

CHAPTER I

INTRODUCTION

1. Background of research

English as an international language in the world is very important to be learned because it could be used to give and receive information and to develop education, technology and art. English is also useful for young learner. Preparing them to learn English as early as possible is very good thing because their brains are ready to learn and will be very easy for them to master.

For a long time, learning English becomes a compulsory subject from school to university, even in recent years the English lesson became compulsory in elementary school.

There are four skills in English: listening, speaking, reading and writing. Between one and other skills have relevance to develop English. One of the aspects to support English skills is Vocabulary. Vocabulary is the most important thing that must be learned before others because language consists of words. Vocabulary is collection of words that an individual knows. Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002: 15). On other word, vocabulary cannot be separated from other language skills." Allah said in holy Qur'an surah Al-Baqarah verse 31-32:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

﴿٣١﴾ قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا بِهَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

This verse tells to mankind that Allah has given names of everything in the world. It means that “names of everything” or vocabulary is very important component that the students must master it for learning a language. If their vocabulary mastery is good, they can understand what they read.

It could be concluded that in communicating and interacting with other, everybody should use language. In acquiring the language, it is started from learning something simple, like add to vocabulary repertoire become master language.

The first thing in a person’s mind about vocabulary is a group of words on a certain language. However, there are many definitions about vocabulary taken from some experts. According to Murcia (2001, p.285), vocabulary is central to language acquisition, where the language is first, second, or foreign. While, Hatch and Brown (1995, p.1) defined vocabulary as a list or a set of particular language or list of a set of words that individual speaker may use. In addition, Hornby (1995: 133) also defined vocabulary as a list of words complete with their meanings. It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

There is misconception that all learning should not be in fun and relaxed atmosphere. Actually, it is possible to find learning not in serious and solemn condition. Games help language learners to learn a language and enjoys it at the same time.(Kim, 1995) Mei and Jing (2000, p.87) Consider that the way children learn their mother tongue is the same when they learn English as a foreign language through playing games where there is no stressful situation which make them can learn much more. By using game, student will enjoy a learning process which at first makes them feel bored. Classroom atmosphere that drive from the game can make student learn better because they learn without pressure.

Using the spelling bee game as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot. Furthermore, it is a precious resource to develop students' abilities in listening, speaking, reading, and writing. The writer is interested in using the spelling bee game in order to enrich and improve the mastery of the students' vocabulary. By using this media, it is hoped that the students can enjoy the teaching and learning process and can memorize the words easily.

In order to overcome the difficulties with the spelling of the students' written works, it is necessary to improve the students' spelling ability as well as their vocabulary mastery. Fachrurrazy (2011, p.90) states that spelling is one of the elements of vocabulary. Also, Ur (1991, p.60) states "The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling) in teaching

we need to make sure that both these aspects are accurately presented and learned.” Thus, once the students learn vocabulary, the spelling aspect is needed to be concerned or vice versa.

Besides, the teaching of vocabulary accompanied by spelling helps the students to master the four language skills. Huyen and Nga (2003, p.2), state that in learning a foreign language, vocabulary plays an important role because it is one element that links the four skills. The target of teaching and learning English in the classroom is student’s ability to produce spoken and written texts. Therefore, the product of spoken and written texts is inseparable from the knowledge that has been gained through listening and reading comprehension. Nevertheless, in SDN Kebun Bunga 6 Banjarmasin the teaching and learning of English vocabulary involves only giving lists of vocabulary items and asking the students to memorize them. The students are bored of the method of jotting down and memorizing the new words applied all the time. As a result, the students were not motivated to learn English vocabulary and spelling. Therefore, the students need a more interesting way to learn the meaning and how to spell English words.

One of the ways to improve the students’ spelling ability is through games. Kavaliauskiene (2000, cited in Rahayu, 2009, p.3) states that using games give a special chance for students to self-assess their progress in learning vocabulary and for a teacher to assess students’ progress.

One of the games that are appropriate in teaching spelling is *Spelling Bee* game since the purpose of this game is in line with two of language components of

English, vocabulary and pronunciation. Rahayu (2009, p.65), as the previous researcher who conducted the research on Spelling Bee game, states that Spelling Bee game was a complete package that can train students' spelling and vocabulary. The importance of Spelling Bee game is also suitable with the content standard of Indonesian curriculum (Badan Standar Nasional Pendidikan, 2006, p.124) that states the component of language such as vocabulary; structure, pronunciation, and spelling have to be taught cohesively with the language skill. According to Merriam-Webster (2011, p.2), the purpose of Spelling Bee game is to help the students improve their spelling, increase their vocabulary, learn concepts, and develop correct English usage.

To be proved how far Spelling Bee game could be improve students' vocabulary skill, in this thesis the writer tries to elaborate everything related to the technique of implementing Spelling Bee game and its effect for increasing students' vocabularies skill.

There was previous study written by Ningsih (2013) Entitled "The use of spelling bee game to improve students' vocabulary mastery". This study was pre-experiment design. The subjects of this research were 31 students of the 8th grade. The data were in the form of quantitative data. The data of this study were obtained through pre-test, post-test and questioner. The result of this research shows that there is significant difference between the vocabulary mastery of 8th graders of junior school before and after being taught by using *Spelling Bee Game*.

The similarity between the writer's research and this previous research is about teaching vocabulary. And the differences between the writer's research and this

previous research are this previous research using pre-experiment research and this study of learning using the use of spelling bee game to improve students' vocabulary mastery". Whereas the writer's research is using true-experimental Research and the study of learning using spelling bee game to improve students' vocabulary mastery.

Moreover, Ovaningtyas (2016) conducted the research entitled "Spelling bee game as a technique in teaching English vocabulary to the fourth graders of elementary school". This research is an experimental research which used quasi experiment research. The subject of this research contains 27 students; 14 males and 13 females. The writer used a test as instrument of the research. The form of the test is multiple-choice questions (MCQs), fill in the blank and matching. There are two kinds of test. They are pre-test and post-test. The result of this research shows that there is any significant difference between the vocabulary mastery of fourth graders of elementary school before and after being taught by using *Spelling Bee Game* technique.

The similarity between the writer's research and this previous research are about teaching vocabulary. and the differences between the writer's research and this previous research are this previous research using experimental research and this study of learning using spelling bee game as a Technique in teaching vocabulary. Whereas the writer's research is using experimental Research and the study of learning using spelling bee game to improve students' vocabulary mastery.

From the description above, The writer conducted a research entitled: *The effectiveness of spelling bee game to students in learning vocabulary mastery of fourth grade at SDN Kebun Bunga 6 Banjarmasin.*

2. Statements of Problem

Based on the background describe above, the problem is going to be discovered in this research As follows:

1. What is the result of the students' achievement who taught English by using spelling bee game?
2. What is the result of the students' achievement who taught English without using spelling bee game?

3. Objective of Study

1. To find out the result of teaching-learning process using spelling bee game in experiment class.
2. To find out the result of teaching-learning process without using spelling bee game in control class.

4. Significance of study

The result of the study is expected to give inputs and ideas to:

The English teacher knows that spelling bee game is effective to improve the student's vocabulary mastery at the fourth grade it's effective from the students significant achievement before and after the use spelling bee game, the study is

expected to provide information for the next English education students concerning the knowledge of learning vocabulary. In addition, this study is expected to provide information for English teacher in finding an appropriate method to teach vocabulary.

5. Definition of key term

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood as the following:

- a. **Effectiveness** means, producing the result that is want to know there is a result after using spelling bee games technique.
- b. **Spelling Bee game** as one of games to teach vocabulary this a game for learning English focusing on vocabulary items where the player will listen the word from teacher and then student spelling the word.
- c. **Vocabulary:** Vocabulary is a list of words and terms, sometimes accompanied by definitions or translations. Vocabulary is all about words, the words in a language or a special set of words you are trying to learn.

6. Hypothesis

Sugiono (2013, p.96) states that the hypothesis is a temporary answer toward the statement of research problem, where it is stated in the question form.

- a. Ha: is that “there is significance difference in students’ achievement in learning English before and after the spelling bee game.
- b. Ho: is that “there is no significance difference in students’ achievement in learning English before and after the spelling bee game.