

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

##### 2.1.1 Definition of Pronunciation

The way a word or language is typically spoken, or how someone utters a word, is called pronunciation. In accordance with the previous definitions, Hornby claims that pronunciation refers to how a language is spoken, how a word is spoken, and how a person speaks a language's words (Hornby, 1995, p.928).

The act or way of pronouncing words are known as pronunciation; speech utterance. In other terms, it is also possible to define it as a particular method of using a word, particularly one that is recognized or widely understood. In the senses, pronunciation involves making and hearing speech sounds as well as conveying meaning (Kristina, Diah and Rarasteja, 2006, p.1).

The second definition provides a more detailed explanation of the pronunciation. The words act, talk, produce, and receive sound are some of the crucial pronunciation keys. It says that the words being spoken should make sense (intelligible). According to Rebecca pronunciation is the process of producing speech sounds, containing articulation, vowel production, accent inflection, and intonation, frequently with relation to the accuracy or acceptability of the speech sounds (Miftahur Rohman, 2016, p.8). In alqur'an surah al-hujarat: 13 wrote

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

*“oh humanity! Indeed, we created you from a male and a female, and made you into people tribes so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly all a know, all a ware”.*

Allah created man and woman to know one another, according to what is written there. So, we can conclude that proper and appropriate communication with one another is something we as fellow humans are expected to do. God

forbids us from speaking impolitely toward one another. Allah sees and hears all that a person does, and He decides whether it is good or wrong.

HR bukhari said in a hadits that:

سَلَامَةُ الْإِنْسَانِ فِي حِفْظِ اللِّسَانِ

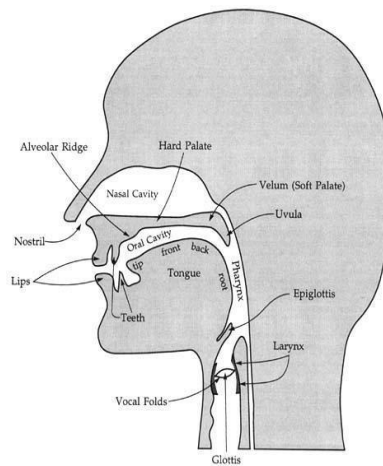
*“The ability to control one's tongue is essential for human salvation.”*

According to the hadist mentioned above, doing good is one of the most preferred deeds. The reason is that it has a lot of positive effects on life. Thus, it should be a requirement that everyone use caution when speaking.

The way we pronounce a language is very similar to how we speak it. It speaks of the noises we make in order to convey meaning. It requires paying attention to a language's unique sounds as well as speech features like intonation, phrasing, stress, timing, rhythm, and voice projection that go beyond the level of a single sound (voice quality). People in our immediate area can tell a lot about us just by the way we speak. Because we frequently form opinions about others based on their speech, those with clear pronunciation are more likely to be understood (AMEP A, 2002, p.1).

According to Bowen in Chan pronunciation is typically explained by quickly going through the alphabet to show the different sound or sounds that each letter is linked with. In this instance, pronunciations are made up of structured sounds created by air passing through the articulation organ (Furkhan S Chan, 2006, p.1).

The alphabet-like symbols used in pronunciation also show how to pronounce each sound. Due to the fact that each pronunciation in this sentence comes from a separate articulation organ, each sound has a distinct feature. The following illustration shows where the articulation organ is located:



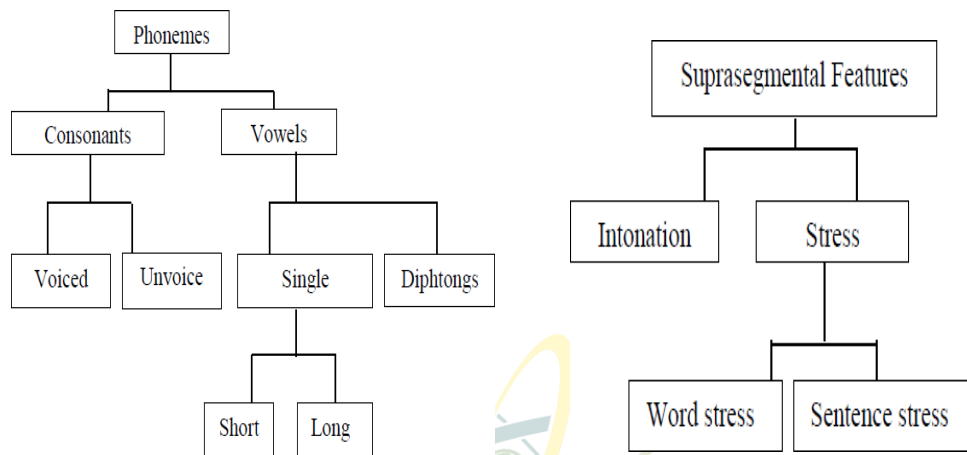
**Figure 2.1 Place of Articulation Organ**

The way a word or language is pronounced, or how someone utters a word, is referred to as pronunciation. A word can be pronounced differently by different people or groups depending on a variety of variables, including: the region in which they were born and raised; the region in which they currently live; whether they have a speech or voice disorder; their ethnic group; their social class; or their level of education. Because of the above background factors, people occasionally pronounce the same word differently. When one is said to as having "proper pronunciation," it applies to both within a specific accent. We must learn how to speak a new language in order to be able to pronounce it similarly to our own tongue.

In order to convey meaning in the context of language use, pronunciation in language acquisition refers to the creation and perception of relevant sounds in a particular language. Furthermore, spoken language starts with a sound. One requires a good working understanding of the pronunciation of a language in order to communicate clearly and comprehend what is being said. Thus, proper pronunciation instruction should be given at all levels of English language instruction.

Kelly is one who analyzes pronunciation in terms of its component elements. He contends that phonemes and suprasegmental characteristics are the two main components of pronunciation. He has described the most important

aspects of pronunciation in the graphic below:(Kelly, 2000, p.1)



**Figure 2.2 Pronunciation Features**

Moreover, Ramelan separates the components of English pronunciation into segmental and suprasegmental aspects. The first is a segmental characteristic, which is a grouping of sounds in a particular order. This characteristic can be researched separately. It implies that each utterance may be divided into a set of linear segmental features (Ramelan, 2003, p.22).

Vowels, diphthongs, and consonants are among the segmental aspects of English. A vowel is a sound that is made with a clear flow.(Ramelan, 2003) A free passage here means that vowel sounds are produced without obstruction. The two types of English vowels are long vowels and short vowels. Short vowels include /ɪ/, /ɜ:/, /a:/, /u:/, /ɔ:/, whereas long vowels include /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɔ/. Diphthong is the second. A diphthong, according to Kelly, made up of two vowel sounds and involves switching from one vowel sound to another (like /e/ in the word rain). (Kelly, 2000, p.34)

In English, the first sound of each phoneme is louder and longer than the second. From one vowel position to another, there is a purposeful glide (or movement of the tongue, lips, and jaw). It is created by a single breath impulse. For instance: poor, kid, how, lie, etc. Consonant is the third sound. The term "consonant" is defined negatively, meaning that it refers to sounds that are not vowels. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ,

ʃ, dʒ, θ, ð, m, n, ŋ, h, i, r, w, and j.

The second characteristic is called suprasegmental features, and it includes things like stress, intonation, pauses, and rhythm. The first is stress, which refers to how strongly or loudly a syllable is delivered in order to emphasize it. Word stress and phrase stress are two different types of stress. A phrase stress is a stress inside a thought group or a sentence, and a word stress is a stress within a word. In English, stress plays a crucial function since it can distinguish between a meaning and an intention. English, where changing the stress will distinguish between a meaning and an aim.

The second is intonation, which is a kind of musical accompaniment used in speech production. The tone of our speech is known as intonation. For instance, someone who is angry will speak in a loud voice. But he will speak in a low tone when he is down. The third is the pause, which is used to separate groupings of words when speaking in English. There are two different types of pauses: final and brief ones. Rhythm is the fourth. It refers to language's rhythm. English has a stress-timed rhythm. For instance, in the sentence "Can you see the vehicle?" the terms see and vans are stressed more heavily. This indicates that the amount of time between two major pressures is similar (Anas Syafei, 1988, p.28).

From the previous definition, it can be concluded that pronunciation refers to the manner in which a word or a language is uttered through structured sounds created by the air that pass through the organ articulation.

### **2.1.2 Type of Pronunciation**

Segmental features and suprasegmental features are the two components of pronunciation. Vowels and consonants are included in the English segmental system. The classification is based on the variations in how they are produced and how they function in an utterance. While suprasegmental elements mimic the tone of speech or sentence structure.

There are three different types of suprasegmental features: stress, intonation and rhythm.

## A. Segmental Features

### 1. Vocal (vowel)

Vocals are defined as vowels produced when air is released via the mouth and throat without restriction or narrowing, resulting in a lack of friction.

#### 1) English Short Vowel

There are many different vowel sounds in English, but short vowels will be the focus of this analysis. These short vowels are represented by the letters I, e, V, Q, and U. Small vowels are simply comparatively brief; as we'll see later, vowels can have a wide range of lengths depending on the situation.

I (example words: 'bit', 'pin', 'fish') In comparison to cardinal vowel no. [i] this vowel is closer to the center and in the close front area. The lips are spread slightly.

E (example words: 'bet', 'men', 'yes') this is a front between cardinal vowel no. [e] and no. [ɛ]. The lips are slightly spread.

Æ (example words: 'bat', 'man', 'gas') although not nearly as open as the cardinal vowel [a], this vowel is front. The lips are spread slightly.

ʌ (example words: 'cut', 'come', 'rush') this is a central vowel, and the diagram shows that its tongue height is higher than the open-mid range. The lip is in a neutral position.

ɒ (example words: 'pot', 'gone', 'cross') the tongue height of this vowel is between open-mid and open, and it is not quite totally back. The lips have a softly rounded shape.

ʊ (example words: 'put', 'pull', 'push') the closest cardinal vowel is [u], although u is more open and closer to the center. Round lips are present.

#### 2) English Long Vowels

I; (example words: 'beat', 'mean', 'peace')

ɜ: (example words: 'bird', 'form', 'purse')

ɑ: (example words: 'card', 'half', 'pass')

ɔ: (example words: 'board', 'torn', 'horse')

u: (example words; 'food', 'soon', 'loose')

## 2. Diphthongs

There are many diphthongs in the pronunciation of BBC, which is a sound made by gliding from one vowel to another. A pure vowel is one that does not glide but rather remains continuous.

Diphthongs are identical to the long vowels mentioned above in length. The first portion of every diphthong is usually probably longer and stronger than the second; for instance, the majority of the diphthong at (as in the words "eye" and "I") is made up of the vowel, and the glide to I only becomes clear in the last quarter of the diphthong. The sound gets softer as the glide to I progresses. The segment is consequently shorter and quieter. So, foreign students should always keep in mind that the final sound of English diphthongs shouldn't be made too firmly. There are eight diphthongs in all, though the letter is becoming less common.

### 1) Centering diphthongs

ɪə (example words: 'beard', 'weird', 'fierce')

eə (example words: 'aired', 'cairn', 'scarce')

ʊə (example words: 'moored', 'tour', 'lure')

### 2) Centering Diphthongs

eɪ (example words: 'paid', 'pain',  
'face')

aɪ (example words: 'tide', 'time',  
'nice')

ɔɪ (example words: 'void', 'loin',  
'voice')

## 3. Consonant

Consonant is a sound or letter (letter on-off) that is produced when there are difficulties with the smooth passage of air through the mouth and throat. Consonants can be categorized based on (1) the site of articulation and (2) the manner in which they are spoken.

To produce any consonant, an active articulator, typically found somewhere down the vocal tract, moves toward a passive articulator, typically

found somewhere at the top. The consonant's point of articulation depends on the location of those articulators, as we'll see in the following section. The way of articulation depends on how near the active and passive articulators are to one another.

## **B. Supra Segmental**

### **1. Stress**

The term "stress" has already been used several times in this course without any definition. The nature of stress is then relatively simple: almost everyone would agree that words like "father," "open," and "camera" have a stressed first syllable, that "potato," "apartment," and "relation" have a stressed middle syllable, and that "about," "receive," and "perhaps" have a stressed final syllable. The majority of people believe they understand the distinction between stressed and unstressed, even though it's true that they may do so differently.

A short vertical line (ˈ) will be added high up in the transcription to indicate a stressed syllable. The terms mentioned above will therefore be translated as follows just before the syllable in refers to:

ˈfɑːðə	pəˈteɪtəʊ	əˈbaʊt
ˈəʊpən	əˈpɑːtmənt	rɪˈsiːv
ˈkæmərə	rɪˈleɪʃn	pəˈhæspz

What characteristics of stressed syllables help us recognize them? It is crucial to realize that there are two different methods to answering this question. One is to think about what the speaker does to produce stressed syllables, and the other is to think about what aspects of sound give a syllable the impression of being stressed to a listener. In other words, we can examine stress from the perspectives of both production and perception, even though they are not the same.

### **2. Intonation**

Intonation is a crucial aspect of suprasegmental. Define intonation. No definition is suitable in its complete. Any definition attempt, however, must



realize that the voice's pitch plays a crucial role. We rarely talk with a set, unchanging pitch; instead, when we speak regularly, the pitch of our voice is continually changing. One of the most difficult parts of intonation analysis is listening to the speaker's pitch and understanding what it is doing; this is not a simple process, and it tends to require a completely different set of skills than those learned through segmental phonetics studies. Some people have a tough time connecting what they hear in someone's voice to a scale that ranges from low to high since we describe pitch in terms of high and low.

### **3. Rhythm**

A heartbeat, a flashing light, or a piece of music can all be said to have rhythm since they are perceptible events that occur at predictable times. It is frequently believed that English speech has a rhythm, which can be recognized by the regular frequency of stressed syllables. Naturally, it is not indicated that the timing is as predictable as a clock because occurrence regularity is simply a relative concept. According to the theory that English has stress-timed rhythm, whether or not there are unstressed syllables in between, and stressed syllables tend to occur at generally regular intervals; this would not be the case with "mechanical speech."

#### **2.1.3 Definition of Spelling Bee**

Spelling is similar to magic. Only the first 26 letters of the alphabet are used. These letters can be multiplied by thousands. And therefore, learning to spell is important since all words are pegs used to hang thoughts on the mind, according to an American by the name of Henry Ward Beecher. He stated, "Words are needed to explain your ideas when you write a letter, tale, essay test, or anything else." Not only should the other person be aware of the word's meaning, but also it's spelling. Having a variety of vocabulary makes it simpler to communicate their ideas. Thus, individuals can learn the pronunciations and definitions of thousands of words using the methods described in these pages. When studying for a spelling test or learning new terms for science, social studies, literature, or any other topic, use these strategies. As their ideas and opinions

develop, the students will observe that their spelling abilities advance (Linda Ward Beech at all, 1984, p.1).

According to Uranga in Sekarini a spelling bee is a competition in which participants are disqualified for incorrectly spelling a word that has been provided. Another name for it is spelldown. It all began ten years ago as a means to help kids pronounce words more clearly. The spelling bee involves a complex thought process in addition to memorization of words and the letters that make up those words. Students are given a variety of clues to help them answer the question or spell the word correctly, from the definition to the several word types (noun, adjective, verb, etc.), to examples of sentences that use those terms (J.S. Rahayu, 2009, p.17).

The whole spelling and pronunciation training program known as the spelling bee is available to student. The significance of spelling bee games is also appropriate; according to Jakarta, Kompas.com, spelling bee games can improve students' vocabulary and pronunciation. Then, Indonesia held a spelling bee competition. Spelling bees have even been held at the national level in their country of origin, the United States. Since its inception in America, spelling bees have spread internationally to include the United Kingdom, Canada, Australia, Germany, India, and Indonesia.

Spelling bee is believed to be able to bring great benefits for children who are learning English. Parents and teachers can use the methods used in this competition to train the English language skills of children and students. Spelling bee is a spelling competition for kids. Participants are usually given the question of a word they should spell appropriately. They can ask the definition of the word, the original word and place of origin if the word is an absorption word.

#### **2.1.4 The Principle of Spelling Bee**

According to Fraenkel, there are two basic stages in learning how to pronounce a word. The first is the receptive/list stage, during which we learn to distinguish the important sounds and patterns in the language by listening to it. The second stage is the reductive or speaking stage, where we learn to talk or

produce what we have already learnt (D.G Fraenkel, 1984, p.96).

According to Ur Penny, the rules of the spelling bee game require you to give ten words that your children could find challenging to spell or that you have just taught them. The students record them in writing. Before providing the correct answers, you might want the students to assist one another, compare the results, and choose which spelling they believe is correct (Ni'matul Wafaa, 2017, p.19).

### **2.1.5 Advantage and Disadvantage of Spelling Bee**

There are a number of benefits and advantages and disadvantages to adopting the spelling bee game as a teaching tool. The first spelling bee game can assist children in accurately spelling words because as they play, they learn how to spell words and about the symbol, sound, and meaning of each word that has previously been provided by the teacher. The teacher can assist them in said the word loudly. They will be sure to have mastered the proper correlation between spelling and pronunciation as a result, and they will be able to pronounce for spelling anytime they suspect a typo in order to get it right. By playing this game, kids can reduce future spelling errors. The second game, a spelling bee, engages students through friendly competition. They inspire English language learners to get involved and actively participate in the learning activities. Finally, using spelling bee activities to teach pronunciation gave students real-world context in the classroom and improved their ability to utilize English in a flexible, communicative manner. And therefore, it is impossible to argue the value of spelling bee activities for improving pronunciation.

The disadvantages of spelling bee games as a tool for English pronunciation. The study observed certain issues with the spelling bee in the classroom. Time allocation is the first. Learning new words through a classroom spelling bee requires much more time than simply studying the textbook. The second is the difficulty level of the words, where the harder word is.

### 2.1.6 Procedure of Spelling Bee

When playing any game with students, especially in the classroom, it is vital to practice the rules so that everyone is on the same page. This is especially crucial when implementing the spelling bee to teach. So that everyone knows how to play, the game can then be demonstrated in front of the class. Also, set the game's rules and let the student understand them. As a result, in order to make spelling bee go well in the classroom, we must explain the process to the students.

Spelling bees can be conducted in the classroom in a variety of ways because they are simple to set up and don't require any prior planning, according to Herrera and Zanata in Rahayu. Before the spelling bee game begins, the teacher gives the students certain words on a particular topic, has them read the words two or three times, and then asks them to comprehend and recall the words' definitions. Only then may the spelling bee begin. Every meeting has a different subject and topic, such as tools for transportation, professions, animal and plant species, etc.

On the other hand, as stated by Linda Ward Beech in the learning spelling bee game:

- 1) Look at the word and look for Greek word components. Students can learn numerous words' meanings and spellings by identifying Greek word parts. Search the terms for problematic areas. Spelling errors often occur in specific word segments. Recognize these issue places by yourself. Observe the suffixes. A suffix enhances a word's meaning. For instance, the student can make characterize by adding the suffix -ize.
- 2) Say the word out loud.
- 3) Pay attention to the sounds and hear the differences between words that are commonly confused. With the exception of one or two sounds, many word pairs and groups sound very similar. While speaking quickly or carelessly, some consonant sounds may be ignored, so pay attention to those that are easy to forget. As you speak the words, pay attention to the sounds. When students are spelling particular words, the issue of remembering which consonants to double arises. Listen for double letters.

- 4) Corrected for spelling and homophones. Words that have the same sound but various spellings are known as homophones. Look for clues to help you connect the homophone's spelling to its meaning. Verify possessive forms; using the wrong possessive form can result in several issues. The student must first confirm that the word is spelled correctly. Secondly, make sure a possessive noun is actually required. Lastly, double-check that the punctuation is in the proper location.
- 5) Verify the spelling of words with uncommon plural forms in dictionaries by checking them twice.

To help students get ready for a spelling bee, the researcher tried to offer a simple, enjoyable game. The spelling bee game has the following rules:

- 1) The teacher divided the students into several groups.
- 2) The teacher asked the students who as the first group come to the front of class and stand in line.
- 3) The teacher gives each of groups' member 4 different words to pronounce and the words will be spelled by native speaker using an audio recording.
- 4) The game is played from the first group until the last group.
- 5) The teacher asked the student to pronounce the word loudly which have been spelled by native speaker using an audio recording.
- 6) If the student answered or pronounced the word correctly she/he will receive 5 points, otherwise she/he will receive 0 point for incorrectly pronunciation and the teacher give the correct pronunciation.
- 7) Then the teacher gives a new word to be pronounced.
- 8) The winner is the student with the high score or point at the end of the game.

## 2.2 Previous Research

1. Devia Nikita Choriana of Walisongo State Islamic University of Semarang used *a spelling bee activity to enhance students' comprehension of the simple past tense in another relevant study (A classroom action research*

*at eight grade of Mts.miftahul khoirot branjang ungaran*). The students' problems in comprehending the simple past tense served as the foundation for this study. The teacher must have a method for explaining grammar that will make it simple for students to understand. The Spelling Bee Game was applied in this study's research to facilitate students' comprehension of grammar. This investigation focuses on the eighth-grade writing abilities of MTs. Miftahul Khoirot Branjang-Ungaran. in the 2014–2015 school year. This research analyzes the use of spelling games to help students better learn the simple past tense. (1) To describe the eighth grade students of MTs' enthusiasm for learning the simple past tense using the Spelling Bee game. Miftahul Khoirot Branjang-Ungaran in the 2015–2016 academic year. (2) To determine if students' comprehension of the simple past tense has improved after being taught utilizing the Spelling Bee game to MTs' eighth grade students. Miftahul Khoirot Branjang - Ungaran in the 2015–2016 academic year. The use of the Spelling Bee Game to teach MTs how to use the simple past tense. There were two cycles of Miftahul Khoirot Branjang, cycle 1 and cycle 2. There were 26 students in class A that participated in this study. The percentage of students who were excited was 56% in the first cycle and 80% in the second. This suggests that the spelling bee game could greatly increase students' enthusiasm. The findings of this study suggested that teaching students about the simple past tense through the use of the spelling bee game. This was shown through the fact that students' understanding test scores increased each cycle. The average score for students in the first cycle was 68.12. The students received 79.09 in the following session. The findings of this study suggested that teaching students about the simple past tense through the use of the spelling bee game could be beneficial (Devia Nikita Choriana, 2016).

2. Using the spelling bee game as a method of teaching English vocabulary, Ovaningtyas conducted a research about *spelling bee game as a technique in teaching English vocabulary (A Quasi-Experimental Study At Fourth Grades Of Elementary School At Muria Kudus)*. This research was

published in 2016. The goal of this study is to determine whether there is a discernible difference between fourth-graders' vocabulary mastery before and after being taught using the Spelling Bee Game technique. This study is an experimental study that is also a quasi-experiment. The fourth graders at SDN 3 Bandengan Jepara during the academic year 2015–2016 were the focus of the investigation. There are 27 students involved in this study, with 14 males and 13 females. The author conducted research using a test. Multiple-choice questions (MCQs), fill-in-the-blank questions, and matching make up the test format. There are 30 questions on it. The findings of this study indicate that there is a clear differentiation between fourth-graders' vocabulary competence before and after they were taught using the Spelling Bee Game technique. Knowing that this research's findings show that fourth graders in elementary schools had a higher level of vocabulary knowledge after receiving instruction using the Spelling Bee Game technique than they did before. As a result, the author advises that teachers should be able to make the learning process more engaging, creative, and fun (Mustika ratna pratiwi, 2010).

3. The research journal by Rohmawati, A. (2015), "*Spelling Bee in Teaching Vocabulary*," uses a pre-experimental approach. The group is made up of 26 seventh graders from one junior high school in Cimahi. With a post-test and questionnaire, the data for this study were gathered. A spelling test is used for the post-test. SPSS 20 for Windows is used to statistically evaluate the post-test data. The outcome reveals that ERP received the lowest post-test score of 61.00. The highest ANNE score is an outstanding 100. The mean score is 80.85 in this case. Given that almost all of the students can spell the terms properly, it can be concluded based on the findings that using the Spelling Bee to teach English vocabulary is an effective strategy. According to survey results, 99.24% of students believe that the Spelling Bee has a beneficial influence on their ability to acquire new words (Rohmawati, 2015).
4. The next research journal by Wulan Wangi (2022), "*The Effect of Spelling*

*Bee Games to Students' Vocabulary Mastery*". This study's research methodology was experimental. At SMK NU Mambaul Huda, the researcher observed 33 students in TKJ 2 (tenth grade). Multiple choice exams were employed as the pre-test and post-test by the researcher. T-test was used to statistically examine the data. The T-test was then analyzed and interpreted with a 5% level of significance using the variables  $db = N - 1 = 33 - 1 = 32$  and a 2,036-row T-table. 12, 09 were the findings of the T-test analysis. The results showed an important difference between utilizing and not using the spelling bee game to improve students' vocabulary knowledge. Based on the research result, it can be concluded that teaching English vocabulary by Spelling Bee game was effective and gave remarkable progress in student's vocabulary mastery, especially in X TKJ 2 at SMK NU Mambaba"ul Huda Tegalsari (Aniza et al., 2022).

5. The research journal by Mahendra "*The use of a spelling bee to raise students' proficiency in English vocabulary at SMPN 11 Makassar*" used a quasi-experimental approach. Students in SMPN 11 Makassar's seventh year make up the study's population. It had 40 students in all, divided into two groups of 20 each: 20 from VII A, the experiment class, and 20 from VII B, the control class. The study's findings showed that the experiment class's pre-test spelling bee score was 64.80, whereas the control class's was 53.55. According to the questionnaire's results, the researcher came to the conclusion that H1 was approved and H0 was rejected, which indicates that employing the spelling bee had an impact on the seventh-grade students at SMPN 11 Makassar's English vocabulary. As a result, the rating mean score questionnaire is 62.75, which is fairly placed in the category.(Mahendra, 2021)
6. The last related study carried out by Khasanah & As Sabiq (2020), focused on "*Dealing with Students' Pronunciation: the Spelling Bee Effect*", and used experimental method. The research sample consisted of 63 seventh-grade MTs NU 01 Mambaul Hikmah Tegalwangi students, 32 of whom were female and belong to the experimental class (7E), and 31 to the



control class (7D). The study's findings showed that the post-test scores of students in the experimental class and those in the control class differed significantly. The experimental class's mean post-test score was 71.806 while the control group's post-test score was (23.306). Also, the t-test result showed that t-stat (27.125) was greater than t-table (1.688) with a degree of freedom (df) = 36, leading to the acceptance of  $H_a$  and the rejection of  $H_0$ . That means that the "Spelling Bee" method had a substantial impact on pronunciation instruction at MTs NU 01 Mambaul Hikmah Tegalwangi's seventh-grade level. Teachers can use the "Spelling Bee" as an alternative method to help children with pronunciation, vocabulary, and spelling.(Khasanah & As Sabiq, 2020)

The differences between those all studies and this study include the location and level of the subject; the first study's subject was elementary school, the second study's subject was MTs, and the current study's subject was junior high school. Also, the first research and this research have the goal of finding out the effectiveness of spelling bee games to improve pronunciation, and the second research and this research both use spelling bee games.

The researcher was motivated by the previous research, but she analyzed students' pronunciation skills rather than vocabulary or other skills. The researcher is looking to determine whether spelling bees are useful tools for teaching pronunciation as well as how students feel about use these tools in the teaching and learning process.

### **2.3 Conceptual Framework**

The spelling bee game can help students' pronunciation because that makes it easier for them to pronounce new words, helps them spell the words correctly, and improves their enthusiasm to learn pronunciation.

A competitive activity like a spelling bee might make it easier for students to pronounce new words when they pay close attention to the pronouncer and, if required, ask for the word to be repeated. The students have the opportunity to study, practice, and review the English language in a friendly setting. It teaches

how to pronounce words in English quickly, correctly, and accurately. Students learn in a unique way by playing this game that simulates learning. The students would attempt friendly competition among themselves. It provides an opportunity for students to actively engage in class.

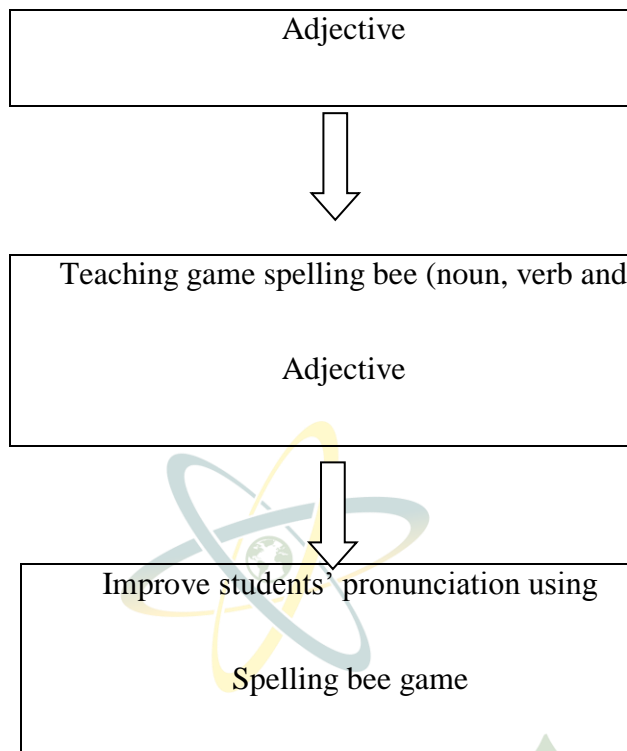
The spelling bee can help students in correctly spelling words because, while participating in the game, they learn how to spell words and about the symbol, sound, and meaning of each word that the teacher has already provided. In other words, students can take up a variety of difficult words. The spelling bee helps motivate to learn pronunciation because it involves friendly competition and keeps them interested. It is a game that is fun and interesting, sometimes difficult, and one that students play and typically interact with other people in.

They encourage English language learners to engage and participate actively in the learning activities. Learning pronunciation through spelling bee games then introduced context from the outside world into the classroom and improved students' ability to use English in a flexible, communicative manner. The researcher therefore expects that teaching pronunciation through a spelling bee game will inspire and stimulate students' interest in learning pronunciation both in the classroom and in real life.

The seventh grade students' of SMP Islam  
Terpadu Nurul 'Ilmi

Experimental

Teaching vocabulary of noun, verb and



**Figure 3 Action Research**

#### **2.4 Hypothesis**

The research hypothesis that will be used in this research concerned to the influence of using spelling bee game on students' pronunciation skills.

In this research, the hypothesis will be formulated:

H<sub>0</sub>: Spelling bee game is not effective to improve students' pronunciation at the seventh grade students of SMP IT Nurul 'Ilmi Medan in the academic year of 2022/2023.

H<sub>a</sub>: Spelling bee game is effective to improve students' pronunciation at the seventh grade students of SMP IT Nurul 'Ilmi Medan in the academic year of 2022/2023.



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