



**THE IMPLEMENTATION OF SPELLING BEE GAME TO IMPROVE
THE STUDENTS' PRONUNCIATION AT SEVENTH GRADE OF MTS
MUHAMMADIYAH 29 STABAT IN ACADEMIC YEAR 2018/2019**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan*

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Students’ Pronunciation in at Seventh Grade of MTs
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan
ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari
ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan,
maka gelar ijazah yang diberikan oleh universitas batal saya terima.

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ABSTRACT

Ismah. Registration Number: 34153057. The Implementation of Spelling Bee Game to Improve The Students' Pronunciation. A Skripsi, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, 2019-07-15

Keywords : Pronunciation, Spelling Bee Game

The aim of this research was to find out the improving students' pronunciation by using spelling bee game. The subject of this research was seventh grade of MTs Muhammadiyah 29 Stabat 2018-2019 academic year. It was consisted of one class and 20 students as respondents. The technique of analyzing data was applied by using qualitative and quantitative approach. The quantitative data were taken from the test. The qualitative data were taken from interview, observation, and documentation. Data were taken from the result which was carried out in two cycles and two cycles conducted in four meetings. The test were given to the students in pre-test, post-test I and post-test II. The result of analyzing the data showed that there was improving on the student's pronunciation from each cycles. It showed with the mean of pre-test score was 50,05. Where, there were 1 student got successfull score criteria or it was only 5% and 19 students' got unsuccessful or it was 95%. After doing cycle I by using spelling bee game, there was an improving of the result of the students' mean was 61,05. Where, 9 students got successful criteria score or it was only 45% and 11 students' got unseccessful criteria score or it was 55%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 81,15. Where, 16 students' got successful criteria score or it was 80% and 4 students' got unsuccessful criteria score or it was 20%. In other words, it could be concluded that the use of spelling bee game improved the students' pronunciation and their interest in pronunciation.

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Medan, June 27, 2019

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CHAPTER I

INTRODUCTION

A. Background of the Study

As stated in the basic competence in curriculum 2013, the students of Junior High School at seventh grade are expected to master linguistic competences such as vocabulary, grammar including pronunciation. In pronunciation, the students should avoid mispronouncing and misunderstanding in several words. To achieve this goal, the students should be able to master pronunciation because Murcia¹ states that the objective of teaching pronunciation for the students is to master particular sounds, the elements, and how to pronounce the words. Pronunciation is not only about phonetic symbols and rules but also includes stress, intonation, and rhythm, and all these are not isolated from each other. Then, the activities in teaching pronunciation make students aware in different sounds and they can catch the point what the speaker or they speak and should cover all issues of pronunciation itself.

Pronunciation is always required by the students in order to express the meaning accurately and fluently in their communication and to achieve good communication, and it would be meaningless to teach English if student cannot speak, read and listen English fluently because of their poor pronunciation. Understandable pronunciation is one of the basic requirements of learners' competence.² Therefore, the teacher should teach pronunciation in class along

¹Celce-Murcia, M., Brinton, D., & Goodwin, J. 1996. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other languages*, (Cambridge: Cambridge University Press, 1996), p.6

²Gilakjani, "English Pronunciation Instruction: A Literature Review", *International Journal of Research in English Education*, Vol. 1 No. 1, 2016, p. 1

with speaking, reading and listening to make students' skill better since good pronunciation will give students opportunities to communicate naturally to the listener with understandable pronunciation.

It can be concluded that Junior High School students must develop their competence in global communication and must improve their comprehension of relationship between language and the technology. It means that Junior High School students need to learn English in order to develop their communicative competence to learn knowledge and technology. Nowadays, many occupations require people who are able to master both oral and written English. This opportunity makes mastering English is a must for the students.

As foreign language learners, Indonesian students often find problem with pronunciation when they speak, read, or listen to English words. It might be caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while the external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching learning process. As Kenworthy observes that "there are many factors affecting pronunciation learning for EFL students such as hearing, native language and age of learners".³

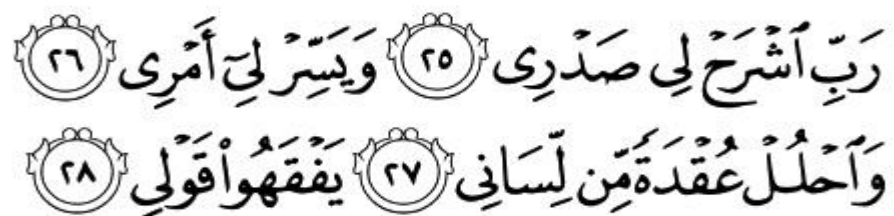
Based on the writer's experience, most of students get difficulties to speak English because they have lot of words and they do not know the way to pronounce it. For example, In English "Umbrella" pronounced /ʌm'brelə/ but some of students pronounce it /umbrella/ the same as the written word. It is

³Kenworthy, *Teaching English Pronunciation*. (Harlow: Longman, 1987), p. 4

because he used with their mother tongue that mainly different from English pronunciation. Therefore, it is important to teach pronunciation.

In teaching pronunciation, the teachers should have several special tricks to make their students motivated to learn pronunciation. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English.

Gerald⁴ states that “pronunciation skills need to be taught in active and communicative activity on Junior High School students to make them more enthusiasts so they will have great interest to improve their pronunciation skills.” Therefore in teaching learning process most of students want to speak English in a good pronunciation, they want to have more media to practice their English pronunciation not only from book but also from another media. Media plays an important role as teaching aids to achieve the teaching learning goals. The important of media also explained in the Qur'an which in Q.S Thoha: 25-28



The meaning : [Musa, (Moses)] said: “O my Lord! Open for me my chest. And ease my task for me. and loose the knot from my tongue. That they understand my speech.”⁵

⁴Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), p.15

⁵Muhammad Taqiuddin, Muhammad Mukhsin, *Translation of the Meaning of the Noble Qur'an in the English Language* (Madinah : King Fahd Complex), p. 416

In these verses of the Qur'an, the Prophet Muhammad ﷺ and all announciators who convey the belief in oneness of Allah سبحانه وتعالى are told about the necessity of the idea is being suggested that whatever conditions are in, not losing the trust for Allah سبحانه وتعالى even for a while from the life of prophet Moses. As a matter of fact, Moses was worried that he would be unsuccessful due to the weight of the duty but he took refuge in the vast grace of his Lord. Allah سبحانه وتعالى informed him that his wishes regarding the expansion of his breast, clearing his mind, easing his task for him, removing the impediment from his speech and being supported by a minister from his family so that he will fulfill his duty successfully; and in the following verses, he was reminded how he reached his situation at that time.

Based on this verse, we know that pronunciation is important because many cases of misunderstanding in communication were caused by the mispronouncing of words. Therefore we should learn pronunciation to make the people understand our speech.

One of media to develop students' pronunciation is playing game. Ellis and Brewster⁶ stated that games are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills. Playing game is considered very effective and teacher indirectly add an element of fun and relaxation in vocabulary practice. The purpose of using game in teaching process is to make the material more interesting, enjoyable and challenging especially in introducing and pronunciation some words.

⁶Ellis and Brewster, *The Primary English Teacher's Guide*, (United States : Penguin Logman, 2002), p.172

One kind of game is spelling bee game. According to Uranga in Rahayu, there are some advantages in using spelling bee, it can improve students' spelling skill, vocabulary skill, comprehension in the text given and it also can be used by students to practice their concentration and their ability in memorizing.⁷ Spelling bee game is one of the funny game to teach English pronunciation. In this game children or students not only spell the words but also memorize the words.

Moreover the students not only develop their spelling the words but also develop their vocabulary and able to practice either in speaking or understanding of meaning of words. According to the National Spelling Bee, the purpose of Spelling Bee is to help students to improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives.⁸

Therefore, the researcher is interested in conducting research on **“IMPLEMENTATION OF SPELLING BEE GAME TO IMPROVE THE STUDENTS’ PRONUNCIATION AT SEVENTH GRADE OF MTS MUHAMMADIYAH 29 STABAT IN THE ACADEMIC YEAR 2018/2019.”**

B. Identification of the Study

There are many problems that can be identified related to the students' pronunciation as follows:

⁷Rahayu Sekarini, *Implementing SpellingBee Game to improve seventh Graders' spelling ability at SMPN 13* (Malang: State University of Malang), 2012, p.2

⁸Scripps National Spelling Bee. 2017. The Bee's Purpose. Available on: <https://spellingbee.com/about-the-bee>

1. The students motivation in learning pronunciation is low.
2. Most of students still guessing the pronunciation of the new words.
3. The media that is used by teacher is too old and too monotonous for students.

C. Limitation of the Study

Based on the identification of the problem above, the research focuses on using spelling bee game to improve the students' pronunciation. This research was taken at seventh grade of MTS Muhammadiyah 29 Stabat.

D. Research Problems

Based on the limitation of the problem above, the problem was formulated as follows:

1. How does the implementation of spelling bee game improve students' pronunciation ?
2. How is the improvement of students' pronunciation in using spelling bee game?

E. Objective of the Study

In line with the research questions, this research have purposes as follows:

1. To describe how can spelling bee game improve the students' pronunciation.
2. To describe the improvement of students' pronunciation in using spelling bee game.

F. Significances of the Study

This research was expected to provide significant contribution both theoretically and practically.

1. Theoretical Significance

After conducting this research, the researcher extremely hopes that readers would receive a lot of knowledge related to this research. This research was hopeful to be able to contribute and provide empirical evidence to support the effectiveness of using spelling bee game in teaching and learning process, especially to teach pronunciation.

2. Practical Significances

This research served three practical significances in teaching and learning pronunciation were for:

a. The students.

After this research, the researcher extremely expected that all of the students would be able to pronounce the words correctly and become more interested in learning pronunciation.

b. The teachers.

The researcher also hoped that this research could help teacher to improve students' achievement especially on pronunciation as well as become an alternative method for English teacher in teaching pronunciation.

c. The other researcher

The result of this research can enrich the knowledge that the learning process needs effective media such as spelling bee game to be applied in order to achieve the goals of learning process and it is hoped that this study could be one of the reference.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Pronunciation

Pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word. In line with the definitions above, Hornby⁹ says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.¹⁰ The second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

Rebecca¹¹ defines pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.

⁹Hornby, A.S, *Oxford Advance Learner's Dictionary*, (Great Britain: Oxford University Press, 1995), p.928

¹⁰Kristina, Diah and Rarasteja, Zita, *Pronunciation I*, (Surakarta: Sebelas Maret University Press, 2006), p.1

¹¹Miftahur Rohman, *A Thesis : The Use Of Tongue Twister Technique To Improve Efl Students' Pronunciation*, (Semarang: Walisongo University, 2016), p.8

Pronunciation is closely related to the way we speak a language. It refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality).¹² The way we speak immediately conveys something about ourselves to the people around us. People with good pronunciation are more likely to be understood, for we often judge people by the way they speak.

Bowen in Chan¹³ says that pronunciation is usually presented by a quick run through the alphabet to illustrate the characteristic sound or sounds associated with each other. In this case, pronunciations consist of organized sounds that are produced by the air that get through the organ of articulation. Pronunciation draws that sounds have their symbols like alphabet as well as the way how to pronounce them. Each sound of pronunciation here exactly has its own characteristic because they sounds from different articulation organ. The place of articulation organ can be seen in a figure below:

¹²AMEP Research Centre, *Fact Sheet-What Is Pronunciation?*, Journal [Online], 2002, p.1
Available on: <http://www.nceltr.mq.edu.au/pdamep>

¹³Furkan S. Chan. *Phonology 2*. (Lampung: DCC Lampung, 2006), p.1

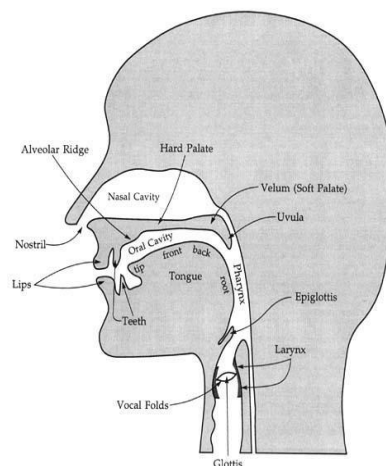


Figure 1. Place of Articulation Organ

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.¹⁴ It is why everyone sometimes pronounce the same word with various pronunciation because of those background aspects mentioned. If one is said to have “correct pronunciation”, then it refers to both within a particular dialect. To be able to pronounce like native language that we want to learn, exactly we have to learn how to pronounce it to be alike.

Pronunciation in language learning comprises the production and the perception of significant sound of a particular language in order to achieve meaning in context of language use. In addition, spoken language begins with sound. In order to make oneself intelligible and to understand the spoken language, one must have a good working knowledge of the pronunciation of

¹⁴Christina Shewell, *Voice Work*, Cram101, 2014, (online book) Available on: www.justthefacts101.com

that language. Therefore, in English language teaching, attention should be paid to the teaching pronunciation throughout all stage.

Kelly¹⁵ is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features. He has broken down the main features of pronunciation by showing a figure below:

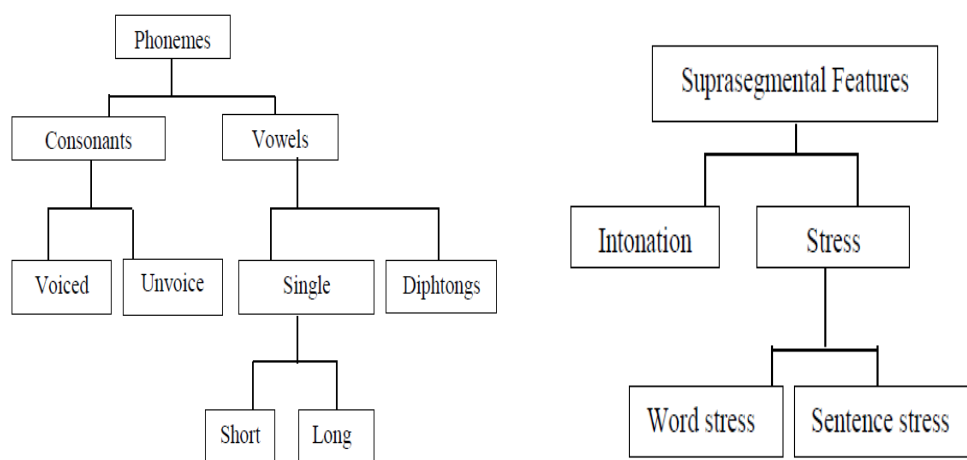


Figure 2. Pronunciation Features

Moreover, according to Ramelan¹⁶ divides the elements of English pronunciation into two parts namely segmental and suprasegmental features. The first is segmental feature, which refer to sound units arranged in a sequential order This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature.

¹⁵Gerald Kelly, *Op. Cit.*, p.1

¹⁶Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p.22

English segmental features include vowels, diphthongs, and consonants. Vowel is sound produced with a free passage.¹⁷ A free passage here means that vowel sounds are produced without obstruction. English vowels are divided into two kind, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/. The second is diphthong. According to Kelly,¹⁸ diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: lay, how, hair, boy, poor, etc. The third is consonant. The term consonant is negatively defined, that is, sounds which are not vowels are consonants.¹⁹ There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j.

The other feature is suprasegmental features, which refer to such features as stress, intonation, pause and rhythm. The first is stress, stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence.²⁰ Stress can be classified into word stress and sentence stress. A word stress is a stress within a word and a sentence stress is a stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate a meaning and intention.

¹⁷Bertil Malmberg, *Phonetics*, (New York: Dover Publications, Inc, 1963), p. 32.

¹⁸Gerald Kelly, *How to teach Pronunciation* (England: Longman, Pearson Education Limited, 2000), p.34

¹⁹*Ibid.*, p.36

²⁰Ramelan, *Op.Cit.*, p.25

The second is intonation, speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say.²¹ For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone. The third is pause, English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one. The fourth is rhythm. It means the beat of language. In English, rhythm is stressed-timed. For example “Can you see the van?” the words *see* and *van* take primary stresses for special purposes. This means that the time between two primary stresses is the same.²²

Based on the explanation above, it can be concluded that pronunciation is the way or manner of how a word or a language is spoken through organized sounds that are produced by the air that get through the organ articulation.

2. Spelling Bee

a. Definition of Spelling Bee

Spelling is like a magic. It starts with only the twenty six letters of the alphabet. It can turn these letters into thousands of. Therefore, according to an American named Henry Ward Beecher said learning to spell that all words are pegs to hang ideas on mind. He said “when you write a letter, story, essay test, or anything else, someone need words to express your ideas”. The other person needs to know it not only the meanings but also the spellings of the words they used. Knowing a wide variety of words makes it easier to express their thoughts. Therefore, the techniques explained in these pages can help

²¹Anas Syaifei, *English Pronunciation: Theory And Practice*, (Jakarta: Depdikbud, Dirjen Dikti, 1988), p.28

²²*Ibid.*, p. 30

they learn the spellings and meanings of thousands of words. Turn to these techniques whenever they study for spelling test or have new words to learn in science, social studies, literature, or any of their other subjects. The students will find their spelling skills growing as their ideas and opinions grow.²³

According to Uranga in Sekarini²⁴ spelling bee is contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called *spelldown*. It started a decade ago as away to improve children's pronunciation. Spelling bee is more than memorizing words a letters which from a word, but it is a complicated thinking process. Students recieve several clues to answer or to spell the word correctly, such as defenition, pronunciation, kinds of word (noun, adjective, verb, etc), until the example of sentences which using those words.

Spelling bee is a complete package that can train students' spelling and pronunciantion. The importance of spelling bee game is also suitable, According to Jakarta, Kompas.comthat spelling bee game be able to increase student pronunciation and vocabulary.²⁵ Then, spelling bee competition was held in Indonesia. In its home country, the United States, spelling bee has even been nationally competed. Starting from America, now spelling bee

²³Linda Ward Beech at all., *Spelling Words and Skill* (Scott, Foresman and Company, Glenview, United States of America, 1984), p.1

²⁴J.S. Rahayu, *Spelling bee game in teaching narrative text*, (Bandung: Indonesia University of Education 2009), p.17

²⁵Kompas.com., *Spelling Bee Permudah Anak Ingat Kosakata Dalam Bahasa Inggris*, 2012, November 12 Available on: <https://lifestyle.kompas.com/read/2012/11/05/12192882/spelling.bee.permudah.anak.ingat.kosakata.bahasa.inggris>

nationally held in various countries, such as Britain, 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.²⁶

b. The Principle of Spelling Bee

Fraenkel²⁷ express that there are two main steps to learn how to pronounce a word, the first is receptive/list stage, in this stage, we learn to differentiate the significant sounds and pattern by listening to the language. The second is reductive/speaking stage, by this stage, we learn to speak or to produce what we have learned before.

According to Ur Penny,²⁸ the rule of spelling bee game is dictate ten words the students may have difficulty spelling, or that you have recently taught. The students write them down. You may wish the students to help each other, compare result and decide which spelling they think is right, before giving the correct answers.

²⁶Sobri, Ali and Caroline Damanik, *Spelling Bee Permudah Anak Ingat Kosakata Dalam Bahasa Inggris*, 2012, November 12. Available on: <http://tekno.kompas.com/read/2012/11/05/12192882/spelling.bee.permudah.anak.ingat.kosakata.bahasa.inggris>

²⁷D.G Fraenkel, *Learning How to Pronounce a Language*, (London, 1984), p.96

²⁸Ni'matul Wafaa, *Teaching Students' Vocabulary by Using Spelling Bee Game*, (Makassar: UIN Alauddin Makassar, 2017), p.19

c. Advantage and Disadvantage of Spelling Bee

In Teaching learning processes, using spelling bee game as a media have several advantages and disadvantages. The first, spelling bee game can help the students to spell the words correctly because while playing this game, the students learn to spell the words, to learn about the symbol, sound and the meaning of each words that has already given by the teacher. The teacher can help them to exaggerate the pronunciation of the word. This will ensure they have learned the correct correspondence between spelling and pronunciation and whenever they suspect a misspelling, they can pronounce for spelling to get it right. Through this games, students can minimize misspellings in the future. The second, spelling bee game involve friendly competition and keep learners interested. These create the motivation for learners of English to involved and participated actively in the learning activities. Third, learning pronunciation using spelling bee games was brought real world context into the classroom, and enhances students' use of English in a flexible, communicative way. Therefore, the role of spelling bee games in learning pronunciation cannot be denied.

Disadvantages of spelling bee games as a media of learning pronunciation. The researcher found 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.

d. Procedure of Spelling Bee

In using spelling bee for teaching in the class, before playing any game with students, especially in the classroom, it is important to practice so that students can understand the procedure clearly. The game can then be demonstrated in front of the class so that everyone understands how to play. Furthermore, establish rules for playing the game and let the students relize the rules. Accordingly, to make spelling bee work fluently in the classroom we need to make the procedure clear by explain it to the students.

According Herrera and Zanata in Rahayu,²⁹ there can be several ways to conduct spelling bee in the classroom, because spelling bee requires no preparation and is easy to set up. Before starting spelling bee game, teacher give the students some words in certain topic, let them read two or three times, asked the students understand and remember the words with the meaning, then spelling bee can be started. Every meeting has different topic and material, for example: transportation tools or professions or kinds of animal or kinds of plants, etc.

Based on www.spelling-words-well.com³⁰ in its article says, the procedure of spelling bee game will be described as follows 1) The pronouncer announces the word to be spelled, he speaks slowly and clearly, without distorting the formal pronunciation of the word and he uses the word in sentence and says the word again. 2) The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary. 3) When the speller sure understand the word, she pronounces it, spell it and then say the

²⁹J.S Rahayu, *Op.Cit.*, p.19

³⁰Classroom Spelling Bee Rules. Retrived from
<http://jahummon.blogspot.com/2015/02/classroom-spelling-bee-rulesfrom.html>

word again. She must say it loudly enough for the judge to hear it. 4) The judge determines whether or not the word was spelled correctly. 5) If the correct spelling was given, the speller remains in the game. 6) If the spelling was incorrect, that speller is eliminated from the game. 7) The judge gives the correct spelling of that word. Then the pronouncer reads a new word to the next speller. 8) When there are only two speller left, if one player misspells a word, the other player must spell that word correctly, and one more word to be declared the winner of the spelling bee.

On the other hand, according Linda Ward Beech in learning spelling bee game will be described as follows :

- 1) Look at the word, look for greek word parts, recognizing Greek word parts can help students learn both the meanings and spelling of many word. Look for trouble spots in words. Certain parts of words are trouble spots for speller. Learn to identify these trouble spots. Look for suffixes. A suffix adds to the meaning of a word. For example, the student can add -ize to character to make characterize.
- 2) Pronounce the word.
- 3) Listen to the sounds, listen for differences between easily confused words. Many pairs or group of words sound almost the same except for one or two sound. Listen for sounds that are easily skipped, occasionally when words are spoken carelessly or rapidly, some consonant sounds may be skipped. Listen for the sounds as you say the words. Listen for double letters, when student are spelling some words, the problem of remembering which consonants to double arises.
- 4) Check spelling, check homophones. Homophones are words that sound alike but are spelled differently. Find clues that help you match the spelling of a homophone to its

meaning. Check possessive forms, some errors are caused by using an incorrect possessive form. First the student must check that the word itself is spelled correctly. Next check that a possessive noun is in fact needed. Finally make sure the apostrophe is in the right place. 5) Check the dictionary, always double check the spelling of words with unusual plural form in a dictionary.³¹

The researcher tried to provide a simple fun game to help students ready for a spelling bee. The only supplies we will need are the chalkboard and chalk (or whiteboard and marker) we can play this game anytime throughout the year, with any list of spelling words. There are some procedures of spelling bee game: 1) the students divide into some pairs, 2) the teacher gives the students words whose pronunciation is different by only one sound, such as reach and rich, bought and boat, or man and main”, these activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations (*Why don't you read this book? And I've already read it*). Meanwhile, homophones are words that have same pronunciation but different spelling (*write and right; there, their and they're*). 3) the teacher or instructor spell and pronounce the words first and followed together by the students, 3) After ensuring that students are ready to play the game, the students are asked to stand up with each pairs”. The game is begun from the first pair to last pair, if she/he can spell and pronounce the word correctly the pair will get 100 scores and 0 for incorrect spelling and pronouncing. This way is followed by the next pair and each

³¹Linda Ward Beech at all., *Loc-Cit*

pairs who had done the spelling and pronouncing turned to the back line. 4)

At the end of playing game, the team with the most points is the winner.

B. Related Study

Pratiwi³² conducted a research about *Improving Pronunciation Ability Using Cartoon Films* has discussed how to improve pronunciation by using cartoon films. This research was published on 2010, a collaborative action research of the eighth grade students of SMPN 1 Kaliwiro. The objective of the research was the activity in pronunciation and how to correct it. This study used qualitative and quantitative research. In her research, final result prove that cartoon films could improve the students' pronunciation ability.

Ovaningtyas³³ conducted a research about *spelling bee game as a technique in teaching English vocabulary (A Quasi-Experimental Study At Fourth Graders Of Elementary School At Muria Kudus)*. This research was published on 2016. The purpose of this research is to find out whether there is any significant difference between the vocabulary mastery of fourth graders of elementary school before and after being taught by using Spelling Bee Game technique. This research is an experimental research that is quasi experiment research. Subject of the research used is the fourth graders at SDN 3 Bandengan Jepara in the academic year of 2015/2016. The subject of this research contains 27 students; 14 males and 13 females. The writer used a test as instrument of the research. The form of the test is multiple-choice questions (MCQs), fill in the blank and matching. It consists of 30 questions. The result of this research shows that there is any

³²Mustika ratna pratiwi, *Improving Pronunciation Ability Using Cartoon Films*, (Surakarta: Sebelas Maret University, 2010), p. ii

³³Navindri Dwi Ovaningtyas, A Thesis: *Spelling Bee Game As A Technique In Teaching English Vocabulary*, (Kudus: Muriakudus University, 2016), p. ix

significant difference between the vocabulary mastery of fourth graders of elementary school before and after being taught by using Spelling Bee Game technique. After knowing the result of this research that the Vocabulary mastery of the fourth graders of elementary school after being taught by using Spelling Bee Game technique is higher than before being taught by using Spelling Bee Game technique. Thus, the writer suggests that the teacher should be able to create in teaching learning process more interesting, innovative, and enjoyable.

The other related study is conducted by Sekarini,³⁴ a study about *Implementing Spelling Bee Game To Improve Seventh Graders' Spelling Ability*. The research discussed how to improve students' spelling skill by using spelling bee game. This research used classroom action research and the research used three games: the hangman, jeopardy and scrambled word. The result of her research showed that spelling bee as a media could improve students' spelling skill.

The researcher was inspired from their previous research above, but in different way, the researcher measure students' pronunciation ability, not vocabulary or others. The researcher wants to know whether spelling bee is an effective media too in teaching pronunciation, also what is students perception toward using this media in teaching learning process.

³⁴Rahayu Sekarini, *Op.Cit.*, p.1

C. Conceptual Framework

Spelling bee game can improve students' pronunciation because by using spelling bee game, it helps the students to pronounce new more easily, help the students to spell the words correctly and encourage the students' motivation in learning pronunciation.

A competitive game like spelling bee can help the students to pronounce new words more easily because the speller or the students listens carefully to the pronouncer and asks for the word to be repeated if necessary. The students are given a chance to learn, practice, and review the English language in pleasant atmosphere. It practices pronunciation of the word of the English language quickly, precisely and accurately. Students have a new way of learning by experiencing learning through this game. The students would try to compete friendly with another. It gives a chance to students to participate actively in the class.

Spelling bee can help the students to spell the words correctly because while playing this game, the students learn to spell the words, learn about the symbol, sound and the meaning of each words that has already given by the teacher. In the other words, students can learn variety of advanced words.

Spelling bee can encourage the students' motivation in learning pronunciation because this game involves friendly competition and keep learners interested and it is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

These create the motivation for learners of English to involved and participated actively in the learning activities and then learning pronunciation

using spelling bee games was brought real world context into the classroom, and enhances students' use of English in a flexible, communicative way. Therefore, The resacher hopes that teaching pronunciation by using spelling bee game can make students motivated and interested to learn pronunciation in the classroom and on the other ofsituation.

D. Actional Hyphothesis

Hypothesis is a temporary answer toward some problems that occur in the research.³⁵ The researcher proposes the hypothesis that there is an improvement on the students' pronunciation after being taught by using spelling bee game.

³⁵Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, danTekhniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.13

CHAPTER III

RESEARCH METHOD

A. Research Setting

The research is conducted in MTs Muhammadiyah 29 Stabat. The school is located at Dendang, Stabat, Langkat, Sumatera Utara, where it is on the outskirts of the town. This school is surrounded by fields, and settlements. The location of this school is far from the main street. It makes the situation of teaching and learning process run well because the situation is conducive and comfortable but the access to the school is difficult.

The implementation of the research is carried out from April to May 2019. This school has three grades of classes, which are seventh grade, eighth grade and ninth grade. The subject of the research is the seventh grade students of MTs Muhammadiyah 29 Stabat. It involves two classes (class A and B) and this study will carry out at class A. It consists of 25 students, 18 females and 7 males. The research is conducted through teaching and learning in the classroom. The researcher chooses class A as the subject of the class because the pre-observation reveals that the students in this class have great enthusiasm in English, especially encountering new things, for example when they know that they will be taught by the researcher in speaking class. Most of them seem eager to study.

B. Data and Data Source

Data are materials which are used in research, some data were needed to find out the solution to the problems posed in the previous chapter. Arikunto in his research procedure states that the data can be in the form of discourse, sentence,

clause, or words.³⁶ In this research, the data would be used are quantitative and qualitative data. Quantitative data is score of students' pronunciation and qualitative data is the result of interview, observation, documentation.

In this research, the researcher used the data source such as: interview guide, observation guide, documentation to collect data and test.

C. Research Method

This research is included to a classroom action research (CAR). In this research, the researcher try to improve a certain condition by involving all participants in the place where the study is done, there are planning, implementing, evaluating, and making reflection from the actions that are implemented. The two important factors that can influence the success of the research are discussion and collaboration among the participants.³⁷ The wholeness of the research process can be seen in the figure below:

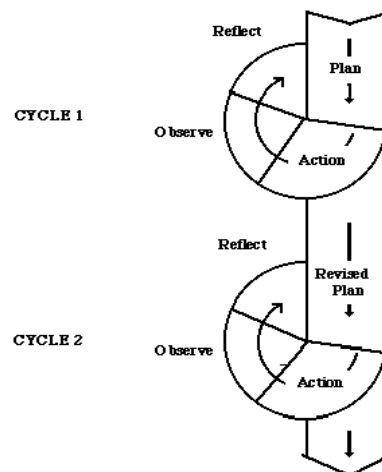


Figure 3. Kemmis and Mc Taggart's Design of CAR

³⁶Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Rineka Cipta : Jakarta, 2010), p. 114

³⁷Rusydi Ananda et.al, *Penelitian Tindakan Kelas*, (Bandung : Cipta Pustaka Media, 2015), p. 60

There are several cycles in the action research, each cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is as reflection of the beginning of a activities to gather information about situations relevant to the tie of the study. The second is acting, acting is an effort to repair, an increase in or changes carried out based on the plan of action. The third is observing, observing is the activity of collecting the data to supervise to what extent the result of “acting” reach the objective or as the impact of action implemented or worn against the students. The fourth is reflecting, reflecting is activities analysis, intrepretation of all the information obtained by the time the action to eaxmine, seeing and considering the result or the impact of action that can be pulled the conclusion that steady and sharp based on the theory or the result of research there has been and relevant.³⁸

D. Technique of Collecting Data

Technique of collecting data will be used to see the succes of the actions are in the form of test, observations, interviews, documentation which were explained as follows :

1. Test

According to Brown, a test can be defined as a method of measuring a person’s ability, knowledge, or performance in a given domain.³⁹ In this research use oral test. A pre-test and a post-test are administered to compare the students’ pronunciation skill before and after taught by using language games.

³⁸Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta:DIVA Press, 2010), p.50

³⁹Brown, Hd, *Language Assessment; Principles And Classroom Practice*, (New York; Pearson Education, 2004), p. 4

In conducting a research, some steps are required to be done in clear chronological order. In this study, several steps were taken to collect the data. For each spelling test word group: give the students the sheet, run the spelling bee saying the spelling word on the wordlist twice and read out the sentence containing the word, make sure the students have plenty of time to write down the word, do this for each spelling word, read through the complete list of words one final time, collect the test paper, mark the test papers and return to the students.

2. Observation

The observer will observe of all that happen before and during the implementation of spelling bee game in the classroom. There are some aspects which are observing, namely: class situation, students' behavior, teacher technique in delivering the materials and students response when they are given the materials. The observation is aimed to know the situation of the teaching learning process when the media is used

3. Interviews

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there will be question and answer section.⁴⁰In this research, it will be conducted to get the information to form the knowledge about students and teacher's personal opinion, experiences, and ideas related to this research.

⁴⁰*Ibid.*, p. 88

4. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher takes the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

E. Technique of Analyzing Data

Technique of data analyzing is an effort that is done by researcher to analyze the data accurately. The data will use to describe the situation during teaching learning process. In this case, the researcher needs to analyze quantitative and qualitative data.

In quantitative data, the test consists of pre test and post test. Pre-test is done before Teaching Learning Process. This pre-test is a test on students understanding the spell from pronunciation. Its is used to know the students pronunciation skill before the method is done. Post-test is done after method implied in the Teaching Learning Process.

To analyze the quantitative data, the researcher will compare the result score of the pre-test and post-test to know whether the students' pronunciation can improve or not. The quantitative data will be analyzed by t-test formula to know the difference of the test success after using spelling bee game. The formula t-test as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = The value for non-independent means

D = Mean of difference of post-test 1 and post-test 2

$\sum D^2$ = The sum of squared differences

N = The number of students⁴¹

Moreover, qualitative data will used to describe the situation during the teaching and larning process. According to Miles and Huberman⁴², the qualitative analysis consists of three components, such as data reduction : data display, and conclusion drawing.

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before , during and after collecting the data as well as analysis teh data. The data reduceed in this study were data found in the interview transcript.

⁴¹Chandra Wijaya and Syahrur, *Penelitian Tindakan Kelas*, (Bandung: Ciptapustaka Media Perintis, 2013), p. 61

⁴²M. Miles and M. Huberman, *Qualitative Data Analysis*, (USA : Sage Publications, 1994), p. 10

2. Data Display

The next step in analysis the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will be easy to understand and to analyse what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis is draw conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things means is nothing regulations, patterns, explanation, possible configuration, casual flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

Based on the three components above, the researcher uses conclusion drawing and verification as component to analyse the qualitative data in this research. While, the quantitative data is used to analyse the score of the students, the researcher observes their activities by using Spelling Bee Game that will be given to the students.

Finally, by analyzing the observation and test result, the researcher can make conclusion whether spelling bee game can improve the pronunciations' students or not.

F. Trustworthiness of Study

In the research, the factor in the data validity is also very considered because the result is not has a sense if it doesn't get the admission or trustworthiness. To get the admission in this research result, site o the validity of research data have collected. Oriented on the opinion of Lincoln and Guba, to get the trustworthiness is required the technique of credibility, transferability, dependability, and confirmability, which is related to the process of collecting and analysing data.⁴³

1. Credibility

As for the effort to make it more trusted (credible process), interpretation and findings in this research is by: prolonged engagement, presistent observation, triangulation, colleague discussion, reference adequacy and negative case analysis.

2. Transferability

Transferability is pay attention to suitable meaning of the meaning of the function of the elements contained in the study of phenomena and other phenomena outside the scope of the study. The way to reach the transferability is by a detailed breakdown of data of theory, or from a case to other case, so the reader can apply it in the similar context.

3. Dependability

Dependability is identical with reliability, in this study the dependability was built since from data collection and field data analysis as well as presentations of research report data. In the design development of data validity is built, start from

⁴³ Salim and Syahrur, *Metodologi Penelitian*, (Bandung : Ciptapustaka Media, 2015), p. 165

the selection of cases and focus, perform field orientation and development of the conceptual framework.

4. Confirmability

Confirmability is identical with research objectivity or validity of the descriptive and interpretative. The validity of data and research reports is compared with using techniques, they are: consult every step of activity to the promoter or consultant since the development of the design, rearrange the focus, determination of context and sources, determination of data collection techniques, and data analysis and presentation of research data.⁴⁴

In this research, the technique of getting the trustworthiness that used by the researcher is the credibility. In the credibility, there are some techniques, one of them is triangulation. Sugiyono⁴⁵ says that “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures”. Triangulation is really important to improve the aspect of authenticity and credibility from the data has collected by the other method. Many researcher opine that there is no a tool to collect the data that can measure the phenomena of the subject perfectly. The tool of collecting data is only able to measure the phenomena of human from one perspective.⁴⁶

⁴⁴*Ibid.*, pp. 165-166

⁴⁵Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2006), p. 372

⁴⁶Bambang Setiadi, *Penelitian Tindakan untuk Guru dan Mahasiswa*, (Yogyakarta : Graha Ilmu, 2015), p. 33

According to Paton in Sutopo⁴⁷, there are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant is compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data taken from interview is compared to the data taken from observation which has the same source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.

⁴⁷HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002), p.78

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follow :

1. Preliminary Study

The preliminary study was conducted to find out the fundamental problem related to the research. It was important to the research before carrying out the research in order to know from where and how the research done. This preliminary study is intended to know the students' improvement in pronunciation. In this preliminary study, the researcher gave pronunciation test, interview, and observation. Pronunciation test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson. The number of the students who took the test was 20 from the result of pronunciation test in pre-test, the total score of the students was 1001 and the mean of the students' score 50,05.

Based on the test result, it is indicated that the students' improvement in pronunciation was low. It can be seen from the mean score of the students was 1001 and the percentage of the students' score of the pre- test was 1 student who passed or got score 75, it was only 5 %, it means that 19 students failed or didn't get score up to 75 and it was 95%. (See the appendix XIII page 90)

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before

conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the strategy to the English teacher and some of the students who got the low and high value during the learning process. The researcher interviewed the teacher about pronunciation as follows:

“Still much expected because are still standard.”

(see appendix XVII page 98)

From the result of interview with the English teacher showed that the students still much expected especially in pronunciation because their ability in pronunciation are still standard. It was also strengthened by the result of interview with the students as follows:

“Susah dalam melafalkan kata.”

“Suka belajar bahasa Inggris tapi sulit sekali untuk membedakan kata-kata yang hampir sama pengucapannya”.

(See appendix XV page 93)

From the opinion with the first student showed that the student still difficult to pronounce the word. From the opinion with the second student showed that the student felt difficult to distinguish words having the same pronunciation.

Based on the analysis result, it can be concluded that some students were not interested in learning pronunciation because they felt difficult to remember of pronunciation and distinguish the same word, that is why their pronunciation are still low, and doing the pre-test, the researcher didn't implement spelling bee game. Therefore to know the improvement of students' pronunciation the researcher conducted the first cycle.

2. Cycle I

The research of cycle I are categorized into four steps, they are planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a) Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for two meetings. In planning of action research, research had been prepared : (1) Prepare Teaching Planning Program (RPP), it was conducted on May 14, 2019. The researcher made lesson plan for the first cycle with the material of introduce myself and the indicators showed that the students successfully achieved the learning objectives. The students are able to use expression and pronounce introduction text (see appendix I page 50), (2) Prepare the task for students, the teacher led students through practice examples. The students practiced as a person, offering to oral answers. The researcher spelled a word about food, hobby, and color to be pronounced by the students, then the researcher ask the students to pronounce the word. (3) Prepare the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which spelling bee game was implemented.

b) Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was

started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The researcher gave some words on the board. (2) The researcher gave instruction to the students. (3) The researcher ask the students to spell and pronounce the words. (4) The researcher given 2-5 minutes to the students to work in the front of class.

The closing activity were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

c) Observation

The data of the observation were taken from two focuses, as follows the teacher and the student. Based on the data of the observation sheet from the first cycle that found in the appendix XIX (page 101), the teacher presentation was not good due to lack experience. But later, she could improve her presentation in every meeting, and in the second meeting in her performance was good. It means that, the writer (as the teacher) was good in applying the spelling bee game to improve the students' pronunciation.

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did spelling bee game in the class although some of them still lack of

pronunciation. They were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the clues of spelling bee game in the class.

The activity of students could be seen in observation sheet and also photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before.

d) Reflection

The researcher evaluated the teaching and learning process. The evaluation were done by collecting some new data such as interviewing students and English teacher after implementing the strategy in this cycle. The researcher reflected several positive results based on the interview with the students as follows:

“Dengan permainan spelling bee saya belajar mengeja kata lalu melafalkannya. Iya suka, kita belajar sambil main, tidak duduk doang di kelas, ngomong dikelas jadi pengen pakai bahasa Inggris tapi malu karena masih banyak salah nyebutin kata-katanya.”

(see appendix XVI page 94-95)

Furthmore, the result of interview with the English teacher as follows:

“Menurut saya spelling bee game ini bagus, karena murid kadang suka malu di suruh ke depan kelas. Ketika menyampaikan materi khususnya materi pronunciation diikuti dengan penerapan game atau permainan, selain bisa meningkatkan pronunciation siswa dan membuat siswa lebih berani maju dan tidak mudah bosan.”

“Sangat setuju, penggunaan media-media terutama game di setiap pembelajaran dapat membantu siswa untuk dapat memahami pembelajaran dengan mudah karena kondisi kelas yang tidak monoton dan dapat membantu siswa menjadi aktif.”

(see appendix XVIII page 100)

Based on the interview result above, it could be concluded that the students' pronunciation improved but not successfully. It needed more improvement in their pronunciation because some of them still confused to understand some English pronunciation. Based on the fact, the researcher thought that it was necessary to conduct the second cycle.

3. Cycle II

After doing the first cycle, the students' problems were found and it given information about students' pronunciation. Therefore, researcher had a good to conduct the second cycle of action research. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about pronunciation which suitable with topic discussion. The second cycle of action research as follows:

a) Planning

In planning of action research, research had been prepared : (1) Prepare Teaching Planning Program (RPP), it was conducted on May 20, 2019. The researcher made lesson plan for the second cycle with the material of descriptive text which focus on pronouncing not writing and the indicators showed that the students successfully achieved the learning objectives. The students are able to use expression and pronounce about people, animal, and things (see appendix II page 61), (2) Prepare the task for students, the teacher led students through practice examples. The students practiced in group, offering to oral answers. The researcher spelled words about people, animal and things to be pronounced by the students, then the researcher ask the students to pronounce the word. (3) Prepare the observation sheet to see the condition of students' activity during learning in the classroom.

The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which spelling bee game was implemented.

In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the way to pronounce of the words. Besides that, the researcher as the teacher used the media to make the students more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction between the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

b) Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher greeted the students, ask the students' condition, led the students to say a prayer, checked attendance of students. (3) The researcher motivated the students for learning seriously. (4) The researcher gave information about what they would discuss. (5) The teacher asked the students about their knowledge of words pronouncing.

In the main activity, there were some activities had done by the researcher, they were: (1) The researcher gave some words on the board. (2) The researcher gave instruction to the students. (3) The researcher divided the students into some

groups. (4) The researcher asked the students to spell and pronounce the words.

(4) The researcher given 2-5 minutes to the students to work in the front of class.

The closing activity were some activities had done by researcher, they were:

(1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

In this cycle, most of students were enthusiastic and serious when they were in game, because in this game who can spell and pronounce a new word, they would be got high score and they as the winner. They could be enjoyable done this game. The actions planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in pronunciation.

c) Observation

Based on the data of the observation sheet from the second cycle that found in the appendix XIX (page 101), the researcher can conclude that the teacher activities in teaching learning pronunciation by using spelling bee game in cycle II was very good. The teacher has ability to open teaching learning well. The teacher can attract the student's attention. In addition, the teacher applied the spelling bee game well. Beside that, the students had very good interest in learning pronunciation by the spelling bee game

In this phase, the students' ability at pronunciation improved continuously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good response to the researcher's explanations. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75 (see

appendix XII page 87). It means that there is improvement in teaching learning process between cycle I and Cycle II.

d) Reflection

In this phase, all students had been able to do spelling bee game as the media to improve their pronunciation related to the topics. Students' pronunciation had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' pronunciation had been improved.

B. DISCUSSION

This research was conducted to find out the implementation of spelling bee game in improving the students' pronunciation. The result indicated that there was an improvement in the students' pronunciation by using spelling bee game. The mean of the students' score in the pre-test was 50.05. It was low because only 1 students who got the score 75. The mean of the students' score in the post-test of cycle I was 68,05. It was higher than the pre-test of cycle I. The mean of the students' score in the post-test II of cycle II was 81.15 . It was higher than the post-test I of cycle I.

The percentage of students who got point > 75 also grew up. In the pretest, the students who got point >75 were only 1 students (5%). In the post-test cycle I students who got point > 75 there were 9 students (45%). It means that there was improved about 40%. The post test II of cycle II, students who got point >75 there were 16 students (80%) and the improvement was about 35%. For the total

improvement of the students' scores from pre-test to post-test of cycle II was 75%. In other words, the students' vocabulary mastery were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and documentation, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of spelling bee game game could be motivate the students became more enthusiastic in learning English, specially in English pronunciation.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the spelling bee game could improve the students' pronunciation. It made the students enjoyable and their mastery was higher in learning English pronunciation. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning pronunciation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research findings and discussion show that the pronunciation of the students of VII at MTs Muhammadiyah 29 Stabat improved through the use of spelling bee game. The activities in cycle I were conducting pronunciation teaching; using classroom English during the teaching and learning process; using power point presentations, audio recording and multimedia; giving mini dictionaries, directed response tasks; conducting spelling bee game. Those activities gave an improvement in the students' pronunciation. In cycle II were integrating pronunciation teaching; using classroom English; using power point presentations, audio recording and multimedia; giving students homework, conduct spelling bee game; and manage seat position. All the activities applied in cycle II could improve the students' pronunciation. The implementation of spelling bee in this research was appropriate from the research before, but the researcher add power point to make the students understand easily.

Based on the result of the research, it could be concluded that teaching pronunciation by using spelling bee game could improve the students' pronunciation. In the preliminary study, quantitatively showed that score of the students was 1001 and the mean of the students' score 50,05. The percentage of the students' score of the test was 1 student who passed or got score 75, it was only 5%. There was 19 students who got failed or didn't get score up to 75 and it was 95%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in pronunciation test of the pre-test.

B. Suggestion

Having seen the result of study, the following suggestion are offered to be considered for :

1. The teacher should apply spelling bee game in teaching pronunciation so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. The students must practice their pronunciation in the context to improve their pronunciation. Where, pronunciation is very important for our communication. Practice whenever and wherever what they studied and always remember pronunciation which they studied and always remember the pronunciation which they have.
3. The other researcher, this research can be used as the source in gaining more information in how to teach them with direct instruction and to conduct research related to the topic of the study.

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Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Muhammadiyah 29 Stabat

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Materi : Perkenalan Diri

Aspek/Skill : Berbicara (Pelafalan)

Alokasi Waktu : 4 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.
2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1 Menggunakan bahasa yang baik saat berkomunikasi Menghargai 2.1.2 Menunjukkan sikap saling saling menghargai dan menghormati 2.1.3 Menunjukkan sikap bersahabat
3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk pengenalan diri dengan sangat pendek dan sederhana	3.2.1 Mengidentifikasi tujuan teks untuk pengenalan diri 3.2.2 Mengidentifikasi struktur teks untuk pengenalan diri 3.2.3 Mengidentifikasi unsur kebahasaan dari teks pengenalan diri
4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pengenalan diri, dengan sangat pendek dan sederhana dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	4.2.1 Menyebutkan ungkapan pengenalan diri 4.2.2 Menerapkan ungkapan pengenalan diri dalam berkomunikasi 4.2.3 Mendemonstrasikan ungkapan pengenalan diri dalam percakapan dengan

	menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan lancar.
--	--

C. Tujuan Pembelajaran

1. Siswa dapat menyusun teks perkenalan diri secara lisan.
2. Siswa dapat menggunakan kosa kata yang tepat dan berkaitan dalam menyusun teks lisan perkenalan diri.
3. Siswa dapat membedakan kata yang pengucapannya hampir sama.
4. Siswa dapat melafalkan kata dengan benar dan tepat dalam teks lisan perkenalan diri.

D. Materi Pembelajaran

Pertemuan pertama

1. Let's spell our names

A : How do you spell your name?

B : My name is Ahda. A-H-D-A.

A : How do you spell your name?

B : My name is Rina. R-I-N-A.

A : How do you spell your name?

B : My name is Dino. D-I-N-O.

2. Menyusun dan melafalkan kata dalam teks perkenalan diri

Hello, My name is ...

I am ... years old

I am from ...

I live in ...

I like ... (Hobby)

I Play ... (Sport)

I don't like ... (Food)

My favorite color is/are ...

I have ... (Pet)

Nice to meet you.

Pertemuan kedua

20 words about introduce myself text

The words related to the material

1. Hobby

Words	Spelling	Pronunciation	Meanings
Reading	a:- i:- ei- di- ai-en- ji:	'ri:diŋ	Membaca
Swimming	es- dʌbəlju:- em- em- ai- en- dʒi:	'swimiŋ	Berenang
Singing	es- ai- en- dʒi:- ai-en- dʒi:	'siŋiŋ	Menyanyi
Dancing	di: -ei -en -si: -ai-en- dʒi:	'dænsiŋ	Menari
Drawing	di:- a:- ei:- dʌbəlju:- ai:- en- dʒi:	'drəʊiŋ	Menggambar
Painting	pi:- ei- ai- en- ti:- ai- en- dʒi:	'peintiŋ	Melukis

2. Food and drink

Words	Spelling	Pronunciation	Meanings
Carrot	si:- ei- a:- a:- əʊ- ti:	'kærət	Wortel
Egg	i:- dʒi:- dʒi:	Eg	Telur
Coffee	si:- əʊ- ef- ef- i:- i:	'kɑ:fi/kə:fi	Kopi
Banana	bi:- ei:- en- ei- en- ei	bə'nænə	Pisang
Juice	dʒeɪ- ju:- ai- si:- i:	dʒu:s	Jus

3. Color

Words	Spelling	Pronunciation	Meanings
Blue	bi-el-'ju-i:	blu:	Biru
Red	ɑ:-i:-di:	Red	Merah
Green	dʒi:-ɑ:-i:-i:-en	gri:n	Hijau
Yellow	ju- i:- el- el- əʊ- dʌbəlju:	'jeləʊ	Kuning
Grey	dʒi:- a:- i:- wai	greɪ	Abu-abu
White	dʌbəlju:- eɪf- ai- ti:- i:	waɪt	Putih
Black	bi:- el- ei:- si:- kei	Blæk	Hitam
Purple	pi:- ju- a:- pi:- el- i:	'pɜ:rpl	Ungu
Pink	pi:- ai- en- kei	pɪŋk	Merah jambu
Orange	əʊ- a:- ei- en-dʒi:- i:	'ɑrɪndʒ/ 'ɔrɪndʒ	Oranye

4. Pet

Words	Spelling	Pronunciation	Meanings
Cat	si:- ei- ti:	Kæt	Kucing
Rabbit	a:- ei- bi:- bi:- ai- ti:	'ræbɪt	Kelinci
Goat	dʒi:- əʊ- ei- ti:	gəʊt	Kambing
Sheep	es- eɪf- i:- i:- pi:	ʃi:p	Domba
Fish	ef- ai-es-eɪf	fɪʃ	Ikan

E. Metode

Spelling bee, communicative approach

F. Media, Alat dan Sumber Pembelajaran

1. Media

Slide of powerpoint

2. Alat

Spidol, white board, voice recorder

3. Sumber Pembelajaran

- a. Keteladan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
- b. Cambridge Advanced Learner's Dictionary third edition.
- c. When English Rings a Bell, Bahasa Inggris SMP/MTs kelas 7. 2017.
Hal 51-56

G. Langkah-langkah Pembelajaran

Pertemuan pertama

1. Pendahuluan (5 menit)

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
- b. Guru menanyakan keadaan siswa
- c. Guru melakukan presensi siswa
- d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari

2. Mengobservasi (10 menit)

- a. Guru menampilkan teks terkait dengan pengejaan huruf dalam bahasa Inggris yang akan digunakan untuk mengeja kata.
- b. Siswa mengamati teks terkait dengan pengejaan huruf dalam bahasa Inggris.
- c. Siswa mengamati hal-hal atau informasi yang digunakan untuk mengungkapkan jati diri secara sederhana (hobi, makanan yang tidak disukai, olahraga yang disukai, warna kesukaan, dan hewan peliharaan)
- d. Siswa diminta untuk memahami maksud dari teks dan cara melafalkan kata tersebut.

3. Menanya (10 menit)

- a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang bagaimana cara mengeja huruf tertentu.
- b. Guru meminta siswa untuk mengeja huruf tertentu dalam bahasa Inggris.
- c. Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait dengan tindakan memberi dan meminta informasi terkait jati diri (perkenalan diri).
- d. Guru menanyakan kepada siswa tentang informasi apa saja yang mereka dapat terkait dengan tindakan memberi dan meminta informasi terkait jati diri (perkenalan diri).

4. Mencoba (20 menit)

- a. Guru memberikan contoh terkait dengan memberikan informasi tentang jati diri secara lisan di depan kelas.
- b. Siswa diminta untuk menirukan apa yang telah dicontohkan oleh guru.
- c. Siswa diminta untuk memberikan informasi terkait dengan jati diri dengan teman sebangku, dan dilakukan secara bergantian.
- d. Siswa diminta mengidentifikasi kata-kata yang sulit dalam teks perkenalan diri kemudian mengeja kata tersebut 2 sampai 3 kali.

5. Mengasosiasikan (10 menit)

- a. Guru memberikan koreksi pada siswa yang masih salah dalam mengucapkan huruf dalam pengucapan bahasa inggris.
- b. Guru dan murid menyimpulkan pengucapan bahasa inggris yang benar dalam setiap huruf.
- c. Guru memberikan feedback atau koreksi kepada siswa.
- d. Guru dan siswa menyimpulkan pelajaran terkait dengan informasi yang digunakan untuk memberikan informasi jati diri secara sederhana

6. Mengkomunikasikan (20 menit)

- a. Siswa diminta untuk memberikan informasi terkait dengan jati diri secara lisan di depan kelas.
- b. Siswa secara bergantian maju di depan kelas satu per satu memberikan informasi terkait dengan jati diri secara lisan.
- c. Siswa diminta untuk mengeja kata-kata yang sulit dalam teks perkenalan diri dan melafalkannya.

- d. Guru memberikan tindak lanjut atau koreksi.
- 7. Penutup (5 menit)
 - a. Guru menyimpulkan pelajaran.
 - b. Guru menanyakan kesulitan siswa.
 - c. Guru memotivasi siswa.
 - d. Guru menutup pelajaran dengan berdoa.

Pertemuan kedua

- 1. Pendahuluan (5 menit)
 - a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
 - b. Guru menanyakan keadaan siswa
 - c. Guru melakukan presensi siswa
 - d. Guru mempersiapkan kata bahasa Inggris terkait dengan materi yang akan dipelajari.
- 2. Mengobservasi (10 menit)
 - a. Guru menampilkan beberapa kata terkait dengan pengejaan huruf dalam bahasa Inggris yang akan digunakan untuk mengeja kata.
 - b. Siswa mengamati kata-kata terkait dengan pengejaan huruf dalam bahasa Inggris.
- 3. Menanya (5 menit)
 - a. Guru memberikan kesempatan kepada siswa untuk bertanya tentang bagaimana cara mengeja huruf tertentu.
- 4. Mencoba (10 menit)
 - a. Guru memberikan contoh cara melafalkan kata-kata terkait dengan informasi tentang jati diri secara lisan di depan kelas.

- b. Siswa diminta untuk menirukan apa yang telah dicontohkan oleh guru.
 - c. Siswa diminta mengidentifikasi kata-kata yang sulit, kemudian
 - d. mengeja kata tersebut 2 sampai 3 kali lalu melafalkannya.
5. Mengasosiasikan (5 menit)
- a. Guru memberikan koreksi pada siswa yang masih salah dalam mengucapkan huruf dalam pengucapan bahasa Inggris.
 - b. Guru dan murid menyimpulkan pengucapan bahasa Inggris yang benar dalam setiap huruf.
6. Mengkomunikasikan (40 menit)
- a. Siswa secara bergantian maju di depan kelas satu per satu untuk melafalkan kata-kata terkait dengan materi.
7. Penutup (5 menit)
- a. Guru menyimpulkan pelajaran.
 - b. Guru menanyakan kesulitan siswa.
 - c. Guru memotivasi siswa.
 - d. Guru menutup pelajaran dengan berdoa.

H. Penilaian

1. Bentuk : tes lisan
2. Teknik : students pronounce 20 English words and are recorded by using voice recorder

3. Instrument : pronounce these words!

- Blue
- Blew
- Meat
- Meet
- Dancing
- Favourite
- Watching
- White
- Wide
- Yellow
- Flower
- Principle
- Principal
- Cucumber
- Affect
- Effect
- Television
- Carrot
- Carat
- Swimming

Rubrik Penilaian Pronunciation	
Skor	Keterangan
5	Melafalkan kata dengan benar dan tepat serta mudah dipahami
4	Melafalkan kata dengan hampir benar dan masih mudah dipahami
3	Ada beberapa kesalahan pengucapan dan kadang-kadang ada kesalahpahaman
2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
1	Masalah pengucapan serius, sehingga sulit dipahami

Cara Penilaian Pronunciation

No	Nama Siswa	Pronunciation Level					Jumlah skor yang diperoleh
		5	4	3	2	1	
1							
2							
3							
4							
dst							

Rumus perhitungan nilai siswa, sebagai berikut:

Jumlah skor yang diperoleh siswa
 _____ X 100

Skor maksimal/ideal

Stabat, Mei 2019

Guru Bahasa Inggris

Peneliti

Khairani, S.Pd

Ismah

Mengetahui,

Kepala sekolah

MTs Muhammadiyah 29 Stabat

Tantawi Yahya, M.Hum

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Muhammadiyah 29 Stabat

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Materi : Teks Deskriptif (She/he is short and thin)

Aspek/Skill : Berbicara (Pelafalan)

Alokasi Waktu : 4 x 40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong,), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangka pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.2.1 Mengungkapkan rasa syukur atau kesempatan dapat belajar bahasa Inggris.
1.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	1.1.2 Menggunakan bahasa yang baik saat berkomunikasi Menghargai 1.1.3 Menunjukkan sikap saling saling menghargai dan menghormati 2.1.4 Menunjukkan sikap bersahabat
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Menemukan kata-kata sifat yang dapat digunakan untuk mendeskripsikan orang, binatang, dan benda 3.8.2 Menjelaskan fungsi sosial pada teks dengan menyatakan dan menanyakan tentang deskripsi orang. 3.8.3 Menguraikan struktur teks pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang.

4.9 Menyusun teks lisan dan tulis untuk menyebutkan sifat orang, binatang, dan benda dengan unsur kebahasaan yang benar dan sesuai konteks	4.9.1 Mendemonstrasikan ungkapan tentang orang, binatang dan benda dalam percakapan dengan menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan lancar.
--	---

C. Tujuan Pembelajaran

1. Siswa dapat mengetahui bagaimana mendeskripsikan orang.
2. Siswa dapat membedakan kata-kata yang pengucapan hampir sama.
3. Siswa mengidentifikasi kata-kata yang sulit untuk di lafalkan dalam teks dialog.
4. Siswa dapat dengan mudah melafalkan kata-kata yang sulit dengan mengejanya menggunakan spelling bee game sebagai media.

D. Materi Pembelajaran

Pertemuan pertama

Asking to describe

Can you describe ..., please?

Describing people

He/she is He/she has got

Pertemuan kedua

20 words about descriptive text

The words related to the material

Descriptive Adjectives	Spelling	Pronunciation	Meaning
Tall	ti- ei- el- el	tɔ:l	Tinggi
Oval	ou- vi- ei- el	ˈɔʊvl	Bulat
Straight	es- ti- a:- ei- ai- ji- eij- ti	streɪt	Lurus
thin	ti- eij-ai-en	θɪn	Kurus
Short	es- eij- ou- a:- ti	ʃɔ:rt	Pendek
Curly	si- yu- a:- el- wai	ˈkɜ:rlɪ	Keriting
Big	bi- ai- ji	bɪg	Besar

Parts of the Body	Spelling	Pronunciation	Meaning
Hair	eij- ei-ai- a:	Her	Rambut
Ears	i:- ei- a:- es	ɪrɪz	Telinga
Skin	es- kei- ai- en	skɪn	Kulit
Neck	en- i:- si: kei	Nek	Leher
Eyes	i:- wai- i:- es	aɪz	Mata
Hands	eij- ei- en- di- es	Hændz	Tangan

Pronunciation points

- Melafalkan /ʃ/ pada kata “short”. Guru mengajarkan untuk melafalkan bunyi ini diawali dengan menyebut huruf /s/ sound seperti kata “sort” kemudian menggerakkan lidah ke belakang (moving the tongue back) dan melingkarkan ujungnya ke atas (curling up the edges) untuk melafalkan huruf /ʃ/.
- Melafalkan /θ/ pada kata “thin”. Guru mengajarkan kepada siswa untuk melafalkan bunyi ini dengan menempatkan lidah mereka di antara gigi mereka (putting their tongues between their teeth) dan bernafas (breathing out).
- Perhatikan kata yang pengucapannya hampir sama seperti pada kata-kata berikut ini :

Words	Spelling	Meaning	Words	Spelling	Meaning
great	ji- a:- i- ei- ti	besar	Greet	ji- a:- i:- i: -ti	Salam
looks	el- ou- ou- kei- es	rupa	Cooks	si- ou- ou- kei- es	Memasak
crown	si- a: ou- dʌblyu- en	mahkota	brown	bi- a:- ou- dʌblyu- en	Coklat
white	dʌblyu- eij- ai- ti- i:	Putih	Wide	dʌblyu- ai- di- i:	luas, lebar
Shirt	es- eij- ai- a:- ti	kemeja	Skirt	es- kei- ai- a:- ti	Rok

E. Metode

Spelling bee, communicative approach

F. Media, Alat dan Sumber Pembelajaran

1. Media

Spelling bee, slide of powerpoint

2. Alat

Spidol, white board, voice recorder

3. Sumber Pembelajaran

- a. Keteladan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
- b. Cambridge Advanced Learner's Dictionary third edition.
- c. When English Rings a Bell Book, Bahasa Inggris SMP/MTs kelas 7. 2017. Hal 87-94

G. Langkah-langkah Pembelajaran**Pertemuan pertama****1. Pendahuluan (10 menit)**

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa.
- b. Guru menanyakan keadaan siswa.
- c. Guru melakukan presensi siswa.
- d. Guru mempersiapkan teks terkait dengan materi yang akan dipelajari.

2. Kegiatan inti (60 menit)

Mengamati

- a. Guru memberikan contoh tentang descriptive text menggunakan slide ppt dan mengenalkan generic structure of descriptive text.
- b. Guru meminta siswa untuk mengidentifikasi kata yang sulit dilafalkan dengan menggaris bawahinya.
- c. Guru menjelaskan kepada siswa tentang spelling bee.
- d. Guru mengajarkan siswa untuk melafalkan beberapa kata dengan benar.

Menanyakan

- a. Guru memberi kesempatan kepada siswa untuk bertanya tentang informasi apa yang ingin mereka ketahui terkait materi teks deskriptif tentang orang.
- b. Guru menanyakan kepada siswa tentang penjelasan materi tersebut, jika masih ada yang belum mengerti ataupun belum jelas dapat menanyakannya.

Mencoba

- a. Siswa diminta membuat cerita pendek tentang mendeskripsikan orang.
- b. Siswa mengidentifikasi kata-kata yang sulit yang terdapat dalam cerita pendek tersebut.
- c. Siswa mencoba mengeja dan melafalkan kata yang sulit tersebut 2 sampai 3 kali.

Mengasosiasikan

- a. Guru menanyakan kepada siswa kelompok kata yang sulit yang terdapat di dalam kalimat.
- b. Guru meminta siswa untuk mendiskusikan kata yang sulit lalu masing-masing mereka saling mendengarkan satu sama lain temannya yang sedang mengeja.
- c. Guru menanyakan kepada siswa tentang penjelasan materi tersebut jika ada maka boleh ditanyakan.
- d. Setelah selesai siswa diminta untuk mengeja kosa kata yang sulit dengan mengejanya dan melafalkan dengan suara yang lantang tanpa melihat kosa kata tersebut.

Mengkomunikasikan

- a. Guru membagikan siswa ke dalam beberapa kelompok.
- b. Guru meminta siswa untuk mendiskusikan kosa kata yang sulit yang telah mereka garis bawahi masing-masing.
- c. Guru meminta setiap kelompok untuk maju kedepan dengan membawa kosa kata yang telah mereka garis bawahi.
- d. Guru meminta siswa untuk mengeja dan melafalkan kosa kata yang sulit.

3. Penutup (10 menit)

- a. Memberikan feedback terhadap hasil belajar kerja siswa.
- b. Memberikan kesimpulan.
- c. Memberikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung.

- d. Guru memotivasi siswa.
- e. Guru menutup pelajaran dengan berdoa.

Pertemuan kedua

1. Pendahuluan (10 menit)

- a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa.
- b. Guru menanyakan keadaan siswa.
- c. Guru melakukan presensi siswa.
- d. Guru mempersiapkan beberapa kata terkait dengan materi yang akan dipelajari.

2. Kegiatan inti (60 menit)

Mengamati

- a. Guru menjelaskan lebih dalam dan jelas kepada siswa tentang spelling bee.
- b. Guru memberikan kata-kata terkait materi.
- c. Guru meminta siswa untuk mengidentifikasi kata yang sulit dilafalkan dengan menggaris bawahinya.
- e. Guru mengajarkan siswa untuk melafalkan beberapa kata dengan benar.

Menanyakan

- a. Guru menanyakan kepada siswa tentang penjelasan materi tersebut, jika masih ada yang belum mengerti ataupun belum jelas dapat menanyakannya.

Mencoba

Siswa mencoba mengeja dan melafalkan kata yang sulit tersebut 2 sampai 3 kali.

Mengasosiasikan

- a. Guru menanyakan kepada siswa kelompok kata yang sulit.
- b. Guru meminta siswa untuk mendiskusikan kata yang sulit lalu masing-masing mereka saling mendengarkan satu sama lain temannya yang sedang mengeja.
- c. Guru menanyakan kepada siswa tentang kata-kata yang sulit tersebut jika ada maka boleh ditanyakan.
- d. Setelah selesai siswa diminta untuk mengeja kosa kata yang sulit dengan mengejanya dan melafalkan dengan suara yang lantang tanpa melihat kosa kata tersebut.

Mengkomunikasikan

- a. Guru meminta siswa untuk memahami kosa kata yang telah diberikan guru.
- b. Guru meminta setiap siswa untuk maju kedepan untuk melafalkan kosa kata yang telah disediakan oleh guru.

Penutup (10 menit)

- a. Memberikan feedback terhadap hasil belajar kerja siswa.
- b. Memberikan kesimpulan.
- c. Memberikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung.
- d. Guru memotivasi siswa.

Cara Penilaian Pronunciation

No	Nama Siswa	Pronunciation Level					Jumlah skor yang diperoleh
		5	4	3	2	1	
1							
2							
3							
4							
dst							

Rumus perhitungan nilai siswa, sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Stabat, Mei 2019

Guru Bahasa Inggris

Peneliti

Khairani, S.Pd

Ismah

Mengetahui,

Kepala sekolah

MTs Muhammadiyah 29 Stabat

Tantawi Yahya, M.Hum

Appendix III**Time : 2 Minutes****PRE-TEST****A. Please, pronounce these words !**

- | | |
|--------------|----------------|
| 1. Blue | 11. Flower |
| 2. Blew | 12. Principle |
| 3. Meat | 13. Principal |
| 4. Meet | 14. Cucumber |
| 5. Dancing | 15. Affect |
| 6. Favourite | 16. Effect |
| 7. Watching | 17. Television |
| 8. White | 18. Carrot |
| 9. Wide | 19. Carat |
| 10. Yellow | 20. Swimming |

Appendix IV

ANSWER KEY

PRE-TEST

No	Words	Spelling	Pronunciation
1.	Blue	bi- el- yu- i:	blu:
2.	Blew	bi- el- i:- dʌblyu	blu:
3.	Meat	em- i:- ei- ti	mi:t
4.	Meet	em- i:- i:- ti	mi:t
5.	Dancing	di- ei- en- si- ai- en- ji	ˈdænsɪŋ
6.	Favourite	ef- ei- vi- ou- yu- a:- ai- ti- i:	ˈfeɪvərɪt
7.	Watching	dʌblyu- ei- ti- si- ej- ai- en- ji	ˈwɑ:tʃɪŋ
8.	White	dʌblyu- ej- ai- ti- i:	waɪt
9.	Wide	dʌblyu- ai- di- i:	waɪd
10.	Yellow	wai- i:- el- el- ou- dʌblyu	ˈjeloo
11.	Flower	ef- el- ou- dʌblyu- i:- a:	ˈflaʊər
12.	Principal	pi- a:- ai- en- si- ai- pi- ei- el	ˈprɪnsəpl
13.	Principle	pi- a:- ai- en- si- ai- pi- el- i:	ˈprɪnsəpl
14.	Cucumber	si- yu- si- yu em- bi- i:- a:	ˈkju:kʌmbər
15.	Affect	ei- ef- ef- i:- si- ti	əˈfekt
16.	Effect	i:- ef- ef- i: si- ti	ɪˈfekt
17.	Television	ti- i:- el- i: vi- ai- es- ai- ou- en	ˈtelɪvɪʒn
18.	Carrot	si- ei- a:- a:- ou- ti	ˈkærət
19.	Carat	si- ei- a:-ei_ ti	ˈkærət
20.	Swimming	es- dʌblyu- ai- em- em- ai- en- ji	swɪmɪŋ

Appendix V**POST-TEST (CYCLE I)****A. Please, pronounce these words !**

- | | |
|--------------|----------------|
| 1. Blue | 11. Flower |
| 2. Blew | 12. Principle |
| 3. Meat | 13. Principal |
| 4. Meet | 14. Cucumber |
| 5. Dancing | 15. Affect |
| 6. Favourite | 16. Effect |
| 7. Watching | 17. Television |
| 8. White | 18. Carrot |
| 9. Wide | 19. Carat |
| 10. Yellow | 20. Swimming |

Appendix VI

ANSWER KEY

POST- TEST (CYCLE I)

No	Words	Spelling	Pronunciation
21.	Blue	bi- el- yu- i:	blu:
22.	Blew	bi- el- i:- dʌblyu	blu:
23.	Meat	em- i:- ei- ti	mi:t
24.	Meet	em- i:- i:- ti	mi:t
25.	Dancing	di- ei- en- si- ai- en- ji	ˈdænsɪŋ
26.	Favourite	ef- ei- vi- ou- yu- a:- ai- ti- i:	ˈfeɪvərɪt
27.	Watching	dʌblyu- ei- ti- si- ej- ai- en- ji	ˈwa:tʃɪŋ
28.	White	dʌblyu- ej- ai- ti- i:	waɪt
29.	Wide	dʌblyu- ai- di- i:	waɪd
30.	Yellow	wai- i:- el- el- ou- dʌblyu	ˈjeloo
31.	Flower	ef- el- ou- dʌblyu- i:- a:	ˈflaʊər
32.	Principal	pi- a:- ai- en- si- ai- pi- ei- el	ˈprɪnsəpl
33.	Principle	pi- a:- ai- en- si- ai- pi- el- i:	ˈprɪnsəpl
34.	Cucumber	si- yu- si- yu em- bi- i:- a:	ˈkju:kʌmbər
35.	Affect	ei- ef- ef- i:- si- ti	əˈfekt
36.	Effect	i:- ef- ef- i:- si- ti	ɪˈfekt
37.	Television	ti- i:- el- i: vi- ai- es- ai- ou- en	ˈtelɪvɪʒn
38.	Carrot	si- ei- a:- a:- ou- ti	ˈkærət
39.	Carat	si- ei- a:-ei_ ti	ˈkærət
40.	Swimming	es- dʌblyu- ai- em- em- ai- en- ji	swɪmɪŋ

Appendix VII**Time : 2 Minutes****POST-TEST (CYCLE II)****B. Please, pronounce these words !**

- | | |
|--------------|---------------|
| 1. Knowledge | 11. Little |
| 2. Straight | 12. Great |
| 3. Strait | 13. Greet |
| 4. Short | 14. Beautiful |
| 5. Thin | 15. Lazy |
| 6. Honest | 16. Brave |
| 7. Clean | 17. Small |
| 8. Hand | 18. Usual |
| 9. Would | 19. Handsome |
| 10. Polite | 20. Clear |

Appendix VIII

ANSWER KEY

POST-TEST (CYCLE II)

No	Words	Spelling	Pronunciation
1.	Knowledge	kei- en- ou- dʌblyu- el- en- di- ji- i:	ˈnɑ:lɪdʒ
2.	Straight	es- ti- a:- ei- ai- ji- eij- ti	streɪt
3.	Strait	es- ti- a:- ei- ai- ti	streɪt
4.	Short	es- eij- ou- a:- ti	ʃɔ:rt
5.	Thin	ti- eij- ai- en	θɪn
6.	Honest	eij- ou- en- i:- es- ti	ˈɑ:nɪst
7.	Clean	si- el- i:- ei- en	kli:n
8.	Hand	eij- ei- en- di	hænd
9.	Would	dʌblyu- ou- yu- el- di	wʊd
10.	Polite	Pi- ou- el- ai- ti- i:	pəˈlaɪt
11.	Little	el- ai- ti- ti- el- i:	ˈlɪtl
12.	Great	ji- a:- i:- ei- ti	greət
13.	Greet	ji- a:- i:- i:- ti	gri:t
14.	Beautiful	bi- i:- ei- yu- ti- ai-ef- yu- el	ˈbjʊ:tɪfl
15.	Lazy	el- ei- zi- wai	ˈleɪzi
16.	brave	bi- a:- ei- vi- i:	breɪv
17.	Small	es- em- ei- el- el	smɔ:l
18.	Usual	yu- es- yu- ei- el	ˈju:ʒuəl
19.	Handsome	eij- ei- en- di- es- ou- em- i:	ˈhændsəm
20.	Clear	si- el- i:- ei- a:	klɪr

Appendix IX

The Students' Scores during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

No	Initial Of Students	Score		
		Pre-test	Cycle I	Cycle II
1.	AD	45	65	82
2.	AF	60	75	90
3.	AR	56	75	85
4.	BA	36	53	70
5.	BU	45	59	76
6.	CA	50	56	72
7.	DG	52	75	81
8.	DA	50	75	87
9.	DS	45	65	80
10.	EC	45	58	70
11.	FAK	50	75	86
12.	FIL	52	76	89
13.	IPL	40	66	80
14.	KP	50	73	86
15.	LA	43	56	71
16.	LP	37	58	70
17.	MS	60	75	87
18.	RU	75	87	96

19.	SR	60	76	88
20.	ZAP	50	63	74
Total		$\Sigma x=1001$	$\Sigma x=1361$	$\Sigma x=1623$
		$\bar{X}= 50,05$	$\bar{X}= 68,05$	$\bar{X}=81,15$

Appendix X

THE STUDENTS' TEST RESULT IN PRE-TEST

No	Initial of Students	Item of the Test																				The Total of Score	Passing Grade of Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
		1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5		
1.	AD	2	2	3	3	3	2	2	2	2	3	3	2	2	2	2	2	2	2	3	2	45	Failed
2.	AF	4	2	3	3	3	3	3	4	4	2	3	3	4	2	3	3	2	3	4	2	60	Failed
3.	AR	3	4	2	1	2	5	2	3	2	3	4	3	4	2	3	4	2	3	3	3	56	Failed
4.	BA	2	2	2	2	1	1	2	2	2	2	2	2	2	2	1	2	1	2	2	2	36	Failed
5.	BU	3	2	3	2	3	2	2	2	2	2	2	3	2	3	2	2	3	3	3	3	45	Failed
6.	CA	3	3	3	1	3	3	3	2	2	3	2	2	3	2	3	3	3	3	2	2	50	Failed

7.	DG	2	2	3	3	3	3	2	2	2	2	3	2	2	3	3	2	2	3	3	3	52	Failed
8.	DA	2	2	3	3	3	3	2	3	2	3	2	2	2	2	3	2	3	2	3	3	50	Failed
9.	DS	1	2	2	3	2	2	3	2	2	2	2	3	2	2	3	2	2	3	2	3	45	Failed
10.	EC	2	2	3	2	2	3	2	2	2	3	3	3	2	2	2	1	3	1	2	2	45	Failed
11.	FAK	4	4	3	2	2	2	2	2	3	2	3	3	3	3	2	2	2	2	2	2	50	Failed
12.	FIL	4	4	3	3	3	3	3	2	2	2	2	3	2	2	3	2	3	2	2	2	52	Failed
13.	IPL	1	1	1	3	3	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	40	Failed
14.	KP	2	2	2	3	3	2	3	2	3	2	2	2	3	4	2	2	3	3	3	2	50	Failed
15.	LA	1	2	2	1	2	3	3	2	2	2	2	2	2	3	3	3	3	2	1	2	43	Failed
16.	LP	1	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	37	Failed
17.	MS	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	60	Failed
18.	RU	4	4	4	4	3	4	4	3	4	4	4	4	4	3	3	4	4	3	4	4	75	Passed
19.	SR	4	3	3	4	4	3	3	3	3	4	4	3	2	2	3	3	3	2	2	2	60	Failed

20.	ZAP	3	3	3	3	2	2	2	2	2	2	3	3	2	3	3	3	2	3	2	2	50	Failed
Total																						$\Sigma X=1001$ $X = 50,05$	

Appendix XI

THE STUDENTS' TEST RESULT IN POST-TEST I

No	Initial of Students	Item of the Test																				The Total of Score	Passing Grade of Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
		1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	100	75
1.	AD	4	3	3	4	3	3	4	4	3	3	3	3	3	3	3	4	3	3	3	3	65	Failed
2.	AF	4	4	4	4	4	3	4	4	3	3	4	4	3	3	4	4	4	4	4	4	75	Passed
3.	AR	4	4	3	4	4	3	4	4	4	3	4	4	4	4	3	4	3	4	4	4	75	Passed
4.	BA	3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	53	Failed
5.	BU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	59	Failed
6.	CA	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3	2	3	3	3	56	Failed

7.	DG	4	4	4	3	4	4	3	4	4	4	3	4	3	4	4	4	4	3	4	4	75	Passed
8.	DA	3	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	75	Passed
9.	DS	4	3	3	4	3	4	3	3	4	3	3	3	3	4	3	3	3	3	3	3	65	Failed
10.	EC	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	58	Failed
11.	FAK	3	4	4	4	4	4	4	3	3	4	4	4	4	3	4	4	4	4	3	4	75	Passed
12.	FIL	4	4	3	4	4	4	4	3	4	3	4	4	3	4	4	4	4	4	4	4	76	Passed
13.	IPL	3	3	3	3	3	4	3	4	3	4	3	3	4	4	3	4	3	3	3	3	66	Failed
14.	KP	3	4	3	3	3	2	3	3	4	3	4	4	3	3	3	3	3	3	3	3	73	Failed
15.	LA	2	2	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	56	Failed
16.	LP	3	2	3	3	4	3	3	3	4	4	3	3	4	2	3	2	3	2	2	2	58	Failed
17.	MS	4	4	3	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	3	75	Passed
18.	RU	5	5	5	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	5	87	Passed
19.	SR	4	4	4	4	4	3	4	3	4	3	4	4	4	4	3	4	4	4	4	4	76	Passed

20.	ZAP	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	4	3	63	Failed
Total																						$\Sigma X=1361$ X = 68,05	

Appendix XII

THE STUDENTS' TEST RESULT IN POST-TEST II

No	Initial of Students	Item of the Test																				The Total of Score	Passing Grade of Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	100	75
		1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5		
1.	AD	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	82	Passed
2.	AF	5	4	5	4	5	5	4	4	5	5	5	4	5	4	5	4	5	4	4	4	90	Passed
3.	AR	5	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	4	4	4	5	85	Passed
4.	BA	4	4	3	3	5	3	3	3	5	3	3	3	4	4	3	3	4	3	3	4	70	Failed
5.	BU	4	5	4	4	4	4	4	3	3	4	4	3	4	4	4	4	3	4	4	3	76	Passed
6.	CA	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	4	4	4	4	5	75	Passed

20.	ZAP	4	4	4	3	3	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	75	Passed
Total																							$\Sigma X=1623$ $X = 81,15$	

Appendix XIII

THE PERCENTAGE OF STUDENTS' PRONUNCIATION

Cycle		Criteria	Total Students	Percentage
Pre-test	P_1	Passed	1	5%
	P_2	Failed	19	95%
Post-test I	P_1	Passed	9	45%
	P_2	Failed	11	55%
Post-test I	P_1	Passed	16	80%
	P_2	Failed	4	20%

Appendix XIV

THE TESTING HYPOTHESIS

The Statistic Analysis of The Result of Students' Score in The Pre-Test and Post-Test

No	Post-test Cycle I	Post-test Cycle II	D	D ²
	Score	Score	Score	Score
1.	65	82	17	289
2.	75	90	15	225
3.	75	85	10	100
4.	53	70	17	289
5.	59	76	17	289
6.	56	75	19	361
7.	75	85	10	100
8.	75	87	12	144
9.	65	80	15	225
10.	58	70	12	144
11.	75	86	11	121
12.	76	89	13	169
13.	66	80	14	196
14.	73	86	13	169
15.	56	71	15	225
16.	58	70	12	144
17.	75	87	12	144
18.	87	96	9	81
19.	76	88	12	144
20.	63	75	12	144
			$\Sigma D = 267$	$\Sigma D^2 = 3703$
			$D = 267/20$	
			$D = 13,35$	

From the last computation have been found that :

$$D = 13,35$$

As follow :

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{13,35}{\sqrt{\frac{\sum 3703 - \frac{(\sum 267)^2}{20}}{20(20-1)}}$$

$$T = \frac{13,35}{\sqrt{\frac{\sum 3703 - \frac{(71289)}{20}}{20(20-1)}}$$

$$T = \frac{13,35}{\sqrt{\frac{3703 - 3564,45}{380}}}$$

$$T = \frac{13,35}{\sqrt{0,3646}}$$

$$T = \frac{13,35}{0,6038} = 22,10$$

From the computation above, it could be seen that the coeficien of tobserved = 22,10

Appendix XV**Interview Sheet with the Students****Before Implementing**

- Peneliti : Selamat pagi
- Siswa : Selamat pagi Miss
- Peneliti : Ok Semua, Miss disini mau bertanya bagaimana pendapat kalian tentang bahasa Inggris terutama dalam mempelajari pronunciation atau pelafalan kata?
- Siswa I : Susah paham sama semua materinya Miss, tidak mengerti
- Siswa II : Suka takut ngomong bahasa Inggris, takut salah Miss.
- Siswa III : Susah Miss, suka bingung cara bacanya karena lain-lain cara bacanya .
- Siswa IV : Membosankan Miss.

Appendix XVI

Interview Sheet with the students

After Implementing

(I)

- Peneliti : Selamat pagi Dimas
- Siswa I : Selamat pagi Miss
- Peneliti : Ok Dimas, Miss mau bertanya apakah Dimas suka belajar pronunciation dengan spelling bee game?
- Siswa I : Iya, awalnya malas kalau udah masuk jam bahasa Inggris karena itu-itu aja dan kurang ngerti, tapi kalau dengan spelling bee jadi enak belajarnya, gak bosan di kelas.
- Peneliti : Ok yang kedua apakah spelling bee game ini memotivasi kamu mempelajari pronunciation dalam bahasa Inggris ?
- Siswa I : Iya
- Peneliti : Apakah belajar pronunciation dengan spelling bee game menyenangkan?
- Siswa I : Iya, karena kan bagi-bagi kelompok, terus kayak perlombaan jadi seru gitu.
- Peneliti : Trimakasih Dimas.

Interview Sheet with the students

After Implementing

(II)

- Peneliti : Selamat pagi Rahmi
- Siswa II : Selamat pagi Miss
- Peneliti : Ok Rahmi, Miss mau bertanya apakah Rahmi suka belajar pronunciation dengan spelling bee game?
- Siswa II : Iya suka, kita belajar sambil main, tidak duduk doang di kelas, ngomong dikelas jadi sering pakai bahasa Inggris walaupun masih banyak salah nyebutin kata-katanya.
- Peneliti : Ok yang kedua apakah spelling bee game ini memotivasi kamu mempelajari pronunciation dalam bahasa Inggris ?
- siswa II : Iya, di rumah jadi sering eja-eja kata bahasa Inggris terus di lafalkan.
- Peneliti : Apakah belajar pronunciation dengan spelling bee game menyenangkan?
- Siswa II : Iya, inikan seperti lomba-lomba terus kalau kalah malu, jadi di rumah memang banyak belajar ngeja dan lafalin kata-kata.
- Peneliti : Trimakasih Rahmi.

Interview Sheet with the students

After Implementing

(III)

- Peneliti : Selamat pagi Fitri
- Siswa III : Selamat pagi Miss
- Peneliti : Ok Fitri Miss mau bertanya apakah Fitri suka belajar pronunciation dengan spelling bee game?
- Siswa III : Iya suka, jadi aktif dikelas.
- Peneliti : Ok yang kedua apakah spelling bee game ini memotivasi kamu mempelajari pronunciation dalam bahasa Inggris ?
- Siswa III : Iya dengan spelling bee jadi suka ngeja-ngeja kata terus di lafalkan, karena kan memang rada sulit ngucapin kata bahasa Inggris.
- Peneliti : Apakah belajar pronunciation dengan spelling bee game menyenangkan?
- Siswa III : Iya senang banget, kan Fitri memang memang suka bahasa Inggris, cuma kan sulit bedain kata yang kadang tu cara bacanya sama, pas belajar pronunciation jadi banyak belajar cara baca kata bahasa Inggris.
- Peneliti : Trimakasih Fitri.

Interview Sheet with the students

After Implementing

(IV)

- Peneliti : Selamat pagi Fadil
- Siswa IV : Selamat pagi Miss
- Peneliti : Ok Fadil Miss mau bertanya, apakah Fadil suka belajar pronunciation dengan spelling bee game?
- Siswa IV : Iya suka
- Peneliti : Ok yang kedua apakah spelling bee game ini memotivasi kamu mempelajari pronunciation dalam bahasa Inggris ?
- Siswa IV : Iya awalnya gak tau gimana melafalkan kata, mau lihat kamus pun gak tau cara bacanya, dengan spelling bee game jadi banyak latihan untuk ngucapin kata-kata bahasa Inggris.
- Peneliti : Apakah belajar pronunciation dengan spelling bee game menyenangkan?
- Siswa IV : Iya senang banget, kan Fadil memang kurang suka bahasa Inggris, tapi pas belajar pronunciation tapi sambil main bagiin kelompok, terus jadi aktif, kelas jadi rame , jadi gak bosan
- Peneliti : Terimakasih Fadil.

Appendix XVII

Interview with the Teacher

Before Implementing

- Peneliti : Bagaimana kondisi kelas saat Ibu mengajar bahasa Inggris?
- Guru : Seperti kelas pada umumnya kadang suka ribut, tapi kalau ada gurunya ya kelas tetap masih bisa di kontrol.
- Peneliti : Apakah ada pengajaran khusus untuk pelajaran pronunciation?
- Guru : Saya tidak memiliki teknik tertentu, saya menyuruh siswa untuk membaca teks bersama terlebih dahulu, selanjutnya mereka saya suruh untuk menulis kata kata sulit di papan tulis lalu saya mengajarkan bagaimana cara mengucapkan yang benar. Terkadang saya meminta mereka untuk sing a song juga.
- Peneliti : Bagaimana kemampuan pronunciation siswa-siswi Ibu?
- Guru : Kemampuan siswa-siswi dalam penguasaan bahasa Inggris masih sangat kurang, siswa itu kurang apa ya? Kurang pede dalam mengucapkan bahasa Inggris. Jadi banyak kata kata yang mereka tidak tahu bagaimana cara ngomong yang bener, karena mereka disuruh praktek pada nggak mau.
- Peneliti : Media apa saja yang Ibu gunakan dalam pembelajaran pronunciation?
- Guru : Saya sering pakai media seperti power point, sing a song
- Peneliti : Apa saja kesulitan yang Ibu temui ketika mengajar pronunciation?
- Guru : Siswa kalo disuruh ngomong susah, kayaknya mereka takut

salah, mungkin malu juga dan tidak percaya diri. Jadi efek dari itu malah menghabiskan waktu.

Peneliti : Bagaimana Ibu mengatasi masalah tersebut?

Guru : Saya mungkin harus menjadikan suasana kelas itu aktif dan nyaman, kemudian dapat mengaplikasikan media secara efektif agar siswa dapat memahami materi dengan mudah. Saya juga akan memberi poin- poin buat mereka aktif supaya mereka termotivasi untuk belajar bahasa Inggris, mungkin seperti itu.

Appendix XVIII

Interview with the teacher

After Implementing

- Guru : Bagaimana pendapat Ibu tentang penggunaan spelling bee game pada pengajaran pronunciation?
- Peneliti : Menurut saya spelling bee game ini bagus, karena murid kadang suka malu di suruh ke depan kelas, jadi games ini selain bisa meningkatkan pronunciation siswa dan membuat siswa lebih berani maju dan tidak mudah bosan.
- Guru : Apakah Ibu setuju penggunaan spelling bee game sebagai media untuk meningkatkan pronunciation siswa?
- Peneliti : Sangat setuju, penggunaan media-media di setiap pembelajaran dapat membantu siswa untuk dapat memahami pembelajaran dengan mudah karena kondisi kelas yang tidak monoton dan dapat membantu siswa menjadi aktif.
- Guru : Apakah Ibu juga ingin menerapkan spelling bee game ini untuk pembelajaran pronunciation atau pada pembelajaran bahasa Inggris lainnya seperti vocabulary dan reading?
- Peneliti : Iya, spelling bee ini kan awalnya sebuah kontes anak-anak untuk meningkatkan vocabulary, game ini juga dapat meningkatkan pronunciation, jadi ketika mengaplikasikan game ke dalam pembelajaran maka dapat mengaktifkan kelas karena anak-anak akan antusias dan membuat siswa lebih enjoy dan tidak mudah bosan.

Appendix XIX

OBSERVATION SHEET

Date : 13 Mei & 18 Juni 2019

Class : VII

Students : MTs Muhammadiyah 29 Stabat

Subject : English

Focus	Points That Are Observed	Cycle I		Cycle II	
		Yes	No	Yes	No
The Researcher as the Teacher	1. The teacher gives the explanation of the material	✓		✓	
	2. The teacher uses spelling bee	✓		✓	
	3. The teacher gives the students a chance to express their opinion and to give a question that related to the lesson	✓		✓	
	4. The teacher checks the students' understanding	✓		✓	
	5. The teacher gives the test to the students	✓		✓	
	6. The teacher moves around the class during the learning process to see the students' activities and gives a help when needed	✓		✓	

	7. Teacher uses time effectively	✓		✓	
	8. Teacher concludes the material of teaching				
The Students	1. The students pay attention and response	✓			
	2. The students study seriously		✓	✓	
	3. Students are interested and enthusiastic in studying pronunciation by using spelling bee game		✓	✓	
	4. The students give opinion and question	✓		✓	
	5. The students ask the teacher about the material that they haven't understood yet		✓	✓	
	6. The students answer the question from the teacher	✓		✓	
	7. The students do the test seriously	✓		✓	
	8. The students use dictionary		✓	✓	
Class	1. The classroom was comfortable and clean	✓		✓	
	2. The classroom was far from the crowded		✓	✓	

The Teacher

The Researcher

(Khairani, S.Pd)

(Ismah)

Appendix XX

THE STUDENTS' ATTENDANCE LIST

No	Name Of The Students	May 13th 2019	May 14th 2019	May 18th 2019	May 20th 2019	June 18th 2019
1.	Ainul Dina	√	√	√	√	√
2.	Arafa Fuza	√	√	√	√	√
3.	Arfat Riza	√	√	√	√	√
4.	Bahri Amri	√	√	√	√	√
5.	Bima Utama	√	√	√	√	√
6.	Citra Ayudya	√	√	√	√	√
7.	Dandi Gustian	√	√	√	√	√
8.	Dika Andrean	√	√	√	√	√
9.	Dimas Siregar	√	√	√	√	√
10.	Erlita Cahya	√	√	√	√	√
11.	Fadil Arya Kurniawan	√	√	√	√	√
12.	Fitri Indah Lestari	√	√	√	√	√

13.	Ismail Putra Lubis	√	√	√	√	√
14.	Karya Putra	√	√	√	√	√
15.	Lita Aprilia	√	√	√	√	√
16.	Lunatya Putri	√	√	√	√	√
17.	Maulida Sari	√	√	√	√	√
18.	Rahmi Utami	√	√	√	√	√
19.	Satria Rinaldi	√	√	√	√	√
20.	Zahra Andini Putri	√	√	√	√	√

Appendix XXI

DOCUMENTATION



The students listen the instruction from the researcher to do pre-test



The teacher ask the students about their opinion about English



The students listen the instruction to play spelling bee game



The teacher do interview with students after implementing I



The teacher do interview with students after implementing II



The teacher do interview with students before implementing III



The teacher do interview with students after implementing

BIOGRAPHY

The writer's name is Ismah. She was born on April 10th 1996 in Stabat, North Sumatera. She is 23 years old. She is Indonesian and a Muslim. She is the first the third daughter of Mr. Juardi and Mrs. Suriani . she has a brother and his name is Arribath and she have two sisters their name are Arina and Rahmi.

Her formal education started from 2002-2008 in SD Negeri 050657 Stabat, North Sumatera. Then she countinued her education from 2008-2011 in MTs Muhammadiyah 29 Stabat, North Sumatera. After that, She continued her education from 2011-2014 in SMA Muhammdiyah 19 Stabat, North Sumatera and then in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, July 09, 2019

The writer

Ismah

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