

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The researcher presents the finding of the study. The data obtained from the observation, interview and documentation which are discussed on the theory and concept from the preceding chapter based on the research focus, how does the teacher use English spelling bee game in vocabulary mastery on the 9th grade of SMP Islam An-Nidhomiyah and what are the students' responses of using the English spelling bee game in students' vocabulary mastery on the 9th grade of SMP Islam An-Nidhomiyah. This part describes the method used by the teacher in teaching vocabulary namely spelling bee game and the students' responses about using the English spelling bee game.

The researcher conducted the research started from January 20th 2022 at ninth grade of SMP Islam An-Nidhomiyah. In this part, the researcher used observation to collect a data that related and needed in this research. Not only that, the researcher also conducted an interview to get the data that the researcher need. The researcher took the English teacher and all of the students in class ninth grade of SMP Islam An-Nidhomiyah as respondents. For the teacher, the researcher interviewed by giving some question that related with the research focus. For all of students at the 9th grade, the researcher interviewed

by giving some question and giving a paper to filling it in according to their respective opinions.

1. How Does the Teacher Use English Spelling Bee Game in Teaching Vocabulary on the 9th Grade of SMP Islam An-Nidhomiyah?

a. Result From Observation

The researcher did the first observation on Thursday January 20th, 2022. The researcher came to the school and gave a research permit to the principal of SMP Islam An-Nidhomiyah. After that, the researcher did the observation what the students' did with the teacher before entering to the class. It was started at 07:00-08:00 a.m.

There are three steps of teaching learning process in English subjects on the 9th grade of SMP Islam An-Nidhomiyah, they are pre-teaching, whilst-teaching and post-teaching. In this activity, the teacher tried to make the class conducive before the teaching learning process was begun. Then, the teacher asked to the students to pray together by reading the prayer. After that, the teacher greeted the students by saying salam and asked the students all of them were studying in good health or not. This activity of asking for news was carried out to find out whether students were mentally and physically ready for the teaching and learning process that would take place. Then, the students

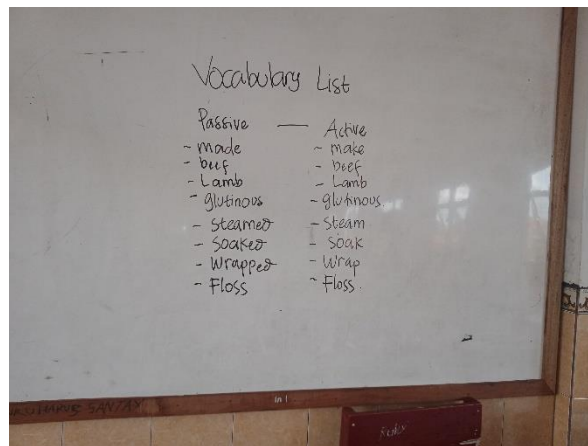
answered in unison that their news was fine. The teacher was very happy to hear their answers saying they were healthy. However, the teacher kept the students in attendance to find out who was absent from class and why.

The next activity is whilst-teaching activity. The teacher continued the material that had been taught last week. It aims to make students understood more about passive voice. In this case, the teacher also involved students so that they are active in the class by asked the questions about the definition and examples of passive voice.

After giving the examples of passive voice, the teacher asked to read the sentences about satai and lemper in their respective package books. Before that, the teacher asked the students to form two groups. The first group was assigned to read sentence about satai, while the second group was assigned to read sentences about lemper. Each group had one representative who would read the sentence aloud while the others paid attention to what the representative read. The teacher asked the representative to be able to make time efficient. The teacher also corrected the incorrect pronunciation so that they learn to read a passage well and correctly.

The teacher did not only asked the students to read, but also asked them to look for difficult vocabulary in the sentences of satai

and lempur for 5 minutes. This aims to provide opportunities for them to work with their respective groups. After finding it, the teacher asked about the vocabulary found and wrote it on the whiteboard. There are 8 vocabularies such as “made, beef, lamb, glutinous, steamed, soaked, wrapped, and floss”. After that, the teacher translated it into Indonesian so that students have new vocabulary. Here is the picture of vocabulary list that the teacher wrote used in the spelling bee game.



Picture I. Vocabulary list that used by the teacher.

The teacher also asked the students to change the passive word into the active word, thus becoming “make, beef, lamb, glutinous, steam, soak, wrap and floss”. After that, the teacher used English spelling bee game in teaching the vocabulary. The teacher started it by dividing the class into 2 groups, then she told the students about the rules of the game where the vocabulary on the whiteboard would be read by one group. Meanwhile, the other

group needed to spell the word that had been read by other group. If a group spelled it correctly, they got a score. When they understood the rules, the teacher erased the vocabulary on the whiteboard so that students did not cheat when the game got started, then the teacher invited students to sing the alphabet together to make it easier for them to spell the word.

The teacher started the game by asking the researcher to give the paper to the 2nd group then, they took the paper and got the word “beef”. Then the 1st group spelled that word but it was wrong. Continued for the 1st group who took the paper and the word they got was “lamb”. The 2nd group answered correctly so that they got a score. Next, the 2nd group got the word “make” and spontaneously, the 1st group answered correctly and their score were the same.

The 1st group got the word “glutinous” and the 2nd group felt confused to spell it, so the answer was wrong next, the 2nd group got “steam” and the 1st group was also wrong. From this, the score did not still change. Group 2 got turn to take the paper and the word got was “soak”. Hearing that word, group 1 answered loudly and the answer was correct. Therefore, their score increased to 2 scores. Group 2 was getting hotter knowing that group 1 got score again. Finally, the spirit of group 2 was getting higher and could not wait to spell the word taken by the group. Finally, group 1 took the paper

and got the word “wrap”. Spontaneously, group 2 spelled it but the answered was wrong. Game got over and from the score, the teacher informed that the winner of this game was the 1st group.

The last activity is post-teaching activity. In this activity, the teacher gave motivation and informed students that the next learning was about vocabulary using spelling bee game again but using the passive word.

The researcher did the next observation on Saturday, January 22nd, 2022. The researcher came to the school and did the observation at 9th grade. It was started at 09:00-10:00 a.m. The teacher entered the classroom after the bell rang exactly at 09:00 a.m. Then, the teacher also greeted the students as a sign that the lesson would be begun. The teacher also asked the students’ condition to ensure that they got ready to learn without any hindrance. After that, the teacher checked the attendance of students to find out students who came to school and those who did not.

In this activity, the teacher asked about the vocabulary they had acquired in the previous meeting. The teacher asked the students to mention the vocabulary. There were “made, beef, lamb, glutinous, steamed, soaked, wrapped and floss”. Then, the teacher formed the students into 2 groups. Each group consisted of 4

students. After that, the teacher invited students to sing the alphabet together to make it easier for them to spell the words.

In this game, the researcher also followed the game by giving the paper. The teacher started the game by pointing to group 1 to take the paper. The first paper contained the word “lamb”. Then group 2 spelled it but there was an error in their spelling. Therefore, group 2 had no score. After that, they took turns. Group 2 took the paper, while group 1 spelled the spoken word. The word was “beef”. Group 1 spelled the word correctly. They said “b-e-e-f”, so that the teacher applauded and gave it a score of 1. The game was continued by asking group 1 to take the paper which turned out to get the word “made”. Group 2 enthusiastically spelled the word correctly so that they got a score of 1. By this, both groups had the same score.

The game was continued and group 2 was tasked with picking up the paper. The word obtained by group 2 was “glutinous”. Then, group 1 spelled it correctly. It was continued to group 1 to take the paper and they got the word “steamed”. After they said the word they got, group 2 quickly spelled correctly too. The teacher applauded and they feel very happy.

Group 2 got turn to take the paper and the word got was “wrapped”. Hearing that word, group 1 answered loudly and the answer was correct so that their score increased to 3 scores. Group

2 was getting hotter knowing that group 1 got score again. Finally, the spirit of group 2 was getting higher and could not wait to spell the word that would be taken by the group. Finally, group 1 took the paper and got the word “soaked”. Quickly and compactly, group 2 answered correctly and got an additional score so that it became 3 scores. Hearing this, group 2 was all happy and jumped up and down. The teacher told them that the score was obtained.

The words on the paper had 1 remaining. Next, the teacher decided to have a speed race. The teacher would read the remaining words. For those who could answer quickly and correctly, they would get a score and of course would be the winner. All groups simultaneously said they understood and they were ready. Then, the teacher said the word aloud and the word was “floss”. Spontaneously, the representative of group 2 raised her hand and spelled” f-l-o-a-s”. The teacher said that the answer was wrong. Finally, the teacher threw to group 1 to spell it. Then, group 1 answered by saying “f-l-o-s-s”. The answer was correct. So from this, it could be seen that the winner of the spelling bee game was group 1 again. Then, the teacher and the researcher congratulated and gave gifts to group 1.

After the researcher observed to the class, the researcher made the check list to the students who do the point in the table in observation guideline.

Activities	Yes	No
1. students learn vocabulary by using spelling bee game	✓	
2. students learn enthusiastically	✓	
3. students feel enjoyed	✓	
4. more lively class atmosphere	✓	
5. This game help build children's self confidence	✓	
6. students more active in the class	✓	
7. students increase their vocabulary	✓	
8. students improve their spelling	✓	

Chapter II. The observation guideline used by the researcher

Based on the observation guideline above, the researcher gave a check list of “yes” for all columns because the students really did the activities in the table by looking at the results of the observation above. From the result of observation guideline, the students learned vocabulary by using the spelling bee game and they were very enthusiastic. The class atmosphere was more lively using this game. Students could more be active, increase their vocabulary and spell word well.

b. Result of Interview

The researcher did the interview on Thursday January 20th, 2022. The researcher interviewed the teacher by giving some

question that related with the research focus. The result of interview will be explained as follow:

Researcher : “what is spelling bee game?”

Teacher : “spelling bee game is a competition about spell the word. A competition that help children improve their spelling, increase their vocabulary and build children’s self-confidence”

Researcher : “is it right, in teaching vocabulary using spelling bee game?”

Teacher : “yes of course”

Researcher : “what is your reason for choosing spelling bee game in teaching vocabulary?”

Teacher : “because I think, this game is effective, this game can brings student a fun way learning. Why? Because this game creates relaxed and fun atmosphere so that the students get a chance to practice and learn new words. So, I choose spelling bee game in teaching vocabulary”

Researcher : “how do you use the spelling bee game when teaching vocabulary?”

Teacher : “Firstly, I divide them into two teams, then I asked them to stand at the front of room. After that, I tell them about the rules of spelling bee game. After they understand the rules that have been explained in this game, I tell them to sing the alphabet. Next, one group reading the word and the other group spell the word that the first group given”.

Researcher : “okay, in your opinion is this game useful or have some benefits?”

Teacher : “of course”

Researcher : “can you mentioned it?”

Teacher : “okay first, build self-confidence. Second, encourage students’ motivation. Third, improve vocabulary mastery and the last make the students feel happy”.

The result of the interview above, the teacher said that the way of using spelling bee game in teaching vocabulary is by dividing students into 2 teams, standing at the front of room, telling the rules of game, singing the alphabet together, reading and spelling the words they got. She also said that spelling bee is a game which belongs to effective

way in teaching vocabulary. It can make the students improve their self-confidence and got the new vocabulary. Spelling bee is very useful because it has many benefits. It can make the students more active, improve vocabulary mastery and make they enjoy and happy.

2. What Are the Students' Responses of Using the English Spelling bee Game in Students' Vocabulary Mastery on the 9th Grade of SMP Islam An-Nidhomiyah?

a. Result of interview

The researcher made the interview to eight students at 9th grade of SMP Islam An-Nidhomiyah. Here are the data:

1) Interview to nurus sholehah

- Researcher : *"apa pendapat kamu tentang permainan spelling bee?"*
- Nurus : *"permainan yang bisa membuat semua teman saya didalam kelas menjadi tidak mengantuk, jadi lebih aktif dan berani berpendapat"*
- Researcher : *"so you are happy?"*
- Nurus : *"yes, I am happy"*

The result from interview with Nurus Sholehah, she said that this game was fun way learning because this game can make all of the students less sleepy and more daring in answering during the game.

2) Interview to Tamam

- Researcher : *"do you feel enjoy with the spelling bee game?"*
- Tamam : *"yes, I feel enjoy"*
- Researcher : *"okay, setelah menggunakan permainan ini apakah kosa kata kamu semakin menambah"*

dan kamu bisa meneja kosa kata yang diberikan?”

Tamam : “iya mbak benar. Saya merasa sangat enjoy. Permainan ini juga dapat menambah kosakata saya dan pastinya bisa meneja kata juga. Apalagi tadi diawal sudah bernyanyi alphabet bareng bareng jadi lebih mudah dalam meneja”

From the interview with Tamam above, he enjoyed the spelling bee game. This game could increase the vocabulary and it could make him spell the word well. He finds it is helpful when he sang the alphabet song which makes him easier to spell.

3) Interview to Dimas Dwi Saputra

Researcher : “Dimas, can you tell me what do you think about the spelling bee game?”

Dimas : “yes mbak. Spelling bee game is game about spell the word. *Game ini membuat saya bisa meneja kosakata dengan baik sehingga setelah saya bisa meneja tidak akan terjadi yang namanya salah arti mbak. Contohnya banyak sekali dulu itu saya tau kosa kata tentang school tapi saya tidak tau jika saya disuruh menulis kata school itu. Jadi dengan permainan ini, saya bisa tau kosakata itu dengan baik*”.

The result from interview with Dimas Dwi Saputra, he said that this game could make students spell words well so that there are no misunderstandings. Many students are familiar with the vocabulary but they cannot spell it well so they get misunderstanding. Therefore, this game is great for improving vocabulary mastery as well as spelling.

b. Result of member checking

Name: *Dimas Dwi Saputra*
Class: *IX*

Member Checking

Activities	Yes	No
1. I study English using spelling bee game	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. I study English happily	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. I feel enjoyed using spelling bee game	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. I can increase my vocabulary by spelling bee game	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. I can improve my spelling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. I am more confident when learning vocabulary	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Picture III. Member checking used by the researcher

Based on checking of data validity using member checking, the result showed that the students feel enthusiastic using spelling bee game in teaching vocabulary. Moreover, they could increase their vocabulary, spell the word well, they do not feel bored and the most important thing is that they could be active.

B. Discussion

1. The way the teacher use English Spelling bee game in Teaching vocabulary at the 9th grade of SMP Islam An-Nidhomiyah

From the research finding above, the researcher got the data about how the teacher used spelling bee game by using the following steps.

They are: *first*, dividing the class into two teams, have them stand in two lines facing each other. *Second*, standing at the front of the room between the two teams. *Third*, telling them about the rule of spelling bee game. *Fourth*, sing the alphabet song together. *Fifth*, reading from a prepared list words and giving the first students word to spell. The last is that the students must repeat the word, spell it and then repeat the word again. If the word is spelled correctly, the other team will be given a new word. The researcher found similarity with steps done by Leni Nurpitasari discussed in chapter II and the English teacher at the 9th grade of SMP Islam An-Nidhomiyah.

The researcher made two observations to answer the first problem formulation, namely how does the teacher use the English spelling bee game in vocabulary mastery on the 9th grade of SMP Islam An-Nidhomiyah. The researcher did the first observation on Thursday January 20th, 2022. In the first observation, as usual the teacher greeted and prayed together. After that, the teacher also did not forget to attend the students to find out who come to class and who did not.

In the first observation, the teacher asked students to read passive voice sentences about satay and lemper. The teacher also asked the students to look for difficult vocabulary in the sentence. The words were “made, beef, lamb, glutinous, steamed, soaked, wrapped, and floss”. After that, the teacher asked the students to change the passive word to be active. It was done because the teacher would use the spelling bee

game in teaching the vocabulary having been found for students' English vocabulary mastery.

In this game, the teacher divided the students into 2 groups first. Each group consists of 4 people. Then, the teacher asked students to line up according to their groups in front of the class and told them about the rules in the spelling bee game. The rules of the game are that one group would take a paper that had contained vocabulary and read it clearly to the other group. Meanwhile, the opposing group was tasked with spelling out the words that had been read. If the word was spelled correctly, they would get a score. After telling about the rules of the game, the teacher asked the students to sing the alphabet songs together to make it easier for them to spell words. Then, the game began.

The teacher started the game by telling group 2 to take the paper and read the words they got, while group 1 was tasked with spelling out the words read by group 2, and so on. Group 1 would take the paper while group 2 would spell the word given. There were 7 selected vocabularies in this game, namely “make, beef, lamb, glutinous, steam, soak and wrap”. The two groups spelled very boldly and in unison. But indeed there were some groups got wrong when spelling words. Even so, they were still happy and they enjoyed playing the spelling bee game because they can add and spell vocabulary. The final score in this game was 2-1. Score 2 for group 1 and score 1 for group 2. Finally the teacher informed that the winner in the spelling bee game was group 1.

The teacher congratulated group 1 and she did not forget to keep encouraging group 2. The teacher informed the students that the next meeting, they would play the spelling bee game again using the vocabulary but in passive form. Hearing this information, the students were very happy and enthusiastic about this game.

In the second observation, the researcher found the teacher greeting, asking how the students were, and checking the students' attendance. After that, the teacher reminded again that in this meeting, they would play a spelling bee game using passive words. The way the teacher used the spelling bee game was by dividing the group again with different members from the first meeting. Then the teacher told them to come forward and tell them again about the rules in this game. Next, the teacher invited students to sing the alphabet together, and the game begun.

In this game, the teacher asked group 1 to take a paper and read the word they got while group 2 spelled the word given, and so on. In this game, there were 8 vocabularies, namely "made, beef, lamb, glutinous, steamed, soaked, wrapped and floss". 7 vocabularies were chosen by each group, while 1 word was competed for speed. It was done because their score got the same, namely 3-3. The 1 remaining word was answered quickly by 2 but the spelling was wrong. Then the teacher threw it to group 1 and they easily answer quickly "f-l-o-s-s". The teacher applauded and congratulated group 1 for being the

champion again in this game. Seeing their enthusiasm, the teacher gave a small gift to the group 1.

In this game, the researcher also saw that the students were very enthusiastic and they enjoy it. It was proven from the way they answered quickly and loudly. They were also more daring to try to answer without fear of being wrong. This shows that the spelling bee game can increase their self-confidence. This is in accordance with one of the benefits of the spelling bee game by Leni Nurpitasari, namely this spelling bee game can bring students a fun way learning. Students will be more relaxed so they can practice and learn new word by this game.

The researcher also got the information from interview with the English teacher on the 9th grade of SMP Islam An-Nidhomyah that spelling bee creates relaxed and fun atmosphere so that the students get a chance to practice and learn new words. The way the teacher used the English spelling bee game in teaching vocabulary by dividing the students into 2 groups, asking them to stand in front of the class, telling them the rule of the game, singing the alphabet together and one group read the word while the other group spelled it. If the word spelled correctly, they will get a score.

2. Students' responses of Using the English Spelling bee Game in Students' Vocabulary Mastery on the 9th Grade of SMP Islam An-Nidhomiyah

According to Leni Nurpitasari and Wan Julia Mayasari in a journal entitled "The Use of Spelling Bee Game to Increase the Students' Vocabulary Mastery of the Seventh Grade at SMPN 1 BANTAN" spelling bee has some benefits. It helps students improving vocabulary mastery, bringing the students a fun way learning and increasing students' motivation in learning vocabulary. Therefore, it can create good responses for the students. They will feel fun and they will get motivated. It is suitable with the data gotten by the researcher. The researcher found similarity dealing with the students' responses while learning vocabulary using spelling bee game.

The researcher has conducted interviews with 9th grade students of SMP Islam An-Nidhomiyah by asking 2 questions, namely "do you feel happy with the spelling bee game?" and "what is your response about the spelling bee game?". The question was answered by all of students on the 9th grade of SMP Islam An-Nidhomiyah.

The researcher got the information from interview that the all of students have good responses of the English spelling bee game using in learning vocabulary. They were very happy with the spelling bee game. This game made them more active and confident. This is evident from how often they tried to answer the spelling of words. In addition, this

game made the atmosphere more alive because it can make students not to feel sleepy while studying. Spelling bee game also made them increase their English vocabulary and spell the words well. By knowing the spelling correctly, students will no longer misunderstand. Students will add new vocabulary, know the meaning and of course they will be able to spell words well.

In addition, the researcher also got the information related with the students' responses of using the English spelling bee game in vocabulary mastery on the 9th grade of SMP Islam An-Nidhomiyah from member checking that showed the students really enjoy this game, it made them more confident, increasing their vocabulary and spelling the word well.