D U C K) | 13. (B U T T E R F L Y) |
| 4. (C A T) | 14. (B I R D) |
| 5. (F I S H) | 15. (S H A R K) |
| 6. (S H E E P) | 16. (Z E B R A) |
| 7. (M O U S E) | 17. (C A M E L) |
| 8. (D O G) | 18. (C O W) |
| 9. (C H I C K E N) | 19. (M O N K E Y) |
| 10. (S N A K E) | 20. (T I G E R) |

Post-Test

Name :

Class :

Spell the words bellow corretly:

1. (P I G)

2. (D U C K)

3. (D O G)

4. (F I S H)

5. (S H E E P)

6. (H O R S E)

7. (M O U S E)

8. (C A T)

9. (C H I C K E N)

10. (S H A R K)

11. (C A M E L)

12. (E L E P H A N T)

13. (B U T T E R F L Y)

14. (B I R D)

15. (T I G E R)

16. (Z E B R A)

17. (P E N G U I N)

18. (C A T)

19. (M O N K E Y)

20. (S H A R K)

APPENDIX II
T TABLE

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
79	1,292	1,664	1,990	2,374	2,640	79
80	1,292	1,664	1,990	2,374	2,639	80
81	1,292	1,664	1,990	2,373	2,638	81
82	1,292	1,664	1,989	2,373	2,637	82
83	1,292	1,663	1,989	2,372	2,636	83
84	1,292	1,663	1,989	2,372	2,636	84
85	1,292	1,663	1,988	2,371	2,635	85
86	1,291	1,663	1,988	2,370	2,634	86
87	1,291	1,663	1,988	2,370	2,634	87
88	1,291	1,662	1,987	2,369	2,633	88
89	1,291	1,662	1,987	2,369	2,632	89
90	1,291	1,662	1,987	2,368	2,632	90
91	1,291	1,662	1,986	2,368	2,631	91
92	1,291	1,662	1,986	2,368	2,630	92
93	1,291	1,661	1,986	2,367	2,630	93
94	1,291	1,661	1,986	2,367	2,629	94
95	1,291	1,661	1,985	2,366	2,629	95
96	1,290	1,661	1,985	2,366	2,628	96
97	1,290	1,661	1,985	2,365	2,627	97
98	1,290	1,661	1,984	2,365	2,627	98
99	1,290	1,660	1,984	2,365	2,626	99
Inf.	1,290	1,660	1,984	2,364	2,626	Inf.