

CHAPTER II

REVIEW OF LITERATURE

A. Vocabulary Mastery

1. The Definition of vocabulary mastery.

To improve a student's language skills soaring high, vocabulary is something that is needed to be mastered and learned by all students. Furthermore, Vocabulary is the main part competence in the language of each individual. Because, the vocabulary is most useful thing for language, so if we are unable to master vocabulary perfectly then we will get problems in language skills¹. For some reasons, vocabulary should be defined as one of the most important things in language learning. The students will find it very difficult if they cannot understand the sentences that are processed in oral and written form. For that understanding and mastery of vocabulary will affect them in learning the language.

For students who are just about to learn vocabulary, it will be quite difficult and do not understand the implied meaning of the word because students have never heard the word before. The vocabulary will be very difficult if students are only taught by presenting new vocabulary, but the teacher does not first define things or vocabulary they just heard. Some experts also express their opinion about a vocabulary that is taught to students. When we listen to a word or learn a new vocabulary that we hear, then it will make us as humans who will understand the meaning of the word. Which we think these words are very important in any particular subject especially in language². When we learn a language in including English, it always mean that we learn the words of the language.

¹ Sholihatul Hamidah, dkk. (2021). The Effectiveness of Beyond Centre and Circle Time Method on The Students' Vocabulary Mastery. *Paedagoria : Jurnal Kajian , Penelitian dan Pengembangan Kependidikan*. 12(1). p.69. Retrived From <http://journal.ummat.ac.id/index.php/paedagoria>.

² Suryaningsih. (2005). Improving the Students English Vocabulary by Using Whispering Games. Thesis. State University of Makassar. p.81

A different opinion from Webster's Third New International Dictionary says that vocabulary is a collection of words or a list of words that are defined alphabetically and are usually arranged or explained based on existing phrases. All words or a list of words in a language that a person usually uses in that language is called vocabulary.³

Mastery is knowledge gained through comprehensive or use of subjects and instruments. The use of a subject as well as comprehensive knowledge is called mastery. The meaning of the word mastery is understanding, proficient or skilled in using or using language that is obtained through self-understanding. What is the reason people are able to make themselves capable of mastering vocabulary? That's because the meanings and words that can be used as competence for themselves; for someone who wants to master and add vocabulary in a good and correct way, here are some comments given by the nation (nation) so that we better understand the type and meaning of the word;⁴

- Word Meaning
- Word Origin
- Correct Word Pronunciation
- Use of Word Order
- Word Frequency
- Word Association
- Word List
- Word Collocation

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

The importance of vocabulary has been stated in the holy Koran verse 31:

³ Amiruddin. (2004). Enriching of the Vocabulary of the Second Year Students at SMUN 1 Walenrang Kab.Luwu by Using Jumble Letters. Thesis, of UNM. p.76

⁴ Norbert Schmitt. (2000). *Vocabulary in Language Teaching*. New York: Cambridge University Press. p. 5

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And he taught Adam all the names (of things) all over, then he placed them before the angels, and said “Tell me the names of these if you are right”.⁵

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.⁶

2. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.⁷ While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary.⁸ Obviously, both types of vocabulary blend together. The active

⁵Maulawi Sher Ali. (2015). The Holy Qur'an: Arabic Text and English Translation. (Islamabad: Islam International Publications Ltd.), p. 682

⁶Yuliana Siregar. (2013). Improving Students' Vocabulary Mastery Through Crossword Puzzle. Thesis. North Sumatera: English Department of Education State Institute for Islamic Studies. p.11.

⁷John Read. (2000), *Assessing Vocabulary*. Cambridge UK: Cambridge University Press. p.154.

⁸Elfrieda H. Hiebert and Michael L. Kamil, Op.cit.. p. 3

vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from John, Wiji divides vocabulary into four groups as follows:⁹

- The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative.
- For example, Rena speaks English well and Anton does too. *Too* means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.
- The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

3. The Problem of Vocabulary

There is several strong reasoned for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make

⁹ Wiji Lestari. (2013). Improving Students' Vocabulary Mastery Through Word Clap Game. Thesis. Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga. p. 41-42

vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.¹⁰

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they cannot apply their new vocabulary in their mind for communication. Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections.¹¹

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.¹² Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.¹³ Adjective is a word used to qualify a noun or pronoun.¹⁴ Adverb is a word which modifies a verb, adjective or another adverb.¹⁵

¹⁰ Paul Nation. (1994). *New Ways in Teaching Vocabulary*, Alexandria: TESOL;. p. 20.

¹¹ Hall J. Eugene. (1993). *Grammar for Use*. Jakarta: Bina Rupa Aksara, p. 8.

¹² Random House Webster's Collage Dictionary, (2001). America: United States of America.p. 842

¹³ *Ibid.* p. 1358

¹⁴ AJ. Thomson and AV. Martinet. (1986). *A Parctical English Grammar*, Oxford: Oxford University Press. p.10

¹⁵ *Ibid.* p.17

4. Learning of Vocabulary Mastery

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed¹⁶. Moreover, learning vocabulary of foreign language presents the learner with several challenges. The challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.¹⁷

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, States that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language.¹⁸ Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

5. The Teaching of Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

¹⁶Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited, p. 13

¹⁷Harmer, J. (2007). *The Practice of English Language Teaching*. England: Pearson Education Ltd, p.2

¹⁸Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited. p. 22

Verse 27-28

In the past, the prophet Musa alaihissalam had a flaw, it's a sense of stiffness in his speech. This makes it difficult for other people to understand what he is saying, so then the expert commentators say. As Allah ta'ala said¹⁹:

وَإِخَىٰ هَارُونَ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي ۗ إِنِّي أَخَافُ أَنْ يُكَذِّبُون

“ and my brother harun, his tongue is more fluent than me “

Therefore, the prophet musa asked Allah to be released from the stiffness of his tongue so that people could understand what musa was saying. Finally, he accomplished what he asked for.

Ali ibn abi thalib testified about it, “ do not use your eloquence (argue) in front of your mother who previously taught you to speak. “ this means that the religious knowledge obtained by the child should be communicated in polite ways to parents who are still closed-hearted.

Vocabulary is a central of English language acquisition, as according to vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. “Teaching” is defined as giving instruction to somebody’s knowledge, skill, etc.²⁰Using of media is needed to conduct teaching and learning process in the class. Based on that explanation, teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary and how to use it in daily life. By using the media, the students will be enjoyable and pleasure to learn English vocabulary, make the message clearly, can save the teacher energy, can motivate the student to learn, can increase the quantity of teaching and learning. Gives the wide explanation about some technique for teaching vocabulary that is summarized as follows²¹

¹⁹ Al-qur’an 28 : 34

²⁰Hornby. (2003). *Oxford Advanced Learner’s Dictionary*. New York: Oxford University Press, 125

²¹Harmer, J. (2007). *The Practice of English Language Teaching*. England : Pearson Education Ltd, p.155

- Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

- Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

- Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking for at grammatical evidence in order to work out grammar rule.

- Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph

- Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

6. The Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Writes down the general principles to help children for learning vocabulary:²²

- Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

²²Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. p. 93

- Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
- Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- Allocate specific class time to vocabulary learning.
- Help students to learn vocabulary in context.
- Play down the role of bilingual dictionaries.
- Encourage students to develop strategies for determining the meaning of words.
- Engaged in “unplanned” vocabulary teaching.

B. Spelling Bee

1. Definition of Spelling Bee

Spelling Bee is a competition in which contestants are asked to spell a broad selection of words, usually with varying degree of difficulty.²³ The concept of *Spelling Bee* is thought to have originated in the United States, and *Spelling Bee* events, along with variants, are now also held in some other countries around the world.

As the previous researcher who conducted the research on *Spelling Bee* game, found that *Spelling Bee* game was a complete package that can train students'

²³ Floyd, K. (2014). *Textbook Key Facts*. California: Cram101 Textbook Review. Retrieved From <https://books.google.co.id/books?isbn=1490282033>.

spelling and vocabulary.²⁴ The purpose of *Spelling Bee* game is to help the students improve their spelling, increase their vocabulary, learn concepts, and develop correct English usage.²⁵ *Spelling Bee* game is one of alternative techniques that can be applied to the students. This is one of the cooperative learning techniques that can be applied in the classroom. In order to overcome the difficulties with the spelling of the students' written works, it is necessary to improve the students' spelling ability as well as their vocabulary mastery. *Spelling Bee* method for learning English is very good for our precision and accuracy in identifying word - a word of English. Which English language writing and pronunciation is very different. This is confusing not only for learners of English as a foreign language, but also the case for a native English speaker.

Manager of Education First (EF) Indonesia, Arleta Darussalam, believes *Spelling Bee* can help optimize the English language skills of children from an early age. Arleta states during a press conference in the building Smesco, *Spelling Bee* can practice pronunciation of the vocabulary of the English language quickly, precisely and accurately, children can also learn to increase self-confidence to speak English. From the definition above, in the teaching learning process, the use of game is not something strange anymore, because the educators often use game as the technique to teach the students in the classroom. Because the teachers believe that through game, the students can explore themselves to be more active in the classroom with a happiness situation of the learning process.

2. The Use of Spelling Bee Game in The Classroom

There are several things that are very important in learning in the classroom, one of which is spelling. Usually, this spelling is very often made as homework and works in the classroom for every language-related learning. In managing this spelling bee, students can come up with a fun way to make students

²⁴ Rahayu, J. S. (2009). *Spelling Bee Game in Teaching Narrative Text*. Thesis. Bandung: Indonesia University of Education. Retrieved From <http://repository.upi.edu/1339/>

²⁵ Webster, M. (1992). *Webster's Third New International Dictionary*. Chicago: Encyclopedia Britannica INC.

hone their spelling skills and give students to be involved in any fun English learning in the classroom. There are several things that are very important in learning in class, one of which is spelling. Usually, this spelling is very often made as homework and work in the classroom every language-related learning. In setting up this spelling bee, students can come up with a fun way to make students hone their spelling skills and provide students to be involved in any fun English learning in the classroom.

Spelling bees are very helpful for students to understand the spelling of words that students say. It is also useful for each other to understand each other's context of learning. If they are directed and guided to learn the spelling words they will pronounce, then here students hone students' vocabulary skills which can lead to better their skills. For example, by writing a few words and reading every new vocabulary they hear.

It is very useful if they can understand and know things to pay attention to in spelling because this is useful before students run this game in class. The game can then be demonstrated in front of the class so that everyone understands how to play it. Because this game is very useful for students' vocabulary and spelling, it is hoped that this game can run well by doing some students coming to the front of the class, which aims to make all students understand the game they will do later. Then, in starting the game, try to make students listen to the rules that will be given and continue to implement the rules that will be used. that way, students can understand the steps that exist by us giving them a direction, which is useful for running this spelling bee well in the classroom.

run and without having to do some very deep preparation, because there are so many things that need to be done in running this spelling bee game in the classroom. To start the spelling bee game, there are several things that teachers can do before using this game, namely by giving them words in a predetermined theme or material, after that let the students read several times, which is to understand and remember the meaning and also the syllable. The teacher provides examples of vocabulary such as kitchen utensils or also the names of objects in class or also several kinds of animals and also several other things so that at each meeting

students understand vocabulary and spelling methods, which is useful for students to understand a lot of the material and topics covered every face-to-face with their teacher.

Because, there were a variation between the symbols and the sound. Spelling is one of part of the English language to interact with other people we not only to have a good vocabulary but also have good spelling in English, when we communicate with other people.

These statement are supported by alquran, in surah an-nisa verse 9 allah states that people must speak with good spell.²⁶

وَلْيَحْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

Which means : “ and fear (of Allah) those who may leave their weak offspring behind them whom they are worried about (their welfare). Therefore, let them fear Allah, and let them speak with the right words.

These verse allah supported by the hadith narrated by Bukhari And Muslim. From Abu Hurairah that Rasulllah Sallalallahu Alaihi Wasallam says²⁷:

«من كان يؤمن بالله واليوم الآخر فليقل خيرا أو ليصمت»

The meaning : “ whoever believes in Allah and the last day, then lets be fair or shut up”

In another hadith riwayat muslim, the messenger of Allah- peace and prayer of Allah be upon him said, : “ verily, the spelling that is most loved by Allah is ²⁸:

سُبْحَانَ اللَّهِ وَبِحَمْدِهِ

The meaning : “ glory to Allah and all praise only to him”

²⁶ Al-qur'an, 4: 9

²⁷ Albukhari No. 6018 and Muslim No. 47

²⁸ HR. Bukhari 7/168 and Muslim 4/2072

3. Procedure of *Spelling Bee Game*

In preparing a very fun spelling bee game, here the author will experiment with giving a very simple game. Chalk/markers and blackboard are indispensable tools when we want to play this game. Here are some ways to play the spelling bee:

- The writer divides the students in the class into two groups, namely group Y and group Z.
- then, give students a collection of words on paper with any theme, show and give them some words on paper that use the desired theme with the learning material. for example "transportation", After they receive the word given by the teacher, direct them to remember the words on the paper and understand the word. To reduce students' mistakes in spelling words, the teacher gives directions and reads by spelling the words for the first time, which will be followed together by all students.
- The students were asked to make a line and stand like a queue, to pay attention and prepare the students to be always ready to run the game. Each student standing in the front is allowed to spell the word that will be shared by the teacher, and if a student answers and spells the word correctly, then the group gets a score of 100 and if a student fails to answer and spell the word it will be given a score. 0, this game will start first from group Y to group Z. These steps continue to run to each student who is in a row and, if the student has spelled the word either wrong or right then he has to turn back.
- The winner will be determined by the team that gets the most points at the end of the game.
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4. Advantages and Disadvantages of *Spelling Bee Game*

These are some advantages and disadvantages of the game:

a. The Advantages

This spelling bee game will get the first advantage for students in teaching vocabulary because the material to be studied can be more interesting for students. Students will learn the material when the material they pay attention to is more interesting to them in a fun material. At times like this it produces very good

results for students and students. For students they can understand what their teacher has suggested that day and provide opportunities for teachers to teach the material very well. For teachers, they no longer need to explain the material being taught in detail, if there is already an application of this spelling bee game. When running this spelling bee game, the teacher simply explains a few important points in the material that day and the material needed by students because this game is very good for its application. With this, the spelling bee game is a place to understand the material that has been taught to students and on this occasion the spelling bee game for students is very useful because they understand more about spelling vocabulary.

b. The Disadvantages

Behind the benefits there are also several weaknesses, one of which is that if this game is applied in the classroom, students will become more active. because basically this game must be active and responsive, so because of this the class will be noisy. because that way it can actually attract students. There are times when the teacher is very difficult to direct them, because the students sometimes talk too much and chat outside of the game. The next weakness is because some students do not understand the new new vocabulary or the material they have heard, so the teacher has to re-explain if there is a new word or material and sometimes it takes quite a long time to explain it. So there is no more time for the teacher to explain more and help them to memorize all the new vocabulary. From all the explanations above, it shows that the use of Spelling Bee game is a good technique to teach English vocabulary especially by applying creative and responsive activities, but there are also some weaknesses in using this game in teaching English vocabulary. It is undeniable that teaching vocabulary using this spelling bee game in English is a good technique, because here it is intended that both students and teachers are required to always be compact and creative in explaining the new vocabulary they hear. And for all the explanations above, hopefully this shortcoming can be understood. So for that, from the teaching technique of this method, there are things to reduce the shortcomings described above, namely by making good vocabulary

with certain topics or themes which can increase students' interest in learning vocabulary. The teacher can also provide supporting things that can support this spelling bee game such as music. In order to motivate students who make them even better in learning this spelling bee game. teachers can give them an appreciation or award such as gifts or gifts to students at the end of each lesson.

C. Related Study

First Nurjida (2018) in the research with title “ The Use of Spelling Bee Games to Improve Students’ Vocabulary of Eight Grade at SMPN 5 Palopo”. This subject of the research has 25 students that using of pre-test and post-test In pretest, the students’ mean score is 75.4400 and the students’ score in posttest is 82.6000.

Second Leni Nurpitasari & Wan julia Mayasari (2018) in their research title "The Use of Spelling Bee Game to increase Vocabulary Mastery of the seventh grade at SMP N 1 Bantan". In this study, there is an influence on the use of the Spelling bee game method in grade 7 at SMP 1 Bantan. The influence can be indicated by t count (6.18) > t table (2.69). This means that H_a is accepted and H_o is rejected, which means that there is a significant effect.

Third Ni'matul Wafa (2017) researched "teaching students vocabulary by using spelling bee game of the second year students at SMP N 3 Sungguminasa Gowa". In this study using a quasi-experimental research design with non-equivalents. This study consisted of 50 students as a sample in class VIII C (experimental class) & class VIII D (control class). The results of this study indicate a significant effect, with t test (6.617) > t table (2.021). that’s mean H_a accepted, H_o rejected.

D. Conceptual Framework

Vocabulary is an element that supports the components of English skills. In practicing language skills, vocabulary is a very supportive component, especially in English. Students will better understand and make it easier for them to express emotions, feelings, ideas, and others if students have a vocabulary that is quite competent in each language. Students will find it very difficult to acquire and speak English if they do not have a vocabulary that they know. here shows that in the process of learning English vocabulary is the most important element in every learning process in the classroom.

Spelling bee games can also be used to train students' ability to remember vocabulary and also train their concentration in learning to spell vocabulary. Then, teaching some English vocabulary can improve students' spelling skills, understand the given vocabulary, vocabulary skills, practice their concentration and skills in memorizing English vocabulary by using this spelling bee game. This spelling bee game also offers students the courage to speak in public and also makes it easier for them to remember vocabulary they have not heard before. The spelling bee game is also able to develop and understand the meaning of the students' words in practicing speaking and pronouncing vocabulary.

Based on the facts described above, the researcher has conducted research on how the spelling bee game method and method in teaching vocabulary, which will provide an understanding to teachers and students on how to learn and practice English vocabulary effectively. The experimental class is a method that is quite suitable, so the researcher applies the learning vocabulary in the classroom as a teaching method.

In class VIII of Mts N Sei Kanan there are some obstacles in their mastery of vocabulary in English. In the various methods available in teaching English, spelling bee games are very suitable to be used in pronouncing and memorizing vocabulary. With the intermediary of the spelling bee game, this game can guide

students to increase their vocabulary because the game using the spelling bee game method is an independent variable and vocabulary is a dependent variable.

From the facts above, the researcher wants to use the spelling bee game which aims to focus more on increasing vocabulary. To provide information on student vocabulary, researchers will provide treatment to determine vocabulary learning by using a pretest to see students' abilities in English vocabulary. The researcher will give a posttest to provide information on whether there are very advanced developments for students or a way out after the existing treatment is applied.

E. Hypothesis

The research hypothesis is to prove the truth of a temporary answer so that it requires the truth through a study. Therefore, hypothesis is a temporary answer to a research problem, until it is proven through the data collected.

The hypothesis can be formulated as follows:

Ha: the learning media model of spelling bee games has a positive effect on students' vocabulary skills in class VIII MTs N Sei kanan

Ho: spelling bee games learning media model is not effective for improving students' vocabulary skills English in class VIII MTs N Sei Kanan.