

**THE USE OF SPELLING BEE GAMES IN IMPROVING  
ENGLISH VOCABULARY STUDENTS  
AT NEGERI 8 MAKASSAR**

**SKRIPSI**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA  
MAKASSAR  
2022**

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AT SMP NEGERI 8 MAKASSAR**

**SKRIPSI**

**Submitted in Partial of the Requirement for the Degree of  
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**BOSOWA**

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Makassar, 19 Agustus 2022

Yang membuat pernyataan,



Natalia Padidi

## ABSTRACT

**Natalia Padidi. 2022.** The Use of Spelling Bee Games in Improving English Vocabulary Students at SMP NEGERI 8 MAKASSAR. (Supervised by Dahlia and Fansury ).

This research was conducted with the aim of determining whether or not there was an improving in students' English vocabulary by using Spelling bee games in grade 7 students of SMP Negeri 8 Makassar.

This study used a pre-experimental design with pre-test, post-test, and data analysis. The population in this study were students of SMP Negeri 8 Makassar for the 2021/2022 school year. the sample in this study was 36 students in grade 7.4.

The results of this study were analyzed using a paired sample T-test on SPSS. According to the results of using the bee spelling game, it can increase the vocabulary of grade 7.4 students of SMP Negeri 8 Makassar. This can be seen based on the results of the Paired Sample T-test on the pre-test value the column is 0.00. thus, it can be concluded that the Spelling Bee games can improve students' vocabulary skills in english learning at SMP Negeri 8 Makassar.

Keywords: Spelling Bee, Games, Vocabulary

## ABSTRAK

**Natalia Padidi. 2022.** The Use of Spelling Bee Games in Improving English Vocabulary Students at SMP NEGERI 8 MAKASSAR. (Supervised by Dahlia and Fansury).

Penelitian ini dilakukan dengan tujuan untuk mengetahui ada atau tidaknya peningkatan kosakata bahasa Inggris siswa dengan menggunakan permainan mengeja lebah pada siswa kelas 7 SMP Negeri 8 Makassar.

Penelitian ini menggunakan desain pre-experimental dengan pre-test, post-test, dan analisis data. Populasi dalam penelitian ini adalah siswa SMP Negeri 8 Makassar tahun ajaran 2021/2022. sampel dalam penelitian ini adalah siswa kelas 7.4 sebanyak 36 siswa.

Hasil penelitian ini dianalisis dengan menggunakan uji paired sample T-test pada SPSS. Menurut hasil penggunaan permainan mengeja lebah dapat meningkatkan kosakata siswa kelas 7.4 SMP Negeri 8 Makassar. Hal ini dapat dilihat berdasarkan hasil uji Paired Sample T-test pada nilai pre-test dan post-test yang menunjukkan nilai sig. (2-tailed) kolomnya adalah 0,00. dengan demikian, dapat disimpulkan bahwa permainan mengeja lebah dapat meningkatkan kemampuan kosakata siswa dalam pembelajaran bahasa Inggris di SMP Negeri 8 Makassar.

Kata kunci: Permainan, Mengeja, Kosakata

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Makassar, 18 July 2022

Natalia Padid



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## **CHAPTER I**

### **INTRODUCTION**

This chapter covers the background, identification of problem, scope of the research, formulation of the problem, the objective of the research and the significant of the research.

#### **A. Background of the research**

Language can not be separated in human life. We use language to communicate one to another. Through language, people gain a better insight into human relation. We use language to express our ideas and thought. According to Mangum (2010:257), “most linguists consider human language a unique type of communication system”. Through language, people gain a better insight into human relation. They use language to express their ideas and thought.

In this globalization era people use English as an important language because English became an instrument for communication with people around the world. Language and human being cannot be separated. Human life perspicuity can run well. They're using language to communicate something one another. Through language, people gain a better insight into human relation. They use language to express their ideas and thought.

One of English components to be taught to the learners is vocabulary. As it has primary role for all language skill. Without

extensive vocabulary knowledge, even those who show mastery of grammar might experience the failure to communicate.

Moreover, vocabulary knowledge plays an important role in language learning. Language ability of learners will be improved overall by vocabulary. And the vocabulary also is more important than grammar as the basic of knowledge. So it is known that “word” is the most common element in sentences because a language is a collection of word. The complex materials need to be understood through the vocabulary knowledge as an important part of language.

Problem in learning and teaching English language is English as a foreign language (EFL). English language is completely different of Indonesian language in the system of structure, pronunciation and vocabulary.

In teaching vocabulary, the teacher should facilitate the student to master vocabulary. The fact problem that faces in teaching vocabulary class is students only force to remember a long list of vocabulary without a change to the vocabulary to know. Another problem is the students don't take attention in teaching learning process. Students are not interested in learning vocabulary because they are difficult to memorize the new vocabulary.

Furthermore, according to Cahyani (2016:2) she found that there were some problems in mastering vocabulary. Students have difficulty to remembering the meaning of vocabulary. They're lazy to open their

dictionary and getting bored in class. The students have low motivation in learning English because they feel English is difficult. The teacher must find other technique in teaching vocabulary to make students interesting and enjoy in learning process.

Therefore, to solve the problems above, researcher realize that the teacher has an important role in teaching. In junior high school teacher often find difficulties in teaching vocabulary because some teacher still using traditional method. The teacher should be creative to discover way to help students resolve issue in learning English, especially vocabulary. In teaching vocabulary, the teacher should find suitable method to teach and should be taught in various ways so that the students could be interested in learning. Azzar (2012:253) state that the use of game in teaching vocabulary is a way to make the lesson more interesting, enjoyable and effective.

According to Ur et al. (2014), there are a lot of activities that can be used to teach vocabulary, one of which is a game such as the Spelling Bee game (SBG). Spelling bee game is an activity that could give enjoyment. Spelling bee game also can be used as a technique to teach English especially vocabulary, because spelling bee game is not only merely fun but also contains educational learning. According to Macmilan (2012:3) a spelling bee is a competition can help students to improve their spelling, increase their vocabulary, and develop correct English usage.



In this research, the reason why the researcher use spelling bee game in teaching vocabulary because spelling bee game was a fun activity and increased students' interest to learn. The researcher was interested to know whether there was any significant difference in the result teaching vocabulary by using spelling bee game and without using spelling bee game.

### **B. Identification of Research**

Base on the background of the research, the researcher problem focus, on:

1. Students often have trouble understanding English text and sentences because they are less in vocabulary.
2. Students get bored while learning vocabulary.
3. Many students have low motivation to learn English.

### **C. Scope of The Research**

Based on the background and problem statement, in this research the researcher focused on the use of spelling bee games in improving English vocabulary of the 7th grade students at SMP Negeri 8 Makassar.

### **D. Formulation of the Problem**

Based on the background of the problem above, the formulation of the problem, follow :

Can the use of Spelling Bee Games improving the students' English vocabulary at the 7th grade students of SMP Negeri 8 Makassar ?

### **E. The Objective of The Research**

The objective of this research is:

To find out whether or not improving students' English vocabulary by using the Spelling Bee Game at the 7th grade students of SMP Negeri 8 Makassar.

### **F. The Significant of The Research**

Hopefully, the significant of the study can be useful for the students itself, the teacher and also for the researcher, as follows:

1. For students, the result of this study is expected not only to increase students' motivation because it is given in game form. in learning English, but also to increase their vocabulary by using spelling bee games.
2. For the teacher, this study is hoped to be one of some alternatives in teaching vocabulary through implementing on of vocabulary games.
3. For the other researcher, it is hoped that this study could be one of some references.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the theoretical review, the previous related research finding and the conceptual of framework

#### **A. THEORETICAL REVIEW**

In the theoretical review, the research examines some theories that become the frames of thoughts of the study.

##### **1. Definition of Vocabulary**

Vocabulary is an important element in language learning as it helps students express their feelings, thoughts and opinions.

According to Kurnianty (2014:2), vocabulary is the content and function of language which are learned so thoroughly that they can be used in the performance of any communication act. According to Nation (2001), vocabulary learning is not a short-term period, so students need to learn a lot of words that are useful to them.

Young learners need to pay attention to some elements of English language such as pronunciation, spelling, structure, and vocabulary. To acquire English skills, students need to know the language's vocabulary, a list of words with meanings. This helps improve skills (Linse:2005).

According to Syafrizal and Haerudin (2018:41) Vocabulary can be defined, roughly, as the words we teach in the foreign language. Vocabulary is one of the language aspects that is supposed to be

learnt when learning a language since there is a belief that learning a foreign language is similar to learn its vocabulary. Vocabulary is also very important in English teaching and learning. Vocabulary is a basic skill to communicate with each other, people will not able to communicate without knowing any vocabularies.

Knowledge about vocabulary is the first step to mastering four language skills. As stated by Morrow in Demirbas (2013:108), receptive and productive skills are the combination of four skills: listening, reading, speaking, and writing skills. Nothing can be taught without grammar and vocabulary. Vocabulary enables people to express their thoughts, feelings and needs.

Therefore Watkins (2007:34) in his study says that learning some words and phrases in new language allow people to start communicating at once. Vocabulary is needed in all language communicate.

In addition, Nurhayati (2016:52) state, it is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. It means that vocabulary play a significant role to conduct communication or in other words the lack of practicing this skill arises some problem of students.

In the Indonesian context, Rinaldi etc. (2013) 26.67% of Bengkalis Polytechnic Riau Indonesia students have less than 1000 words, 40% have 1000 words, only 33.3% of students have 2000

words and 4000 words. Words that turned out to be no student. The results are in line with the Jiangzu China Undergraduate (Liu 2016) survey.

Liu (2016) found that none of the participants reached proficiency levels in the 3000, 5000 and academic word categories, but 2000. Learning strategies and more independence in learning.

Therefore, Rinaldi, etc (2013) and Liu (2016) suggest that language learners explore more approaches to vocabulary skills such as vocabulary learning strategies and more independence in learning.

Vocabulary is central to language and critical importance to typical language learner ( Fauziati 2010:61). Without proper vocabulary, you cannot communicate or express your thoughts effectively, whether verbally or in writing. A limited vocabulary is also an aspect that discourages learners from learning a foreign language.

Alqahtani (2015) argued that acquisition of sufficient vocabulary is essential for successful foreign language use. Language learners without a rich vocabulary are unable to use learned structures and functions for intelligible communication.

Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e g., Nation, 2001; Alqahtani,2015).

From a few definitions above, we can conclude that vocabulary is the one of the important aspect in learning language as a collection of the words that used by speakers to communicate both, oral or written form.

## **2. The Importance of vocabulary**

Vocabulary is used in human daily life to communicate each others. People express their ideas, love desire, ambitio, gratitude, joys, sorrow, frustration,etc. by using vocabulary to communicate, people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists.

According to Michael lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary students are not able to understand others or express their own ideas.If you speed most of your time studying grammar, your English not improve very much. You see most improvement if you learn more words and expressions.You can say very little grammar, but you can say almost anything with words.

Based on the explanation above, it does not necessarily means lowering the important of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they be easy to study all parts of English.

### **3. Function of vocabulary**

Gains and Redman conclude that by learning vocabulary, the learners can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing.

In this case, the statement noted by Legget said that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this research the researcher can be concluded that function of vocabulary is the students can be recognize all the words in writing, comprehend the context of reading and can remind and use them speaking and writing.

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

### **4. Concept of Vocabulary**

There are some many concept of vocabulary. According to Nurjidah (2018:24) :

- a. Vocabulary is the stock of the words used by a people, or by a particular class or person.

b. Vocabulary is a list or collection of a language, book, author, branch of science, or the like usually in alphabetical order and defined.

c. Vocabulary is the words of the language.

d. Vocabulary is word-book, glossary, dictionary or lexicon.

e. Vocabulary is the sum or scope of one's expressive technique, as in the arts.

### **5. Kinds of Vocabulary**

According to Johnson (2008:93) there are four kinds of vocabulary, they are:

#### **a. Listening Vocabulary**

Listening vocabulary is the words we hear and understand, commonly called the words we know. This is the largest of our vocabularies and what other vocabularies are built on it.

#### **b. Speaking Vocabulary**

Spoken language is the language used in conversation. The listening vocabulary is more than the speaking vocabulary because understanding of some words is incomplete or context dependent (words are understood in the context of a sentence or situation, but not necessarily by themselves). So adding both depth and her 16th dimension to your knowledge of words will help you express your thoughts more efficiently and effectively.



### c. Reading Vocabulary

Reading vocabulary is the words we can read. Most students come to school with little vocabulary to read. In addition, approximately 3,000 new words are added each year. As mentioned earlier in this book, learning to read is much easier when students read words in both listening and speaking vocabulary. Therefore, increasing the number of words in a student's listening vocabulary facilitates learning to read and write.

### d. Writing Vocabulary

Writing vocabulary is the words we use to express ourselves in writing. This is usually the smallest of the four words. We write only in words that we can read and understand. Similar to listening and speaking vocabularies, reading vocabularies outnumber writing vocabularies. Indeed, there are several words in a sentence and the collection of these words belongs to the vocabulary. This is because a vocabulary is a list or collection of words arranged alphabetically and described. These words are nouns and are usually used as subjects or objects, verbs, or as procedural sentences or adverbs.

## 6. Types of Vocabulary

In vocabulary there are some types that need to be learnt. According to Thornburry (2002: 4), he explains that there are at least eight type of vocabulary. There are:

a. Noun

Noun is important part of speech. It's arrangement with the verb helps to form the sentences core which is essential to every complete sentence. Noun is relates with name of something like place, plant, people, and others.

b. Verb

A verb is the part of word classes that describe an action or occurrence or indicate a stage of being. Verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number which require agreement with the subject.

c. Adverbs

Adverbs can be used to describe or modify verbs, adjective and other adverbs. Adverb is a word that explain about how the process, time and where the thing happen. For example; yesterday, now, tomorrow, certainly, maybe, etc.

d. Adjective

Adjective is modifier that ha the grammatical property comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede. Adjective is a word that uses to expand and narrow the meaning of noun. It means that adjective are word that describe noun. For example: beautiful flower, blue sky and red lip.

e. Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as a word that takes the place of a noun is applicable to some types of pronouns but not to others.

f. Preposition

The preposition is classified as a part of speech in traditional grammar. However preposition as well as conjunctions differs from other parts of speech in that (1) Each is composed of a small class of words that have no formal characteristic ending.

(2) Each signals syntactic structures that function as one of the other parts of speech. Preposition range in meaning from such definite semantic nations as time, place, etc.

g. Conjunctions

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a large unit.

h. Determiner (Article)

The two articles are the and a or an. They will use with a singular or plural noun: is a general used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound.

## 7. Participles of Vocabulary

According to Yoanis (2017), in order to intentionally develop vocabulary, students should be clearly taught both specific words and word-learning strategies. Certain vocabulary teaching requires viewing vocabulary in the rich context provided by authentic texts, rather than in isolated vocabulary exercises, to deepen students' knowledge of word meanings.

Such instruction does not always begin with a definition, because knowing what a word means is often the result of knowing what it means.

It goes beyond definitional knowledge and engages students in actively using and thinking about word meanings, as well as creating word relationships.

There are five guiding principles on vocabulary acquisition which need to be considered:

- a. The Principle of Cognitive Depth: The more one manipulates, thinks about, and uses mental information, the more likely it is that one will retain that information. In the case of vocabulary, the more one engages with a word (deeper processing), the more likely the word will be remembered for later use.
- b. The Principle of Retrieval: The act of successfully recalling an item increases the chance that the item will be remembered. It

appears that the retrieval route to that item is in some way strengthened by being successfully used.

- c. The Principle of Associations: The human lexicon is believed to be a network of associations, a web-like structure of interconnected links. When students are asked to manipulate words, relate them to other words and to their own experiences, and then to justify their choices, these word associations are reinforced.
- d. i.e. the principle of recontextualization: when words come together in reading and listening or are used in speaking and writing, context generation affects learning. This means that learning is supported when the words in the spoken text appear in new sentence contexts. Similarly, using the word to say something new helps you learn.
- e. The Principle of Multiple Encounters: Due to the incremental nature of vocabulary acquisition, repeated exposures are necessary to consolidate a new word in the learner's mind.

### **8. Principle in Teaching and Learning Vocabulary**

The teacher not only simplified the sentences they used when describing unfamiliar words, but they were sometimes required to use more complex constructions similar to those used by native English speakers. , the students expanded their vocabulary in different ways, according to their own preferences.

Wallance in Ni'Matul (2017:26), stated that main participles in teaching and learning vocabulary are as follows:

a. Aims

Whatever the program or activity, it always has an instinctive purpose. When teaching vocabulary, you should be clear about your goals and how much vocabulary you expect your learners to use. If this is not clear, it will be difficult to judge the success or failure of vocabulary learning

b. Quantity

Once you have decided what vocabulary learning will be included, you can decide how much vocabulary will be taught and how many new words your students will be able to learn. If you expect the words taught to become part of the students' active vocabulary, set the word count to 5-7 new words. Of course, the actual number will vary depending on a variety of factors that vary from class to class and learner to learner. Too many words can confuse, discourage, and annoy students.

c. Need

In most cases, the choice of vocabulary taught to the students, the teacher uses course books is syllabuses. In any case, the teacher in choosing the vocabulary that is going to be taught will relate to the aim of course and the objectives of individual lesson. It is also possible for the teachers, in a

sense to put the responsibility of choosing vocabulary to be taught to the students. In other words, the students are put in the situation where they have to communicate the words they need, as they need them, using the words as the information.

d. Frequent expose and repetition

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learnt the target words, the simple way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify the meaning. If the words have to be part of the students productive vocabulary, they must be given an opportunity to use them, as often as necessary from them to recall the words at all, correct spelling and pronunciation to recognize its meaning.

e. Meaningful presentation

When teaching vocabulary lessons, students need to have a clear and specific understanding of what the words mean and what they are referring to. This assumes that the words so presented are complete and their designations and references are clear.

f. Situational presentation

The words presented are suitable for the student's situation. With a good premise, enough time, and a convenient method, students automatically learn vocabulary well.

g. Presenting context

Words rarely occur by themselves, so it is important that students know the common collocations in which words occur. Therefore, from the outset, words must appear in their natural environment, so to speak, among words with which they are naturally associated. Collocations are words that are commonly associated.

## 9. Teaching Vocabulary

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students establish routines for learning.

Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. They should have a good ideas of how to explain their vocabulary so that they can improve attracted in learning the language.

language teacher, therefore, should posses considerable knowledge on how to manage an attracting classroom so that the learners can gain a great success in their vocabulary learning.



In Jermy Harmer's, there are some aspects that the teachers need to pay attention in teaching vocabulary, such as selecting vocabulary, what do the students need to know, stage in teaching vocabulary, and technique in teaching vocabulary :

1. Selecting vocabulary

One of the problems of teaching vocabulary is how to select what words to teach. Each word has one or more meaning. In a dictionary, there are many meaning for a word and represent a small function of all the possible words in a language.

2. What do the students need to know

In studying vocabulary, the teachers have to look at words in more details, since it clears that there is far more to a vocabulary item than just one meaning. So in learning process the students need to know what the meaning real is how words are used, word formation and word grammar. In teaching vocabulary, the teachers are able to summaries knowing a word for the students in the meaning, word use, word formation, word grammar.

3. Stages in teaching vocabulary

According to Thornbury there are three stages in teaching vocabulary namely presenting, practicing and revising.

4. Technique in teaching vocabulary

In teaching vocabulary, the teachers needs some effective ways in teaching. One of way is looking for a technique which suitable with

learner situation.

According to Nation, technique is a useful way to teach new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning.

#### **10. Techniques of Teaching Vocabulary**

Harmer provided some strategies in teaching vocabulary. They are realia, pictures, mime, action and gestures, contrast, enumerations, explanation, and translation.

##### **1. Realia**

In this vocabulary lesson, the teacher brings the real objects (objects) to be used in the lesson and introduces them to the students. The advantages of using realia to teach vocabulary to students are: The student's memory for the given vocabulary improves, the student's comprehension improves, and the vocabulary decreases. A monotonous teaching and learning process, especially in vocabulary lessons.

##### **2. Picture**

Picture can be used in so many ways that they are clearly essential for language teachers. You can use pictures to explain the meaning of the vocabulary. Teachers can draw pens, rulers, pencils, and books on chalkboards/whiteboards, or print magazines on cardboard with drawings of trucks, bicycles, trains, and buses. The teacher was able to bring her a mural with three people on it. A space that can be used to

introduce the meaning of a sentence, for example, there are three people in a classroom.

### 3. Mime, action, and gestures

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like 'from', 'to', etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

### 4. Contrast

Teaching vocabulary by contrast is closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

### 5. Enumeration

Teaching vocabulary through enumeration, the teacher introduces word by enumeration them with their general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as cat, dog, lion, snake, etc.

### 6. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It be important in giving such explanations to make sure that the explanations include information

about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

#### 7. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this impede the students’ learning since they want to hear and use the target language, it was not their own. Nevertheless, it seems silly not to translate ,a lot of time can be saved.

If the students do not understand a word and the teacher cannot think how to explain it, he can be quickly translate it.

Teaching vocabulary by using translation, the teacher asks the students to translate gaven words into their mother tongue. This strategy is very useful for the beginner learners.

#### **11. Definition of Game**

There are some definition of game. One of them according by Johan Huizinga (in Murtiningsih, 2013) is "an action or" voluntary activities, which are carried out within the limits of certain time and space limits that have been determined, according to accepted rules voluntarily but fully binding, with a purpose in itself, accompanied by feelings of tension and joy, and other awareness than everyday life". The definition it can be concluded that the

game has characteristics, limitations, and binding rules that distinguish it from activities in another life.

It's different with Freeman and Munandar (in Sigid, 2014) who defines a game as an activity which helps children achieve complete development, both physical, intellectual, social, moral, and emotional.

According to Wright (2006: 1) Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It means that games are commonly related with the enjoyable condition and pleasure.

According Blanka Frydrychova Klimova (2015: 2) Game as an activity with rules, a goal and an element of fun. In this research, the game is perceived as a meaningful fun activity governed by rules .

According Ana C.R Paiva et al (2016: 443), Games as a complement to traditional learning. Games also can be effective educational tools, since they are fun motivate the user, facilitate learning and increase the storage capacity of what was taught.

## **12. The Concept of Game**

There were many definitions about game, one of them is Kramer stated that games is an activity which has rules, a goal, and competition as parts of its component and criteria. Byrne in Deeseri gave the definition to

games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Hadfield in Asmirayanti said that games as an activity with rules, a goal and an element of fun. Plus, games usually are defined as a form of play concerning rules, competition, and an element of fun.

### **13. Reason for Choosing Game**

Reasons for Choosing Game There are some reasons why the teacher should apply game in the class. Wright, et al. (2006:2) stated that there are at least four reasons why the teacher should use games, they are:

- a. Language Learning is Hard Work Language learning is hard work. One that must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written compositions. Games help and encourage many learners to sustain their interest and work.
- b. Experiencing Language Games also help the teacher to create contexts in which the language is useful and meaningful. Games provide one way of helping the learners to experience language rather than merely study it.
- c. Repeated Use of Language Items. Many games similarly provide repeated occurrence and use of particular language form. By making language convey information and opinion,

games provide the key features of "drill" with the added opportunity to sense the working language living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced.

- d. Central to Learning. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time. The reasons above show us that applying game in the class has a lot of advantages. It can increase their interest in learning language considering how hard language to be learned is.

By using game, students are also able to get close to their friends because it needs communication when being played. Then games will also make students be more active during the class.

According to B.A.Beisenbaeva, U.I.Kopzhasarova(2014) suppose that while playing games students involuntary memorize new lexical and grammar material. Thus using games in foreign language teaching is one of the most effective ways that provide students with speaking opportunities and at the same time, motivate them.

#### **14. Definition of Spelling Bee**

Historically the phrase bee has been used to explain a get-together for communal work, like a husking bee, a quilting bee, or

an apple bee. According to etymological studies recorded in dictionaries, the phrase bee probable comes from dialectal been or bean (meaning "assist given with the aid of using neighbors"), which got here from Middle English *bene* (meaning "prayer", "boon" and "more provider with the aid of using a tenant to his lord"). Apparently, before there was an official or international competition according to the spelling bee itself, there were still many people who held this spelling competition, before the official competition was initiated in 1825. in last year.

First published in 1786 & often claimed to be "The blue-backed Speller". Today, the books on spelling published by the Webster, are used for teaching or learning, for students throughout the United States. Today, the key dictionary used for various competitions is the one that was printed by the Merriam-Webster.

Spelling bee have been held in Indonesia since 2003, at which time EF students fought to become champions. In the end, in 2006, a spelling bee competition was held on a larger scale, starting at the regional level (every EF branch in all of Indonesia will hold the competition), and then the national level which was held in Jakarta.

In 2018 the total regional participants for all of Indonesia reached more than 15,000 participants and those who entered the National term were more than 500 participants. In 2019, participants



for the EF Spelling Bee competition are required more than the previous year.

Spelling bee is the one of the games which is appropriate in teaching. The purpose of this game is in line with two of language components of English, vocabulary and pronunciation.

Fachrurrazy (2011: 9) states that spelling is one of the elements of vocabulary. "The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

According to Rohmawati (2015: 6) state that spelling bee is a complicated thinking process. It is not just about how to memorize and spell the letter of the word.

According to Vita (2018:21), the purpose of Spelling Bee game is to help the students improve their spelling increase their vocabulary.

### **15. Advantages and Disvantages Using Spelling Bee Game as a Media**

Using spelling bee game have several advantages and disadvantages as a media.

The first, spelling bee game help the students to spell the words correctly because when playing this game, the students learn to spell the words, learn the symbol, sound and the meaning of each words that already given by the teacher. The teacher can help them to improve the pronunciation of the word. This will make they have learned the correct between spelling and pronunciation and whenever

they suspect a misspelling, they can pronounce for spelling. With this games, students can minimize misspellings in the future.

The second, spelling bee game involve friendly competition and keep learners interested. Create the motivation for learners of English to involved and participated actively in the learning.

The Third, learning pronunciation using spelling bee games is brought real world context into the classroom, and enhances students' use of English in a flexible, communicative way. The role of spelling bee games in learning pronunciation cannot be denied.

Disadvantages of using spelling bee games in learning pronunciation. The researcher find some problems when implementing spelling bee in classroom.

The first one is time allocation. Learning new words by using spelling bee in classroom spend a lot of time more than study directly from the textbook. The second is level of difficulty of the words were the more difficult word.

The researcher chooses the spelling bee game because there are some benefits as students can improve their vocabulary mastery and try to remember vocabulary as soon as possible with a pronounced, pronounced not just uttered. The students can also learn vocabulary enjoy. This game can also build students' self-confidence because it is used in the game itself. Finally, teachers can apply creative strategies

in the learning process, thus, it will make students more interested in learning.

#### **16. How To Spelling Bee Games**

1. The organizer prepares a list of words that he will use in the game and distributes it to the participants.
2. Participants are asked to come forward and are given 2 minutes to spell.
3. The organizer will read out 1 word that will be spelled by the participant.
4. If participant do not understand, they can ask the definition of the word or its use in sentence.
5. If the participant still can not, it is recommended to say pass.
6. If the word is spelled correctly, the organizer says that's correct. (Radarsemarang.com)

#### **B. The Previous Related Research Finding**

In this research the researcher takes some previous studies. The first study is “The Use of Spelling Bee Game to Increase the Students’ Vocabulary Mastery of the Seventh Grade at SMPN 1 Bantan” written by Leni Nuspitasari (2018). In her research she use spelling bee game as technique in teaching vocabulary. Show that the students between pre-test and post-test had the different mean where using Spelling Bee Game could increase the test. She said that this game was effective to be used in teaching vocabulary. The student

must have strategies to memorize and practice new words and improve their vocabulary.

The second study is “The Effect of the Using Guess-The-Word Game in Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon” written by Rita Kumalasari (2018). In her study she finds there is any significant effect in using of guess-the-word game in learning vocabulary. The game makes the students more easily to add some vocabulary. The students are more enjoyable to learn using this game.

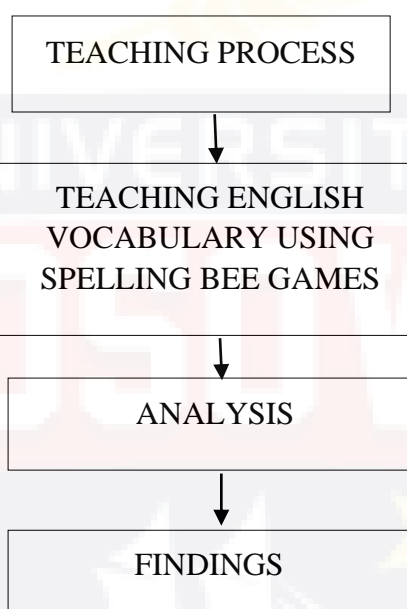
The third study is entitle “The Effectiveness of Using Scramble Game to Teach Vocabulary Mastery on Simple Past Tense of The Eight Grade Students at SMP N 2 Banyubiru” by Hidayatul Khoiroh (2019). In his research he use scramble game as technique in teaching vocabulary simple past tense to find out the effectiveness of the game. The techniques of collecting data were test and documentation. There were two kinds of test which were used, those were pre-test and post-test.

Therefore, there was significant difference after implementing Scramble Game toward students’ vocabulary mastery. Moreover, the effect size of experiment group was 2.91 which showed that using Scramble Game gave strong effect on students’ vocabulary mastery.

The result of the previous studies, the students can memorize the visual game and helpful in improve vocabulary, using game can

lower anxiety, making the acquisition of input more likely, game are highly motivating and entertaining, and can give the students more opportunities to express their opinions and feelings. Using game learn to acquire new experience, make at diversion to the regular classroom activities.

### C. Conceptual Framework



Based on the framework above, the researcher conclude that vocabulary is the one of the important part in English communication. The process how EFL learners' learning and acquiring English vocabulary has become the popular issue since English has considered as an international language in Indonesian school. Several students have difficulty to learn and memorize vocabulary.

Therefore, in this research, the researcher will use spelling bee game to make students learning vocabulary be fun and not monotonous. When the researcher conducted research at SMP Negeri 8 Makassar, the researcher gave some questions with multiple choice to the students. The researcher gave 20 minutes for answer the question.

During the treatment, the researcher gave worksheet containing pictures and multiple choice. Then Students were asked to match the picture and choice of words, under the picture. After that, the researcher gave wheather the answer is right or not. The researcher and students disscuss about the vocabulary was given and closed the class.

And second meeting of treatment, the researcher gave worksheet without multiple choice. Students wrote the right word based on the picture corresponding to the first meeting. After that, the researcher gave wheather the answer is right or not. The researcher and students disscuss about the vocabulary was given and closed the class. The last, the researcher gave a post-test same as in the pre-test.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter the researcher presents research design, research setting, population and sample, variable and the operational definition, technique of collecting data and the technique of analyzing data.

#### A. Research Design

According to Ary et al, (2010:302), there are pre-experimental design, true experimental, quasi-experimental design and factorial design. In this research was pre-experimental pre-test and post-test design. The researcher gave a pre-test about multiple choice to know their prior knowledge before giving treatment ( $O_1$ ), and then in treatment the researcher explained and teaching vocabulary using the spelling bee games technique (X), and finally the researcher gave a post-test to examine the students' vocabulary increasing ( $O_2$ ).

The formula was presented as follows :

Pre-test	Treatment	Post-test
$O_1$	X	$O_2$

Figure 1.2 The diagram of the research design

Sugiono, (2010:107)

## **B. Time and Location of the Research**

This research started on 18<sup>th</sup> May 2022 and took for one month. This research conducted at SMPN 8 Makassar at the 7<sup>th</sup> grade student in 2021/2022 academic year. The location of this research at Jl. Batua Raya No.1, Batua, Manggala, Kota Makassar, Sulawesi Selatan 90233.

## **C. Population and Sample**

### **1. Population**

The population of this research was the 7th grade students of SMPN 8 Makassar in 2021/2022 academic year. Consisting of 432 students divided into twelve classes which each class consist of approximately 36 students.

### **2. Sample**

The researcher used total sampling. Based on the total sampling, the researcher took one class VII.4 students of SMPN 8 Makassar as the sample. The total consists of 36 students.

## **D. Variables and The Operational Definition**

### **1. Variables**

#### **a. Independent variable**

The independent variable in this research was the used of spelling bee games.



### b. Dependent variable

The dependent variable of this research was students' English vocabulary.

## 2. Operational Definition of Variables

### a. Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.” Based on the statement, vocabulary is a particular skill which should be mastered by the students to understand other English skills, such as receptive skill (listening and reading) and productive skill (speaking and writing).

### b. Spelling Bee Game

Spelling bee is a complete package that can practice students' vocabulary and spelling. Spelling bee game is an activity that could give enjoyment. Spelling bee game also can be used as a technique to teach English especially vocabulary, because spelling bee game is not only merely fun but also contains educational learning. It was also such a great way to encourage the whole students in the class to work together.

## E. Instrument of the Research

The instrument of this research was vocabulary test. The vocabulary test administrated in pre-test and post-test. The instruments were vocabulary test to collect the data. The test

consisted of the spelling bee game which was specified by the researcher. Both pre-test and post-test basically were same. The students were given chance to answer the question for about 20 minutes in both tests (vocabulary test). Total of question are 15 multiple choice question. The question resource by <https://www.youtube.com/watch?v=JM0b4iM9E7g>

#### **F. The Procedure of Collecting Data**

To collect the data, some procedures are applies as follows :

##### **1. Pre-test**

Before gave some information and explanation of spelling bee game, the researcher gave pre-test to the student to know how students knowledge vocabulary.

##### **2. Treatment**

In the treatment, researcher gave two meeting for treatment. In the first meeting, the researcher introduced spelling bee game to the the students, after that researcher follow the steps below :

- a. The researcher provided a worksheet containing pictures and multiple choice.
- b. Students were asked to match the picture and choice of words, under the picture.
- c. After that, the researcher gave wheather the answer is right or not.

- d. The researcher and students discuss about the vocabulary was given and closed the class.

And second meeting of treatment, the researcher follow the steps below :

- a. the researcher gave worksheet without multiple choice.
- b. Students wrote the right word based on the picture corresponding to the first meeting.
- c. After that, the researcher gave wheather the answer is right or not.
- d. The researcher and students discuss about the vocabulary was given and closed the class.

### 3. Post-test

The last, the researcher gave a same test as in the pre-test.

### G. Technique of Data Analysis

The first, the researcher used the following formula in scoring the students test:

$$S = \frac{R}{N} \times 100$$

Where: S = score of the test

R = right answer

N = total of the test

(Arikunto, 2010: 271)

The data used SPSS 26 with the analysis of *Paired Sample T-Test* in order to know the significant level of the treatment effect.

The researcher has been classifying the score of students into the following measurement scale:

Table 3.1 classification of students' score

Score	Classification
90 – 100	Very good
70-89	Good
50-69	Fair
30-49	Poor
10-29	Very poor

(Puskur,2006:33)

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The test were done twice namely pre-test and post-test, the researcher gave the students' vocabulary test before and after the treatment. To know the students' vocabulary ability the researcher conducted pre-test and post-test. As mentioned before the researcherr used spelling bee games as instrument in collecting the data. It was given to the 7th grade students of SMPN 8 Makassar. Pre-test and post-test were done to get vocabulary score of the students. The students' scores in pre-test are presented in the following table. After analyzing the data derived from pre-test and pot-test below is the result of data analysis. The result of students' vocabulary score in pre-test and post-test could be seen in the table below:

**Table 4.1. Frequency Table Pre-Test**

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	2.8	2.8	2.8
	40	2	5.6	5.6	8.3
	47	3	8.3	8.3	16.7
	53	9	25.0	25.0	41.7
	60	8	22.2	22.2	63.9
	67	8	22.2	22.2	86.1
	73	2	5.6	5.6	91.7
	80	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

*Source:students pre-test score*

**Table 4.2 Frequency Table Post-Test**

Post-test					
	Frequency	Percent	Valid Percent		Cumulative Percent
Valid	73	11	30.6	30.6	30.6
	80	15	41.7	41.7	72.2
	87	5	13.9	13.9	86.1
	93	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

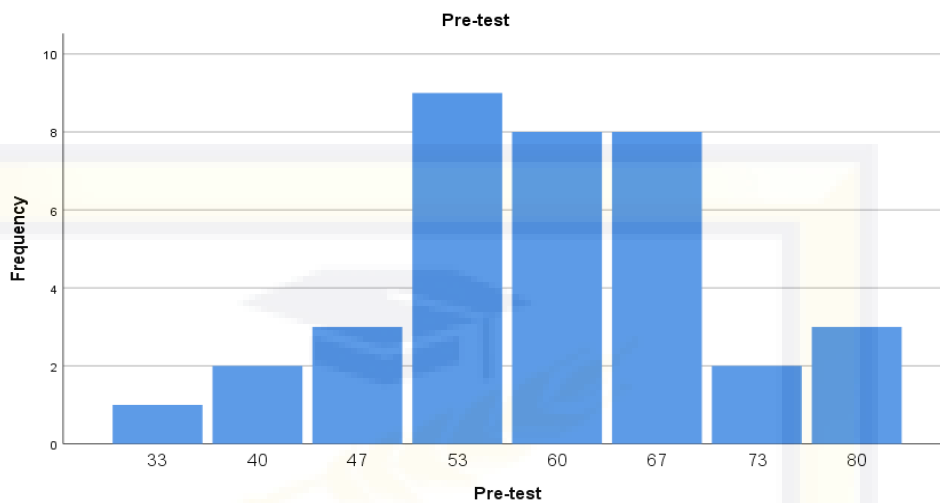
*Source: students score post-test*

Based on the table 4.1 and 4.2 above, there were 36 students as the sample of the research. The test was conducted by the researcher before and after treatments using Spelling bee games. The test focused on vocabulary test.

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' vocabulary ability before students were given the treatment.

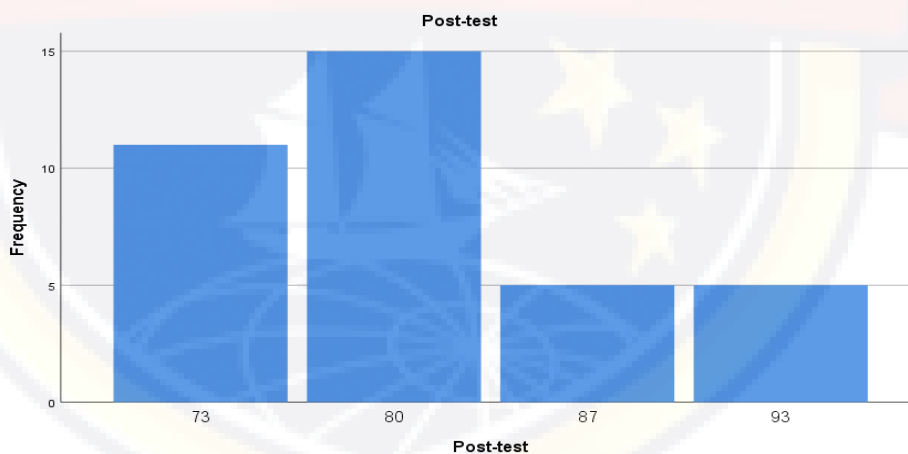
Instrument, the researcher provided a worksheet containing pictures and multiple choice. Students were asked to match the picture and choice of words, under the picture. After that, the researcher gave whether the answer is right or not.

For the post-test, the researcher gave the same explanation about the test same as the pre-test. The test intended to know the students' vocabulary ability after students were given the treatment.



*Figure 4.1. Students Pre-Test*

Based on figure 4.1 above, we could see the students' pre-test scores. which there are: 1 student who scored 33, 2 students scored 40, 3 students scored 47, 5 students scored 53, 8 students scored 60, 8 students scored 67, 2 students scored 73 and 3 students get a score of 80.



*Figure 4.2. Students Post-Test*

Based on figure 4.2 above, we could see the students' post-test scores. which there are: 11 students who scored 73, 15 students scored 80, 5 students scored 87 and 5 students who scored 93.

**Table 4.3. Students Paired Samples Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
Pair 1	Pre-test	59.25	36	11.195	1.866
	Post-test	80.64	36	6.791	1.132

Source : SPSS version 26

The data in the table 4.3 showed that the highest score of pre-test was 80 and the lowest was 33. And the highest score of post-test was 93 and the lowest 73. The mean score of pre-test was 59,25 and the mean score of post-test was 80,64. there was a difference in improvement when viewed from the comparison both.

**Table 4.4. Students Paired Samples Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-21.389	7.252	1.209	-23.843	-18.935	-17.697	35	.000

Source : SPSS version 26

In the table 4.4 we could see pair sample test, The researcher used a test to find out if there was an increase in vocabulary after the students were taught to use the spelling bee game. in this table it can be seen an increase, where the significance of the data shows the value of sig. (2-tailed)s' column is 0.00, if the significance value (2-tailed) $<$  0.05, the  $H_0$  is rejected and  $H_a$  is accepted and if the significance value ( 2-tailed)  $>$



0.05 then  $H_0$  is accepted and  $H_a$  is rejected. moreover in this table show  $H_0$  is rejected and  $H_a$  is accepted it means there were an impact using Spelling Bee Games to improving students vocabulary.

## **B. Discussions**

This section provides a discussion of the results of the data analysis, in which the results was presented in three steps.

The first step was a pre-test, in which the researchers gave the students an idea of their vocabulary skills before teaching them Spelling Bee Game. In a second step, the researchers treated the students with Spelling Bee Game for two days. The third was a post-test, which the researchers administered after learning Spelling Bee Game to see how students scored.

For the pretest, the researchers explained the test to the students, who seemed to be listening carefully, occasionally asking questions. The results of the pre-test showed that the students had deficits in vocabulary, especially in writing. picture. So the researchers taught students Spelling Bee Game, making it easier for students to distinguish each word based on the spelling.

At first, the students did not understand, but after asking several times, they began to understand how to distinguish the various spellings of words. For the post-test, students was given the same test as the pre-test. The researchers previously sampled a class 7.4 of 36 students. There were significant differences between the pre-test and the post-test based on

student scores and classifications. In the results, the study was successful, showing that the mean score on the pre-test improved from 59.25 to 80.64 on the post-test. It was found that after learning Scrabble, the students showed differences in their vocabulary. The results showed that students scored higher after using Spelling Bee Game than before. Therefore, this is accepted and encouraged to expand students' vocabulary, especially in writing.

Based on the study Leni Nuspitasari (2018) In her research, she use spelling bee game as technique in teaching vocabulary. Show that the students between pre-test and post-test had the different mean where using Spelling Bee Game could increase the test. She said that this game was effective to be used in teaching vocabulary. The student must have strategies to memorize and practice new words and improve their vocabulary.

According to Rita Kumalasari (2018) In her study she finds there is any significant effect in using of guess-the-word game in learning vocabulary. The game makes the students more easily to add some vocabulary. The students are more enjoyable to learn using this game.

And the last according to Hidayatul Khoiroh (2019) In his research he use scramble game as technique in teaching vocabulary simple past tense to find out the effectiveness of the game. The techniques of collecting data were test and documentation. There were two kinds of test which were used, those were pre-test and post-test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the results of this study, it can be concluded that Spelling Bee Game is capable of mastering students' vocabulary. students in grade 7.4 in the class had better development and post-test scores than their scores in the pre-test. in this study it means that Spelling Bee can improve students' vocabulary mastery in grade 7.4 students at SMP Negeri 8 Makassar 2021/2022. since the Paired Sample Test result on SPSS program was used to know whether there is a significant difference between pre-test and post-test. In paired samples test table showed that sig. (2-tailed) is 0.00 means the result of students' writing summary had a significant different and there is an improvement.

#### B. Suggestion

##### a. For Teacher

They should vary different strategy to avoid the students' boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly, enjoyably, and educative in the classroom. Hence, it is highly recommended for the teachers to used vocabulary

English Spelling Bee in 2 teaching vocabulary because of its effectiveness to help the students to improve their vocabulary mastery. It aids the students to develop their vocabulary through a deeper understanding conceptual knowledge. Therefore, they can enrich their vocabulary and remember the words easily. The teacher should has more selective in preparing the interesting activities, must provide a great variety of them and the teacher must creative.

b. For Students

They should be active, creative, and good work team on study. And then, they should ask the teacher if they find some difficulties in learning teaching, dare to answer questions, and pointing their friend. For the researcher, the result of this study can be used as reference or basic information to do further investigation, and can be apply this strategy on learning teaching in the class.

c. For Future Researchers

Given the importance of the processes that occur in learning strategies to improve students' abilities, it is better to sharpen the focus of research to obtain a broader picture between students who use particular strategy and those who do not use unique strategy in learning.

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## APPENDIX 1 : RESEARCH INSTRUMENT

### PRETEST AND POST-TEST

#### THE USE SPELLING BEE GAMES IN IMPROVING ENGLISH VOCABULARY STUDENTS AT SMP NEGERI 8 MAKASSAR.

##### Pretest

1. The research will introduce and explain about spelling bee and the test
2. In pretest, the researcher will give 15 minutes for the answer the questions by matching the pictures and thr correct spelling bee.
3. In post-test, the students will do same thing such as in pre-test to measure their knowledge about vocabulary.

##### A. Task Activity in Pretest & Post- test



- a. HAT
- b. HEAD
- c. HET



- a. MILK
- b. MEALK
- c. MEAL





3.

- a. SING
- b. SINK
- c. SINCE



4.

- a. HERE
- b. HAIR
- c. HARE



5.

- a. FUN
- b. FAN
- c. FUND



- 6.
- a. FLOUR
  - b. FLOWER
  - c. FLOOR



- 7.
- a. CLOCK
  - b. BLOCK
  - c. CLICK



- 8.
- a. DEAR
  - b. DEER
  - c. DIRT



9.

- a. HERE
- b. HIRE
- c. HEAR



10.

- a. BALLON
- b. BALLON
- c. BALLOON



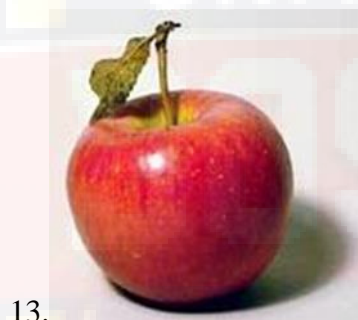
11.

- a. BOW
- b. BOWL

c. BLOW



- a. BEEN
- b. BE
- c. BEE



- a. APEL
- b. APPLE
- c. EIPEL



- a. PLAIN
- b. PLANE

c. PLANT



15.

a. BUY

b. BYE

c. BEE

UNIVERSITAS

BOSOWA



**APPENDIX 2: LESSON PLAN****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah : SMPN 8 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII(Tujuh)

Aspek/ Skill : Vocabulary

Alokasi waktu : 4 × 40 Menit

**A. Kompetensi Inti**

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### A. Kompetensi Dasar dan Tujuan Pembelajaran

KD		Tujuan Pembelajaran
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1. Siswa diharapkan mampu memahami tentang spelling/ mengeja 2. Siswa dapat
2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	mengeja kata-kata/ vocabulary dengan benar dan jelas.
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.4	Memahami dan mengerti cara mengeja yang baik dan benar.	

### B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa dapat menuliskan kosakata dengan pengejaan yang benar.
2. Siswa dapat mengaplikasikan kosakata dalam pembelajaran Bahasa Inggris.

### C. Media dan Alat

1. Media : soal beserta gambar
2. Alat : kertas HVS

**D. Materi Pembelajaran**

1. Spelling Bee
2. Vocabulary

**E. Sumber Pembelajaran**

1. Kementrian pendidikan dan kebudayaan, Bahasa Inggris, buku Guru dan buku Siswa SMP Kelas VII
2. Dari google

**F. Langkah – langkah Kegiatan Pembelajaran:**

1. Pertemuan pertama

<b>Kegiatan Pertemuan</b>	<b>Langkah-langkah Pembelajaran</b>	<b>Durasi</b>
Pendahuluan	1)Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.  2)Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari  3)Pendidik menyampaikan tujuan pembelajaran.	10 Menit



	4)Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Percaya Diri	
Kegiatan Inti	1)Pendidik memberikan sedikit penjelasan tentang spelling bee. 2) Pendidik memberikan contoh tentang cara mengerjakan test. 3) siswa dibagikan test multiple choice untuk dikerjakan.	20 menit
Penutup	1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. 2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari 3)Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari 4)Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya, 5)Pendidik mengevaluasi sikap yang baru saja terpantau selama proses belajar mengajar. 6)Peserta didik mengucapkan salam perpisahan	10 Menit

## 2. Pertemuan kedua

Kegiatan Pertemuan	Kegiatan Pertemuan	Durasi
Pendahuluan	<p>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>3) Pendidik menyampaikan tujuan pembelajaran.</p> <p>4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Percaya Diri</p>	10 Menit
Kegiatan Inti	<p>1) Pendidik menjelaskan dan mengingatkan kembali tentang materi dan test minggu lalu.</p> <p>2) Peserta didik menerangkan kembali tentang spelling bee</p> <p>3) pendidik memberikan kata-</p>	20 menit

	<p>kata baru untuk diejah dalam bentuk tulisan</p> <p>4)Peserta didik diberikan waktu untuk sesi tanya jawab</p>	
Penutup	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3)Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4)Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5)Pendidik mengevaluasi sikap yang baru saja terpantau selama proses belajar mengajar.</p> <p>6)Peserta didik mengucapkan salam perpisahan</p>	10 Menit

### 3. Pertemuan Ketiga

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi

Pendahuluan	<p>1)Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2)Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>3)Pendidik menyampaikan tujuan pembelajaran.</p> <p>4)Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Percaya Diri.</p>	10 Menit
Kegiatan Inti	<p>1)Pendidik menjelaskan dan mengingatkan kembali tentang materi yang dipelajari minggu lalu.</p> <p>2)Peserta didik diberikan waktu untuk sesi tanya jawab.</p> <p>3)pendidik memberikan kosa kata untuk diejah dalam bentuk tulisan.</p>	20 menit

Penutup	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3)Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4)Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5)Pendidik mengevaluasi sikap yang baru saja terpantau selama proses belajar mengajar.</p> <p>6)Peserta didik mengucapkan salam perpisahan</p>	10 Menit
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#### 4. Pertemuan keempat

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	1)Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi	10 Menit

	<p>salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2)Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</p> <p>3)Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>4)Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan</p> <p>5)Pendidik menyampaikan tujuan pembelajaran.</p> <p>6)Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Percaya Diri</p>	
Kegiatan Inti	<p>1)Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.</p> <p>2)Peserta didik diberikan waktu untuk menanyakan</p>	20 menit

	<p>kembali hal yang kurang dipahami selama beberapa pertemuan.</p> <p>3)pendidik memberikan test spelling</p> <p>4)Peserta didik diberikan waktu untuk menyelesaikan tes spelling dalam bentuk multiple choice</p>	
<p>Penutup</p>	<p>1)Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2)Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3)Pendidik memberikan penguatan terhadap materi yang baru sajadipelajari</p> <p>4)Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5)Pendidik mengevaluasi sikap yang baru saja terpantau selama proses belajar mengajar.</p> <p>6)Peserta didik mengucapkan salam perpisahan</p>	

## G. Penilaian

1. Teknik : Spelling Bee
2. Bentuk : Multiple choice
3. Pedoman Penilaian :

### a. Penilaian

Indikator pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/ soal
mengetahui penulisan kosa kata dengan benar	Tes tertulis	Siswa dapat mengetahui penulisan kosa kata yang benar	Memilih kata yang sesuai dengan gambar

### Klasifikasi skor penilaian

Score	Classification
90 – 100	Very good
70-89	Good
50-69	Fair
30-49	Poor
10-29	Very poor



Makassar, 13 Juni 2022

Mengetahui ,

Guru Mata Pelajaran

Peneliti Mata Pelajaran

(Fatimah Rezkyana, S.Pd.,M.Pd)

(Natalia Padidi)

NIP:-

NIM: 4515101018

UNIVERSITAS

**BOSOWA**



**APPENDIX 3: TREATMENT**

Find The Correct Spelling based on the picture.



1.

- a. Girafe
- b. Giraffe
- c. Girrafe

**(It is the tallest living animal).**



2.

- a. Cemetery
- b. Cemetary
- c. Cematerly

**(synonyms : Graveyard, Burial Ground).**



3.

- a. Mosque
- b. Moshque
- c. Moscue

**(Definition : place/ House Of Worship).**



4.

- a. Liberry
- b. Librery
- c. Library

**(Definition : Room where books are kept).**



5.

- a. Calendar
- b. Calander
- c. Calender

**(Chart to show days,weeks,month,year).**



6.

- a. Jewellery
- b. Jewelry
- c. Jewellary

**(Synonyms: Ornaments).**



7.



- a. Exercise
- b. Excercise
- c. Excersise

**(Definition : Activity to improve health and fitness).**



8.

- a. Dumbel
- b. Dumbell
- c. Dumbbell

**(Definition : Short bar for muscle exercise).**



9.

- a. Arguement
- b. Argument
- c. Argumant

**(Disagreement on views from one another).**



10.

- a. Greatful
- b. Grateful
- c. Gratefull

**(Synonyms : Filled with gratitude, thankful)**

## APPENDIX 4 : LICENSES



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231

---

Nomor	: <b>2862/S.01/PTSP/2022</b>	Kepada Yth.
Lampiran	: -	Walikota Makassar
Perihal	: <b>izin penelitian</b>	

di-  
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A-224/FKIP/UNIBOS/VI/2022 tanggal 09 Juni 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: <b>NATALIA PADIDI</b>	
Nomor Pokok	: 4515101018	
Program Studi	: Pendidikan Bahasa Inggris	
Pekerjaan/Lembaga	: Mahasiswa (S1)	
Alamat	: Jl. Urip Sumoharjo Km. 04 Makassar	



**PROVINSI SULAWESI SELATAN**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE USE SPELLING BEE GAMES IN IMPROVING ENGLISH VOCABULARY STUDENTS AT SMP NEGERI 8 MAKASSAR "**

Yang akan dilaksanakan dari : Tgl. **13 Juni s/d 13 Juli 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 10 Juni 2022

A.n. GUBERNUR SULAWESI SELATAN  
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
SATU PINTU PROVINSI SULAWESI SELATAN



**Dra. Hj SUKARNIATY KONDOLELE, M.M.**  
 Pangkat : PEMBINA UTAMA MADYA  
 Nip : 19650606 199003 2 011

Tembusan Yth

1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
2. *Peringgal.*



**PEMERINTAH KOTA MAKASSAR**  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No.2 Makassar 90111  
 Telp +62411 - 3615867 Fax +62411 - 3615867  
 Email [Kesbang@makassar.go.id](mailto:Kesbang@makassar.go.id) Home page <http://www.makassar.go.id>

Makassar, 10 Juni 2022

K e p a d a

Yth. KEPALA DINAS PENDIDIKAN  
 KOTA MAKASSAR

Di -  
 MAKASSAR

**SURAT IZIN PENELITIAN**  
**Nomor : 070/1272-11/BKBP/VI/2022**

- Dasar :
1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
  2. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintahan Daerah.
  3. Peraturan Daerah Kota Makassar Nomor 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Makassar (Lembaran Daerah Kota Makassar Tahun 2016 Nomor 8).
- Memperhatikan :
1. Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan nomor **2862/S.01/PTSP/2022** Tanggal 10 Juni 2022 perihal Izin Penelitian.

Setelah membaca maksud dan tujuan penelitian yang tercantum dalam proposal penelitian, maka pada prinsipnya Kami menyetujui dan membenarkan Izin Penelitian kepada :

Nama : **NATALIA PADIDI**  
 NIM / Jurusan : **4515101018 / Pend. Bahasa Inggris**  
 Pekerjaan : **Mahasiswa (S1) / UNIBOS**  
 Tanggal pelaksanaan : **13 Juni s/d 13 Juli 2022**  
 Jenis Penelitian : **Skripsi**  
 Alamat : **Jl. Urip Sumoharjo Km 04, Makassar**  
 Judul : **"THE USE SPELLING BEE GAMES IN IMPROVING ENGLISH VOCABULARY STUDENTS AT SMP NEGERI 8 MAKASSAR"**

Demikian Surat Izin Penelitian ini diberikan agar digunakan sebagaimana mestinya dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota melalui Kepala Badan Kesatuan Bangsa dan Politik Kota Makassar Melalui Email [Bidanghublabakesbangpolmks@gmail.com](mailto:Bidanghublabakesbangpolmks@gmail.com).

a.n. WALIKOTA MAKASSAR  
 KEPALA BADAN KESBANGPOL  
 u.b



**DR. HARI, S.IP., S.H., M.H., M.Si**  
 Pangkat : Pembina Tingkat I/IV.b  
 NIP : 19730607 199311 1 001

**Tembusan :**

1. Walikota Makassar di Makassar (*sebagai laporan*);
2. Kepala Badan Kesatuan Bangsa dan Politik Prov. Sul – Sel. di Makassar;
3. Kepala Badan Kesatuan Bangsa dan Politik Kota Makassar (*sebagai laporan*);
4. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prov. Sul Sel di Makassar;
5. Dekan FKIP UNIBOS Makassar di Makassar;
6. Mahasiswa yang bersangkutan;
7. Arsip





**PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN**

Jl. Anggrek No. 2 Kel. Paropo Kec. Panakkukang  
Kota Makassar 90231, Sulawesi Selatan

Website : <https://disdik.makassar.go.id> email : [disdikkotamks@gmail.com](mailto:disdikkotamks@gmail.com)



**IZIN PENELITIAN**

NOMOR : 070/0300/K/Umkep/VI/2022

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar  
Nomor : 070/1272-II/BPKB/VI/2022 Tanggal 10 Juni 2022  
Maka Kepala Dinas Pendidikan Kota Makassar :

**MENGIZINKAN**

Kepada

Nama : **NATALIA PADIDI**  
NIM / Jurusan : 4515101018 / Pend. Bhs. Inggris  
Pekerjaan : Mahasiswa (S1)  
Alamat : Jl. Urip. Sumoharjo Km.04, Makassar

Untuk : Mengadakan Penelitian di UPT SPF SMPN 8 Kota Makassar dalam  
rangka Penyusunan Skripsi pada UNIBOS Makassar di Makassar  
dengan judul penelitian.

**" THE USE SPELLING BEE GAMES IN IMPROVING ENGLISH  
VOCABULARY STUDENTS AT SMP NEGERI 8 MAKASSAR "**

Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan.
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah.
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku.
4. Hasil 1 ( satu ) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar.

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya.

Dikeluarkan di : Makassar  
Pada Tanggal : 13 Juni 2022

An. KEPALA DINAS  
Sekretaris  
KASUBAG UMUM DAN KEPEGAWAIAN



**HARTAWATI, S.Sos.,M.M**

Pangkat : Pembina

NTP : 19650303 199303 2 007



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
UPT SPF SMP NEGERI 8 MAKASSAR

Batuaraya No.1 Tlp. 0411-493722 Fax:497320 Email- spendelmakassar@yahoo.com



**SURAT KETERANGAN**

Nomor : 420 / 282 / SMP.08 / VI / 2022

Yang bertanda tangan dibawah ini , Kepala UPT SPF SMP Negeri 8 Makassar menerangkan bahwa :

N A M A : **NATALIA PADIDI**  
N I M/Jurusan : 4515101018  
Pekerjaan : Mahasiswa ( S1 ) Bhs Inggris  
Alamat : Jl, Gunung Bulusaraung Lr 124 B No 15 D

Benar yang tersebut namanya diatas telah melaksanakan Penelitian di UPT SPF SMP Negeri 8 Makassar dalam rangka Penyusunan Tugas Akhir Skripsi pada Universitas Bosowa dengan judul:

**“THE USE SPELLING BEE GAMES IN IMPROVING ENGLISH VOCABULARY STUDENT AT SMP NEGERI 8 MAKASSAR”**

Berdasarkan surat dari Universitas Bosowa Nomor : A.224/FKIP/Unibos/V/2022, tanggal 11 Mei 2022

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dengan penuh tanggung Jawab..

Makassar, 13 Juli 2022

Kepala UPT SPF SMP 8 Makassar,

  
**RUSLAN S. Pd., MM.**  
Kepala Pembina TK.I  
Nip. 19680818 199103 1 007

**APPENDIX 5 : Students Score In Pre-Test**

NO	Initial	Pre-Test
1	AADA	67
2	AFI	60
3	AOP	67
4	ASP	60
5	A	53
6	AVO	47
7	AR	53
8	AVT	53
9	AC	80
10	DAS	67
11	FA	47
12	FM	53
13	GDM	67
14	GA	80
15	HAF	40
16	KAK	33
17	MYSA	60
18	MAF	60
19	MFK	67
20	MNK	40
21	MAS	60
22	MFSI	67
23	MPS	53
24	MRAS	47
25	MIA	53
26	M	73
27	NAA	80
28	NMC	73
29	NAS	53
30	NHR	53
31	N	60
32	PM	60
33	SK	67
34	YJW	67
35	ZSR	60
36	Z	53

**APPENDIX 6 : Students Score In Post-Test**

No.	Initial	Post-Test
1	AADA	80
2	AFI	73
3	AOP	80
4	ASP	73
5	A	73
6	AVO	80
7	AR	80
8	AVT	80
9	AC	93
10	DAS	87
11	FA	73
12	FM	80
13	GDM	80
14	GA	93
15	HAF	73
16	KAK	73
17	MYSA	73
18	MAF	80
19	MFK	80
20	MNK	73
21	MAS	80
22	MFSI	87
23	MPS	80
24	MRAS	73
25	MIA	73
26	M	93
27	NAA	93
28	NMC	93
29	NAS	80
30	NHR	80
31	N	87
32	PM	87
33	SK	87
34	YJW	80
35	ZSR	80
36	Z	73

**APPENDIX 7 : PICTURE**

Pre-Test



Figure 1: Researcher was explaining about how to do pre-test



Figure 2: Researcher was helping a student about pre-test

## Treatment 1



Figure 3: Researcher was explaining about spelling bee games



Figure 4: Researcher was doing treatment 1 to students

## Treatment ke2



Figure 5: Researcher was explaining what to do in treatment 2



Figure 6: Researcher was monitoring students doing the treatment 2

## Post-Test



Figure 7: Researcher was giving post-test, the same test as the pre-test



Figure 8: all students was doing the post-test




**APPENDIX 8 : Sheet of Students Score in Pre Test**

## a. Example sheet 1


zahrroh (36) -2.4

$\frac{8}{15} \times 100 = 53$


❖ Find the right answer according to the picture!

✓ 1. 


a. HAT  
 b. HEAD  
 c. HET

✓ 2. 

a. MILK  
 b. MEALK  
 c. MEAL

✓ 3. 

a. SING  
 b. SINK  
 c. SINCE

✓ 4. 

a. HERE  
 b. HAIR



✓ 8.

- a. DEAR
- b. DEER
- c. DIRT

✗ 9.

- a. HERE
- b. HIRE
- c. HEAR



✓ 10.

- a. BALLON
- b. BALLON
- c. BALLOON



✗ 11.

- a. BOW

b. BOWL

c. BLOW



✓ 12.

a. BEEN

b. BE

✗ BEE



✓ 13.

a. APEL

✗ APPLE

c. EIPEL



✗ 14.

a. PLAIN

b. PLANE

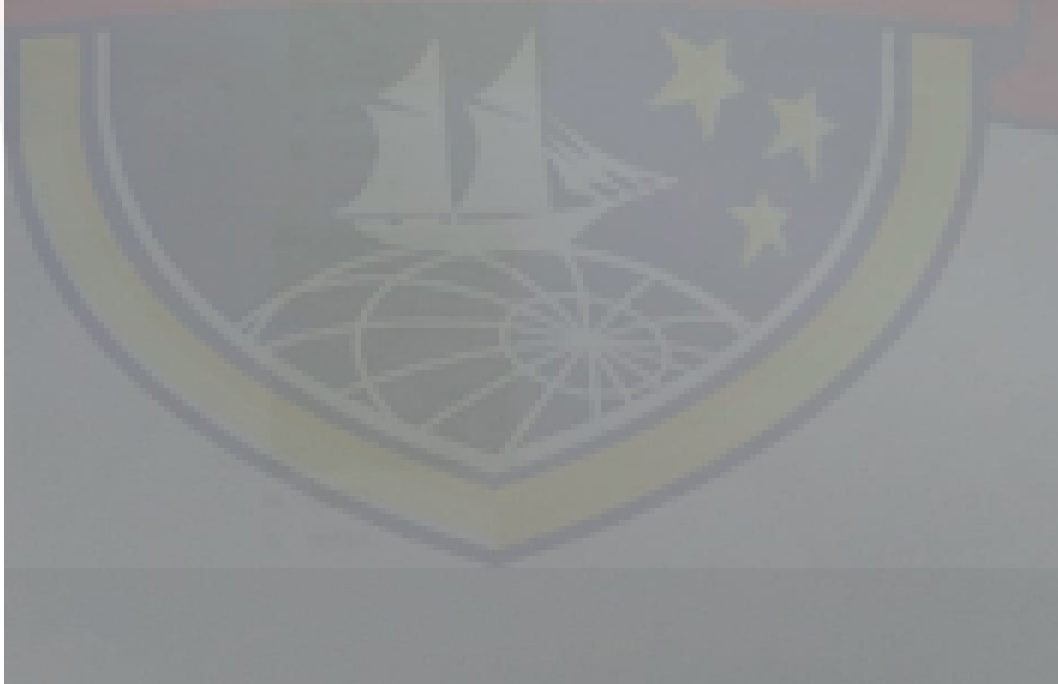
✗ PLANT



- ✓ 15.
- a. BUY
  - b. BYE
  - c. BEE

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## b. Example sheet 2


Fatih Mubarrat  
74

$\frac{8}{15} \times 100 = 53$


Find the right answer according to the picture!

1.   1.


a. HAT  
 HEAD  
c. HET

2.   2.

MILK  
b. MEALK  
c. MEAL

3.   3.

a. SING  
b. SINK  
 SINCE

4.   4.

a. HERE  
 HAIR

c. HARE



✓ 5.

FUN

b. FAN

c. FUND

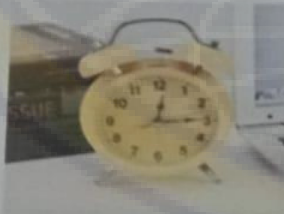


✓ 6.

FLOUR

b. FLOWER

c. FLOOR



✓ 7.

CLOCK

b. BLOCK

c. CLICK



- ✗ 8.
- DEAR
  - b. DEER
  - c. DIRT

- ✓ 9.
- a. HERE
  - b. HIRE
  - HEAR



- ✗ 10.
- BALLON
  - b. BALLON
  - c. BALLOON



- ✗ 11.
- a. BOW

b. BOWL

BLOW



✓ 12.

a. BEEN

b. BE

BEE



✓ 13.

APEL

APPLE

c. EIPEL



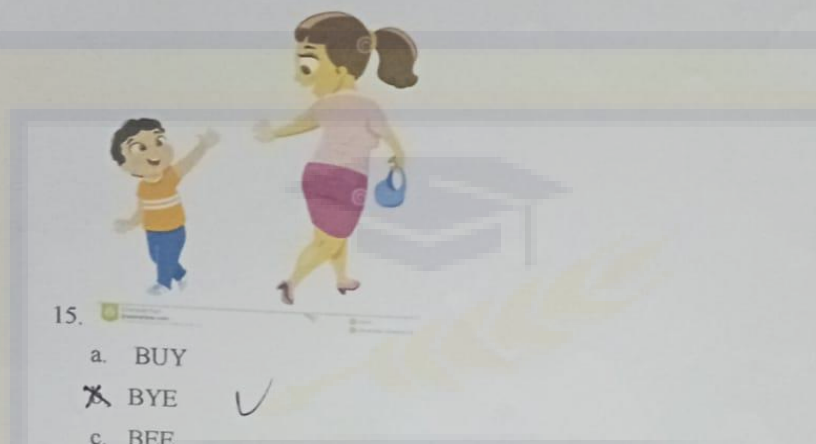
✓ 14.

a. PLAIN

PLANE

c. PLANT





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## c. Example sheet 3

AS NAMA : PUTRI MUTMAINNA  
KELAS : 7.4

$\frac{9}{15} \times 100 = 60$

❖ Find the right answer according to the picture!

✓ 1.   
✗ HAT  
b. HEAD  
c. HET

✓ 2.   
✗ MILK  
b. MEALK  
c. MEAL

✓ 3.   
✗ SING  
b. SINK  
c. SINCE

✓ 4.   
a. HERE  
b. HAIR

HARE



5.

FUN

b. FAN

c. FUND



6.

a. FLOUR

b. FLOWER

FLOOR



7.

CLOCK

b. BLOCK

c. CLICK



- X 8.
- a. DEAR
  - b. DEER
  - c. DIRT

- ✓ 9.
- a. HERE
  - b. HIRE
  - c. HEAR



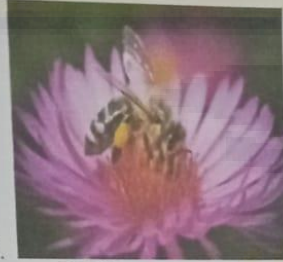
- X 10.
- a. BALLON
  - b. BALLON
  - c. BALLOON



- X 11.
- a. BOW

b. BOWL

c. BLOW



12.

a. BEEN

✓

b. BE

~~x~~ BEE



13.

a. APEL

✓

~~x~~ APPLE

c. EIPEL



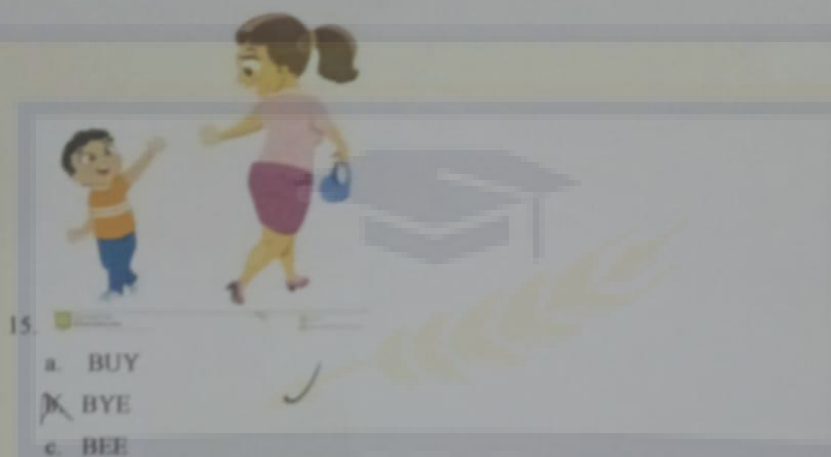
14.

~~x~~ PLAIN

✓

b. PLANE

c. PLANT



15.

- a. BUY
- b. BYE
- c. HEE

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**APPENDIX 9 : Sheet of Students Score in Post- Test**

## a. Example sheet 1

Nama: Zahrah  
Kelas: 7.9  
No urut: 36

$\frac{11}{15} \times 100 = 73$

Find the right answer according to the picture!

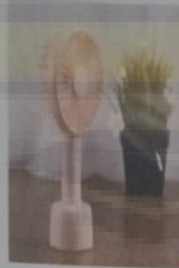
1.   
 HAT  
b. HEAD  
c. HET

2.   
 MILK  
b. MEALK  
c. MEAL

3.   
 SING  
b. SINK  
c. SINCE

4.   
a. HERE  
 HAIR

X HARE



X 5.

- FUN
- b. FAN
- c. FUND



X 6.

- a. FLOUR
- FLOWER
- c. FLOOR



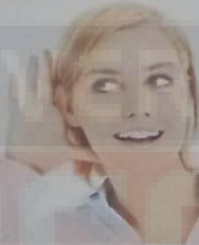
7.

- CLOCK
- b. BLOCK
- c. CLICK





- ✓ 8.
- a. ✓ DEAR
  - ~~b. DEER~~
  - c. DIRT



- ~~X~~ 9.
- a. HERE
  - ~~b. HIRE~~
  - c. HEAR



- ✓ 10.
- a. BALLON
  - b. BALLON
  - ~~c. BALLOON~~



- ~~✓~~ 11.
- ~~a. BOW~~

~~B~~ BOWL

c. BLOW



✓12.

a. BEEN

b. BE

~~B~~ BEE



✓13.

a. APEL

~~A~~ APPLE

c. EIPEL



✓14.

a. PLAIN

~~P~~ PLANE

~~P~~ PLANT



15.  a. BUY  
 b. BYE  
 c. BEE

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## b. Example sheet 2


$\frac{12}{15} \times 100 = 80$


Fatir Muharan  
7.4

❖ Find the right answer according to the picture!

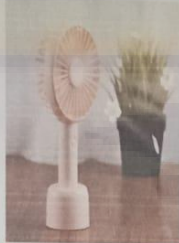
✓ 1.   
a. HAT  
b. HEAD  
c. HET

✓ 2.   
a. MILK  
b. MEALK  
c. MEAL

✓ 3.   
a. SING  
b. SINK  
c. SINCE

✗ 4.   
a. HERE  
b. HAIR

c. HARE



X 5.

- a. FUN
- b. FAN
- c. FUND



X 6.

- a. FLOUR
- b. FLOWER
- c. FLOOR

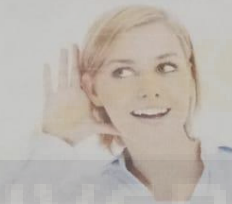


✓ 7.

- a. CLOCK
- b. BLOCK
- c. CLICK



- ✓ 8.
- a. DEAR
  - b. DEER
  - c. DIRT



- ✓ 9.
- a. HERE
  - b. HIRE
  - c. HEAR



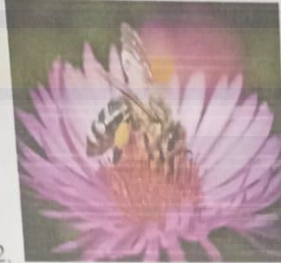
- ✓ 10.
- a. BALLON
  - b. BALLON
  - c. BALLOON



- ✓ 11.
- a. BOW

BOWL

c. BLOW



✓ 12.

a. BEEN

b. BE

BEE



✓ 13.

a. APEL

APPLE

c. EIPEL



✓ 14.

a. PLAIN

PLANE

c. PLANT



15.  a. BUY  
 b. BYE  
 c. BEE

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## c. Example sheet 3

PUTRI MUTMAINNA / 7.A  $\frac{13}{15} \times 100 = 87$

❖ Find the right answer according to the picture!

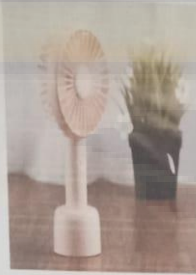
1.   a. HAT  
b. HEAD  
c. HET

2.   a. MILK  
b. MEALK  
c. MEAL

3.   a. SING  
b. SINK  
c. SINCE

4.   a. HERE  
b. HAIR

HARE



✓ 5.

- a. FUN
- FAN
- c. FUND



✓ 6.

- FLOUR
- b. FLOWER
- c. FLOOR



✓ 7.

- CLOCK
- b. BLOCK
- c. CLICK



✓ 8.

- a. DEAR
- b. DEER
- c. DIRT



✓ 9.

- a. HERE
- b. HIRE
- c. HEAR



✗ 10.

- a. BALLON
- b. BALLON
- c. BALLOON



✗ 11.

- a. BOW

b. BOWL

c. BLOW



✓ 12.

a. BEEN

b. BE

c. BEE



✓ 13.

a. APEL

b. APPLE

c. EIPEL



✓ 14.

a. PLAIN

b. PLANE

c. PLANT

An illustration showing a woman in a pink top and purple skirt walking down a set of stairs, carrying a blue bag. A young boy in an orange shirt and blue pants is standing at the top of the stairs, waving his hand. The scene is set against a light-colored wall.

15.  a. BUY  
 b. BYE  
 c. BEE

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The logo of Universitas Bosowa, featuring a shield with a sailboat, a compass rose, and three stars.

## BIOGRAPHY



**Natalia Padidi** was born in Toraja, on December 26<sup>th</sup> 1996. Her father name is Bartholomius Sussang and her mother name is Ludia Sampe. Her first education at TK Dharma Wanita Otin, Tana Toraja in 2002 and finished in 2003. Then, she continued her study to SD Negeri 296 Inpres Otin, Tana Toraja in 2003 and finished in 2009. After that, she continued her study to SMP Katolik Garuda, Makassar in 2009 and graduated in 2012. Then at the same year, she continued her study at SMA Katolik St. Dominicus Makassar and graduated in 2015. After graduating from senior high school, she went to Bosowa University and choose English Education Department in 2015 and graduated in 2022.