THE USE OF SPELLING BEE GAME TO IMPROVE STUDENTS'

VOCABULARY OF EIGHTH GRADE AT SMPN 5 PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training

Faculty of the State Islamic Institute of Palopo for S.Pd

Degree in English Study Program

Composed By,

Nurjida

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ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING

FACULTY OF THE STATE ISLAMIC INSTITUTE PALOPO

2018

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FACULTY OF THE STATE ISLAMIC INSTITUTE PALOPO

2018

THESIS APPROVAL

This thesis entitled **"The Use of Spelling Bee Game to Improve Students' Vocabulary of Eighth Grade at SMPN 5 Palopo"**, which was written by **Nurjida**, Reg. Num.14.16.3.0099, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies(IAIN) Palopo, and has been examined and defended in Munaqasyah session which was carried out on Friday, **12th of October 2018**, coincided with **1th Safar 1440 H**, it was authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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Palopo, <u>12th of October 2018</u>
1th Safar 1440 H

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan .

Demikian untuk diproses selanjutnya.

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Demikian untuk diproses selanjutnya.

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With all awarwness and consciousness, the research who signed bellow, pronounces that this is literary work of research herself. If it is proven that this thesis is duplicated, copied or made by other people as whole or partially, it causes this thesis is invalid for law.

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14.16.3.0099

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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اله و صحبه أجمعين أما بعد

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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

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Finally, the writer pray to the God, Allah SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be useful and give postive contribution for the readers and the others.

Palopo, 7 September 2018

The Researcher

Nurjida

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ABSTRACT

Nurjida, 2018. *"*The Use of Spelling Bee Game to Improve Students' Vocabulary Of Eighth Grade at SMPN 5 Palopo.*"* Thesis, English Study Program Educational Department in State Islamic Institute (Iain) Palopo. Consultants: Madehang, S.A.g.,M.Pd and Syamsudarni, S.Pd.I.,M.Ed.

Key Words: Spelling Bee Game, Vocabulary

This thesis is about The Use of Spelling Bee Game to Improve Students' Vocabulary of Eighth Grade at SMPN 5 Palopo. The problem statement of this thesis: Is the use of spelling bee game effective in teaching vocabulary to the students' of eighth grade at SMPN 5 Palopo? This the objective of the study: To find out whether the use of spelling bee is effective to improve students' vocabulary.

This research applied pre-experimental. The population of this research was the Eighth Grade Students of SMPN 5 Palopo. The number of population was 180 students. The sample were class VIII D consisted of 25 students. The sampling technique in this research was purposive sampling. The instrument of the research was vocabulary test. The pretest given to know basic ability of the students' vocabulary and the posttest given to know the students' improvement in students' vocabulary after given the treatment, and the research used spelling bee game. The test contained 30 items from which contain five option in each number. Then the test was calculated and analyzed using SPSS 22.

The researcher can conclude that using spelling bee game is effective in improving students' vocabulary of eighth grade at SMPN 5 Palopo. It was proven by a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 75.4400 and the students' score in posttest is 82.6000. The students' answer in the text that spelling bee game improve students' vocabulary make students easy to memorize vocabulary and learning make students get fun and enjoy, in the other hand almost all students vocabularies improve after treatment.

CHAPTER I

INTRODUCTION

A. Background

English is completely different from Indonesian language, such as the structure, pronunciation, and vocabulary. In addition for vocabularies the students tent to forget the meaning of the word which had been taught or practiced before. Unfortunately, in many work field most of the students could not state their ideas and opinion well since they were not accustomed to speak. Commonly, it is caused by the limited vocabulary.

Vocabulary is the basic knowledge in English that must be learnt first by learners. It will help the learner in learning English language well. As Harmand and Stork stated that vocabulary is a stock of words which are at the disposal of speaker or writer. As in Brainy Media.com that vocabulary is a list or collection of words arranged in alphabetical order and explained ; a dictionary or lexicon either of whole language, a single work or author, a branch of science or wordbook. Besides, Hindmarsh R stated that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.[2]

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[2] http://rahmatsolihien.blogspot.com/2013/03/makalah-bahasa-inggris-vocabulary.html

Learning vocabulary is one of important part of communicate one another, the people that want to learn language of course they have to memorize vocabularies before use vocabulary to arrange them into good sentence. In English vocabulary have more than one meaning. Sometimes students lazy in learning English because they lack vocabulary. Even they memorize some of vocabulary but sometimes they cannot save it in long term memory.

The researcher interested to improve the students'upgrade SMPN 5 Palopo because before doing the research, the researcher did observation by interviewing in SMPN 5 Palopo. From the observation, the researcher got data that the students' ability in vocabulary was low. It is proven that most of them did not know vocabulary which teacher given.

And before doing the research, the researcher had interview the students of SMPN 5 Palopo they said "they were not interested to learning English because their skill in English is limited, they do not have many vocabulary, beside that the research her also interview some English teacher he said "that the students of SMPN 5 Palopo still low in learning English, especially in vocabulary, they do not have many vocabulary, still lazy to memorize vocabulary and today recognized tomorrow forget".

From that statement, it can be seen that students' feelings toward a learning process will influence their achievement. There is a misconception that all learning should not be in fun and relaxed atmosphere. Actually, it is possible to find learning

not in serious and solemn condition. Games help language learners to learn a language and enjoy it at the same time.

As written in English syllabus that accordingly to Kurikulum Tingkat Satuan Pendidikan (KTSP2006), the English teaching, especially reading skill for Elementary school students, involves the teaching of paragraphs or text. The texts taught are recount, narrative, descriptive, procedure and report. Descriptive text is chosen because of its familiarity to students. This text type is usually found in personal letters, diaries, biographies and history. Considering the explanation above, this study is conducted to find out whether the use of Spelling Bee in teaching descriptive text can improve students' vocabulary .

Mei and Jing consider that the way children learn their mother tongue is the same when they learn English as a foreign language through playing games where there is no stressful situation which make them can learn much more. By using a game, students will enjoy a learning process which at first makes them feel bored.[2]

One way to create this atmosphere is learning through games. Some studies show that teaching vocabulary through games can help students improve their vocabulary and other language skills. Results of study about the use of games in teaching vocabulary show that they provide students with an interesting, challenging and enjoyable atmosphere in classroom activities and they also contribute in helping the students to absorb materials more easily. There are also 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 concentration and their ability in memorizing.

Finally, this strategy is expected to enhance students' ability in mastering vocabulary. Based on the explanation above, the writer is interested in conducting research with the little "The Use of Spelling Bee Game to Improve Students' Vocabulary of Eight Grade at SMPN 5 Palopo".

B. Problem Statement

Based on the explanation on background the research formulates the problem statement name: Is the use of Spelling Bee game effective is teaching vocabulary to the students of eighth grade at SMPN 5 Palopo?

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[5] *Ibid* 4.

C. Objective of the Study

Objective of the research is: Find out whether the use of Spelling Bee game is effective to improve students' vocabulary or not.

D. Scope of the Study

The study focuses on the effectiveness of using Spelling Bee in improving students' vocabulary. The study is conduct in one of junior high school 5 Palopo by selecting experimental group. The scope of this study restrict to building the student vocabulary of noun, adjective and verb.

E. Significance of the Study

The study is expected to provide information for theoretical and practical the next English education students concerning the knowledge of teaching vocabulary. In addition, this study is expected to provide information for English teachers in finding an appropriate method to teach vocabulary.

1. Theoretically
   a. Result of this research is expected to be useful information for all reader include lectures, learners, and practioner of education.
   b. To give contribution to the students of English in general especially for the students at SMPN 5 Palopo.
2. Practically
   a. To give significant contribution to the students especially how to use spelling bee game.

b. More especially, this thesis can give more beneficial of the students at SMPN 5 Palopo.

F. Definition of Terms

There are some terms that will be clarified to avoid misunderstanding. The terms are as follows:

➢ Vocabulary : as a competence to master basic daily vocabulary such as fruit, animal, school, house, and market, etc. Than can be assessed by test. The mastery only focuses on the students' ability in pronounce, write, know the meaning or the word and know to use the word in sentence.

➢ Games Spelling Bee : a competition in which the winner was the person or group who was able to spell a given word correctly and were eliminated as they failed to spell a word correctly.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous study*

Many studies had been performed by the researcher related to the use of strategies, approaches, methods, techniques, or media, in motivating the learner to learn English vocabulary. Some of them were mentioned as follows:

The first is from Marita Samosir, et al (2017). "Improving students" vocabulary mastery through spelling bee games at five grade of private to kalampaian kunto Darussalam ". The results of this study indicate an increase in students' vocabulary mastery in teaching and learning activities. In addition, the game can be used as an alternative activity to strengthen students' memory to remember the vocabulary material they learned and spell out the vocabulary items.[3]

The second is from Yunisrina Qismullah Yusuf, et al (2017). "The use of spelling bee game in teaching vocabulary to junior high school 4 Banda Aceh students". The results showed that the Spelling Bee game was one of the vocabulary games that could be applied in the teaching and learning process. It is used to memorize, take sides, and improve students' vocabulary and so on. Vocabulary is the

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[7] Marita Samosir, "*Improving students" vocabulary mastery through spelling bee games at five grade of private to kalampaian kunto Darussalam*". Jurnal (University of Pasir Pengaraian, 2017).p.2. pdf.

most important element in learning foreign languages, especially in English vocabulary. Grade VIII students of Banda Aceh State Junior High School 4 found it difficult to master the English vocabulary, moreover most of them did not understand the meaning of the word. Students' luck with vocabulary has hampered their ability to increase their interest in learning English, especially in speaking skills.[4]

The last one is Ratna Juwita Ningsih (2013), "The use of the Spelling Bee game to Improve Class 8 Students' Vocabulary Mastery". The results of the study aimed to investigate the effectiveness of the use of Spelling Bee games in improving students 'vocabulary mastery and to find students' responses to the use of this game in their English classes.[5]

According to the research, there were some similarities and differences between their research and in this research. But, all research used interested strategy in their research. The similarities of their research were the same as using an interesting strategy in teaching spelling bee game and the other skill vocabulary. And the difference from their research were the research method and data analysis in this research applied pre-experimental then their applied conventional way and other studies using elementary school while this study uses junior high school. That the

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[4] Yunisrina Qismullah Yusuf, et al. "*The use of spelling bee game in teaching vocabulary to junior high school 4 Banda Aceh students*". Jurnal. (University Banda Aceh Indonesia. 2017).p.242.pdf.

[5] Ratna juwita ningsih," *The Use Of Spelling Bee Game To Improve Srudents Vocabulary Mastery".* A thesis (universitas pendidikan Indonesia, 2013),P.7. pdf.

research can help the students to improve vocabulary and other skill. In this research, the research used spelling bee game for teaching vocabulary.

B. Some pertinent ideas

a. The concept of vocabulary

Vocabulary is an important thing in learning language, it would be impossible to learn vocabulary without words. It can be presented, explained in all kinds of activities, but it must be learned by the individual. Vocabulary is one of the components of language. More words we know ideas we can explore.

There are so many concepts about vocabulary, some of them:

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

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

3) Vocabulary is the words of language.

4) Vocabulary is word-book, glossary, dictionary or lexicon.

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

b. Definition of vocabulary

Teaching vocabulary was clearly more than just presenting new words, vocabulary could be defined, toughly as the word taught in the language. However, a

new learns of vocabulary may be a single make a clear we can discuss definition of vocabulary stated by some expert below.

Furthermore, Paul stated that vocabulary is the words use by particular person or all the words which exist in a particular language or subject. When we learn a language in including English, it always mean that we learn the words of the language.[6]

Oxford in Aminruddin explained that vocabulary is all the words that a person knows or uses; all the words in a language, or list of words with their meanings, especially in a book for learning a foreign language. On the other hand, Websters Third New International Dictionary, vocabulary is a list or collection of words and phrase sand usually alphabetically arranged and explained or defined.[7]

Muhbubah stated that vocabulary as the concept and function word of language which are so through that become a part of a child understanding speaking, reading and writing. Vocabulary is the word having meaning when heard or see even though not proceed by the individual him self to communicate with other.[8]

A vocabulary is defined as all the words known and used by a particular person. Vocabulary is an important component that should be learn, practiced to master a language. It will be impossible to learn and master a language without

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[6] *Ibid* 13.

[7] *Ibid* 14.

[8] *Ibid* 15.

mastering on understanding certain numbers of vocabularies. By having many vocabularies we can communicate successfully with other people.[9]

Vocabulary is one important aspect in learning a foreign language and vocabulary is central to language and of critical importance to the typical language learner. With unlimited vocabulary anyone will also has a limited understanding in term of speaking, reading, listening and writing. Vocabulary is one of the problems confronted can't communicate to others clearly. Vocabulary is one aspect of the language to be learned when people learn a language.[10]

Jeremy Harmer states the vocabulary was seen as incidental to the main purpose of language teaching. Namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning it self.[11]

According to Jack C Richard and Willy A Willy Ready explain that vocabulary is a core components is language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning

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[9] Mila sari " *Developing Students' Vocabulary Through Reading Short Story At The Eight Grade Of SMP PMDS Putra Palopo*". (STAIN Palopo, 2016),p.8.
[10] *Ibid* 9.

[11] Dewi Ningsih, "*Using Online Short Functional Text to Improve the Learning Vocabulary Ability of the English Graders of SMAN 1 Palangka Raya*". (A thesis. Graduate Program In English Language Teaching, state Unyversity of Malang, 2011).p.22. pdf.

opportunities around that such as listening to native speaker, using the language is different context, reading or watching television.[12]

Vocabulary or word also called a base word or a word family is defined as including the base from (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different from of the word is closely related, it is assumed that little extra effort is needed to learn them.[13]

Define vocabulary is the set of words used by a writer or speaker, or a list or word used in certain book arrange in alphabetical order.

Another definition suggested by several scholars (scientist) they are:

a. Cronbach's defines that learning is shown by a change in behavior as a result of experiences.

b. Harold spears give limit: learning is to observe, to read imitate to try something themselves, to listen, to follow direction . learning is change in performance as a result of practice. It word impossible to learn a language without vocabulary or word. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.[14]

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[12] Sulfia syamsul "*Improving Students' Vocabulary Through Scrabble Words Game At The Eighth Year Of SMPN 8 Palopo*" (IAIN Palopo, 2015).p.8.

[13] Jack C Richards and Willy A Renandya, *Methodology in Lnguage Teaching : Ahologi of Current Practice* (United States of America : Cambridge UANIVERSITY, 2002), P258.

[14] Mila sari " Developing Students' Vocabulary Through Reading Short Story At The Eight Grade Of SMP PMDS Putra Palopo". (STAIN Palopo,2016),p.10.

Vocabulary development could be defined as the action or act of building up vocabulary or word the students had, or it can also said that vocabulary development in the elements of English that was being developed. In teaching vocabulary the students must had some elements of English vocabulary, such as noun, conjunction, adverb, adjective, pronoun and interjection.

c. Types of vocabulary

In learning vocabulary there are some types that always used by the learners as follows:

a. Reading vocabulary

A person reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Duo to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gesture.[15]

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explain. Those words could be noun which is usually used as subject or object, verb or it is usually used as procedure in a sentences.

1. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence core which is essential to every complete sentence. It could, be the name of person, place, thing or idea.

Example:
1. It is a <u>magazine</u>
2. There is an <u>umbrella</u>

2. Adjective
It is the word used the qualify noun or pronoun

Example :

1. Mr faqih is <u>leaver</u>

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[15] Supri Bahtiar, "*Improving Students' Vocabulary By Usin Retelling Fable At The Eleventh Year Students of MAN Palopo"*. A thesis (STAIN Palopo,2010).p.60.

2. The magazine is <u>expensive</u>

3. Verb

It is teh word which expresses an action or a help to make a statement.

Example:

1. Mr herman is <u>teaching</u>

2. The students are <u>playing</u> foot ball.[16]

d. The principles of learning and teaching vocabulary

According to Allen, there are two major aims advanced classes. First, to prepared the students to the kinds of English used by native speaker. Second, help to students become independent on their own learning. Therefore, in explaining the unfamiliar words, the teacher did not merely simplify the sentences they use but they were sometimes required more sophisticated sentences construction as usually used by the native speakers of English. Later on, the students developed their vocabulary by using various ways based on their preference.[17]

In learning and teaching vocabulary there are some principles as follows:

a. Aims; the teacher should know the aims of the words taught.

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[16] Nurul Wahidah "*The Effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi-Experimental Study at the Eighth Grade Students' of SMP N 10 South Tangerang)*" . A thesis (University Syarif Hidayatullah Jakarta, 2018).p.9. pdf.

[17] Ni'Mtul Wafa."*Teaching Studens' Vocabulary by Using Spelling Bee Game of The Second Year Students at SMPN 3 Sungguminasa Gowa*" (Universitas Islam Negri Alauddin Makassar 2017),p.13. pdf.

b. Quantity; the number of new words, which students should process and learn, must clear.

c. Need; it is necessary to select the words which teachers serve to students its selection process is based on the aims of the course and the objective of the individual lesson, students' background and language need.

d. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence that students learn the target words.

e. Meaningful presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.

f. Situation presentation; the way in presenting the words or unfamiliar words can be presented as a medium in teaching vocabulary.

g. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a toll of compare similarities and differences of the words.

h. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught.[18]

e. **The importance of vocabulary**

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[18] *Ibid* 65.

Gains and Redman conclude that by learning vocabulary, the learners" can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget sad that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this the researcher can be concluded that function of vocabulary is the students can be recognize all the words in writing, comprehend the context of reading and can remind and use them speaking and writing.[19]

C. The concept of show game

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

There are some definitions of game. One of them is game as 'an activity with Rules, a goal and an element of fun.' In this research, the game is perceived as a meaningful fun activity governed by rules.9 Moreover, games are a part of human life since time. In that present not only at childhood but throughout most of our adult life. Over the past few years, studies have shown that the use of games, as a complement to traditional learning. games also can be effective educational tools, since they are fun motivate the user, facilitate learning an increase the storage capacity of what was taught.10 "Game' to mean an activity which is entertaining and engaging, often

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[19] *Ibid* 12.

challenging, and an activity in which the learners play and usually interact with others".[20]

Byrne in Deeseri gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.[21]

Games is player contest that have interaction me another by followed certain roles to get certain purpose. Game will be interested because there is competition because of first we did not know who will be the winner and the looser.[22]

Similarly, Hadfield in Asmirayanti said that games as an activity with rules, a goal and an element of fun. Plus, games usually are defined as a form of play concerning rules, competition, and an element of fun.[23]

Games is one strategy that can be used in improving tenses. Game is enjoyment in the language lesson. Many teachers find game is effective to apply in classroom for foreign language learning. Sometime students get bored with books and

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[20] *Ibid* 10.

[21] *Ibid* 17.

[22] Nurmiati "*Teaching Vocabulary Though Bingo Game By Using Cooperative Learning At the Fifth Elementary Students' of SDN 61 Tondok Alla Jaya Palopo" (* Stain palopo, 2013).p.29.

[23] Ni'Mtul Wafa."*Teaching Studens' Vocabulary byUsing Spelling Bee Game of The Second Year Students at SMPN 3 Sungguminasa Gowa"* (Universitas Islam Negri Alauddin Makassar, 2017),p.17. pdf.

worksheets. Using game and interactive tools can keep students focused and learning for extended periods.[24]

The game enables the presence of active participation from the learner to learn. As we know, the good learning is active learning. Game is activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn but every activity take place naturally during teaching and learning process.[25]

D. The implementation game Spelling Bee Learning

a. The definition of spelling bee game

According to Uranga in Rahayu 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 vocabulary. Spelling Bee is more than memorizing words a letters which from a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the word correctly, such as definition, pronunciation, kinds of word (noun, adjective, verb, etc), until the example of sentences which using those words.[26]

In teaching we need to make sure that both these aspects are accurately presented and learned." Thus, once the students learn vocabulary, the spelling aspect

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[24] Sulis megawati " *Improving Students' Tenses By Using Key Word Game To The Eighth Year Students Of SMPN 8 Palopo*" (STAIN Palopo, 2014),p.25.

[25] *Ibid* 26.

[26] *Ibid* 22

is needed to be concerned or vice versatile. Besides, the teaching of vocabulary accompanied by spelling helps the students to master the four language skills. Huyen and Nga states that in learning a foreign language, vocabulary plays an important role because it is one element that links the four skills. Spelling Bee game was a complete package that can train students' spelling and vocabulary.

The importance of Spelling Bee game is also suitable, According that spelling bee game be able to increase student vocabulary. 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 nationally held in various countries, such as Britain, Canada, Australia, Germany and India.

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.

Spelling Bee is a spelling competition for kids. They are also introduced to a complicated thinking process when they receive several clues to spell the word correctly, Alternative pronunciation and kinds of words (noun, adjective, verb) and the use of words in the text. Based on the National Spelling Bee retrieved from, the

purpose of this game is to help students skills in spelling, vocabulary, concepts and develop their correct.[27]

b. Teaching vocabulary using spelling bee game

There are many activities can be done by using spelling bee game to develop vocabulary. Hangman Jeopardy, in this book how to teach vocabulary, gives some in using spelling bee game that teacher can use during the class, those are:

a. Students to read the text and asks to write down the words noun, adjectives and verbs that they found from the text.

b. The teacher prepares words that have been written by students for use in playing games.

c. Students into two teams. Where is the X and team O.

d. One team to move forward to the board.

e. The advanced team has a blackboard consisting of 2 students to play the game.

f. The two students got 1 word that they would spell them together

g. The teacher mentions the word and tells students to discuss together before they spell the word.

h. Before students spell the word teacher will count 123 so that students spell letters together.

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[27] Ratna juwita ningsih," *The Use Of Spelling Bee Game To Improve Srudents Vocabulary Mastery".* A thesis (universitas pendidikan Indonesia, 2013),P.3. pdf.

i. If both students spell the word correctly, then they get 1 point and write it on the board. And if one of them is wrong in spelling a word then they don't get points.

j. Both teams continue to play games in turn.

k. The team that collects many points is the winner.[28]

While teaching vocabulary through games of spelling bee is not only the language skills a teacher develops but also inculcates other soft skills like sharing, caring etc., in students. We can use games by making it innovative, and today's youth are beamed to learn many things in different and interesting ways.

Hence, games give relaxation and fun for students and games help students to learn and retain new words easily. And a competitive game like spelling bee gives some motivations for students. Students would try to compete friendly with another. It gives a chance to students to participate actively in the class.[29]

E. Theoretical framework

Vocabulary is an element that supports English skills component. If students have more vocabulary, it will make them easily in expressing their ideas, feeling, emotions, etc. Without vocabulary, students will have problems in earning English. This means that the vocabulary is very important in the process of learning English.

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[28] Ni'Mtul Wafa."*Teaching Studens' Vocabulary byUsing Spelling Bee Game of The Second Year Students at SMPN 3 Sungguminasa Gowa"* (Universitas Islam Negri Alauddin Makassar, 2017),p.25. pdf.

[29] *Ibid* 16.

Spelling Bee game is one of the funny game to teach English vocabulary, that can improve students' spelling skill, vocabulary skill, comprehension in the word given and it also can be used by students to practice their concentration and their ability in memorizing.

In this game students not only memorize a word, letter by letter but also students to brave speak in front of public. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of meaning of words.

From the fact above, the researcher will conduct research in ways of Spelling Bee Game in teaching vocabulary, in order to bring awareness not only to students but also to teachers of English about how to teach vocabulary effectively. The researcher will teach vocabulary is experimental class. In experimental class, the researcher uses Spelling Bee Game in teaching vocabulary.[30]

Vocabulary is one of problem in mastering English especially at the eighth grade students of SMPN 5 Palopo . There were many methods to teach vocabulary. One of method is trough spelling bee game. Spelling bee game is independent variable and vocabulary is dependent variable. Trough this game leads the students to improve their vocabulary.

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[30] *Ibid* 20.

Based on the statement above, the research focuses on improving vocabulary by using spelling bee game. In this research the students will be given pretest to know improving vocabulary of the students in English before giving treatment as a process of learning vocabulary by using spelling bee game.

After conducing both items, the research come to the last items namely giving posttest to know whether any significant development to the students or the output after giving treatment.

The eighth grade student's of SMPN 5

```
                    ⇩
┌─────────────────────────────────┐
│          Experimental           │
└─────────────────────────────────┘
                    ⇩
┌─────────────────────────────────┐
│      Teaching descriptive text  │
└─────────────────────────────────┘
                    ⇩
┌─────────────────────────────────┐
│  Vocabulary of noun, adjective and verb  │
└─────────────────────────────────┘
                    ⇩
┌─────────────────────────────────┐
│  Teaching game spelling bee (noun,  │
│                                 │
│        adjective and verb)      │
└─────────────────────────────────┘
                    ⇩
┌─────────────────────────────────┐
│  Improve students' vocabulary use spelling  │
│                                 │
│   bee, improve student' vocabulary  │
└─────────────────────────────────┘
```
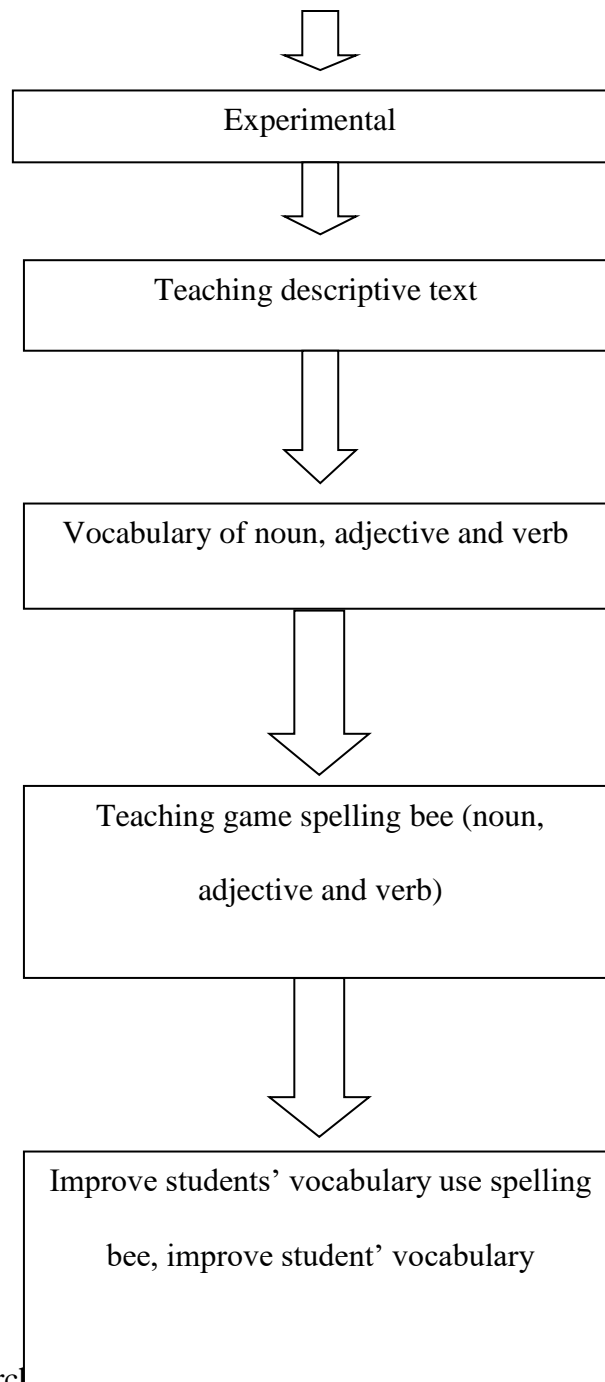
The research use spelling bee game in the teaching vocabulary to the students at eighth grade in SMPN 5 Palopo. Spelling bee game can stimulate the students to

memorize vocabularies. It can make the students active in the classroom. The purpose of spelling bee game is to improve the students' vocabulary.

F. Hypothesis

1. The hypothesis of the research was formulated as follows:

   a. H_0 : The use of Spelling Bee game is not effective to improve students vocabulary at the eighth class in SMPN 5 Palopo.

   b. H_1 : The use of Spelling Bee game effective to improve students vocabulary at the eighth class in SMPN 5 Palopo.

2. The hypothesis acceptability criteria as follows:

   a. If p-value $\leq \alpha$ 0,05 means reject $H_0.$

   b. If p-value $\geq \alpha$ 0,05 means accept $H_0.$

CHAPTER III

METHOD OF THE RESEARCH

A. *Method*

This research used was pre-experimental method. Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. The pre-experimental group was give pre-test, treatment, and post-test.

B. *Research Design*

Researcher applied pre-test and post-test design. It aimed to find out whether the use of a spelling bee game can be effective in improving vocabulary of the students or not. The design is written as follows:

The design of this research is described as follows:[31]

O_1	X	O_2
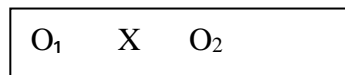
Where:

O1: Pre-test

X: Treatment

O2: Post-test

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[35] Suharsimi Arikunto, *Prosedur Penelitian 'SuatuPendekatanPraktek'*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

C. *Population and Sample*

1. Population

The population of this research was the Eighth Grade Students of SMPN 5 Palopo. The number of population was 180 students.

2. Sample

The sample was class VIII D consisted of 25 students. The sampling technique in this research was purposive sampling. The researcher took class VIII D because the students' vocabulary was very low in this class and the problem in class VIII D was in accordance with the title of the researcher.

D. *Instrument of the research*

The intrument of this research was test. The kind of test was vocabulary test where the test consist of pre-test and post-test. While the post-test was used to measure the students' vocabulary after the Spelling Bee game treatments. The test contained 30 items from which contains five options in each number.

E. *Data Collection Procedure*

The data collection procedure as described below:

1. Pre-test

Before giving some information and explanation of Spelling bee game, the researcher was give pretest to the student to know how is students previous know lag vocabulary.

2. Treatment

In conducting the treatments, the researcher acted as the teacher and the judge of the Spelling Bee game at the same time.

a. The teacher asks students to read the text and asks to write down the words noun, adjectives and verbs that they found from the text.

b. The teacher prepares words that have been written by students for use in playing games.

c. The teacher divides the students into two teams. Where is the X and team O.

d. The team consists of 12 people in one team. And some are made up of 13 students in one team

e. The teacher chooses one team to move forward to the board.

f. The advanced team has a blackboard consisting of 2 students to play the game. And if there are 3 students left, the three students come forward to the blackboard.

g. The two students got 1 word that they would spell them together as well as 3 students.

h. The teacher mentions the word and tells students to discuss together before they spell the word.

i. Before students spell the word teacher will count 123 so that students spell letters together.

j. If both students spell the word correctly, then they get 1 point and write it on the board. And if one of them is wrong in spelling a word then they don't get points.

k. Both teams continue to play games in turn.

l. The team that collects many points was the winner.

3. Post-test

After giving treatment, the researcher was give post test. The researcher give a post test that aims to identify students' vocabulary after giving treatment.

F. *Technique Analysis Data*

Before analyzing the data, the researcher collected the data and analyzed by using procedures follows:

1. Analyzing the raw data of pretest. Each of the students' correct answer got 1 and the wrong answer got 0.

2. Raw scores were converted to a set of core maximum of 100, using the following formula:

$$\text{Score} = \frac{The\ total\ of\ the\ students'\ correct\ answer}{total\ number} \times 100$$

3. Converting the score of the students into values

4. Score or the test was classified into criteria as follows:

   a. 80 to 100 are classified as very good

   b. 61 to 80 is classified as good

   c. 41 to 60 are classified as fair

   d. 21 to 40 are classified as poor

   e. 1 to 20 is classified as very poor[32]

5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 22 for windows evaluation.

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[36] Muhammad Kasiran, *Teknik analysis item' Tes hasil belajar dan cara menghitung Validity and Reabsility.* (Surabaya: Usaha nasional, 1948).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pre-test and post-test.

1) The analysis students' vocabulary score in pretest and posttest

a. Pre-test

In this section, the research shows the complete score of students in vocabulary (students correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The research presents the data in the tables and calculates the score by using SPPS 22 program. Then, the researcher show the students' complete score students vocabulary in pre-test. The tabulation of students' score the pretest can be seen in table 4.1

Table 4.1

The Score of Students' Vocabulary in the Pre-test

Respondent	Correct Answer	Score
R1	21	70
R2	23	77
R3	23	77
R4	25	83
R5	22	73
R6	24	80
R7	22	73
R8	22	73
R9	21	70
R10	21	70
R11	23	77
R12	22	73
R13	24	80
R14	25	83
R15	24	80
R16	21	70
R17	24	80
R18	20	67
R19	23	77

R20	25	83
R21	23	77
R22	23	77
R23	21	70
R24	23	77
R25	22	73

Table 4.1 shows that the lowest score was 67.0 there were three students got it beside, the highest score was 83.0 there were eleventh students got it.

Furthermore, the research presented and tabulated the mean score of the students' correct answer. it can be seen in table 4.2:

1) **Students correct answer**

Table 4.2

The Score of Students' correct Answer in pre-test

Respondent	Correct Answer
R1	21
R2	23
R3	23
R4	25
R5	22
R6	24

R7	22
R8	22
R9	21
R10	21
R11	23
R12	22
R13	24
R14	25
R15	24
R16	21
R17	24
R18	20
R19	23
R20	25
R21	23
R22	23
R23	21
R24	23
R25	22

To calculate the mean score of students' correct answer, the research calculated it by using SPSS 22. the result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3

The mean score of students' correct answer in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	67.00	83.00	75.4400	4.67333
Valid N (listwise)	25				

From the table 4.3, it shows that the highest score of students is 83.0 and the lowest score is 67.0. Besides, it also indicates that the mean score of students' accuracy in pre-test is 75.4400 and the standard deviation error is 4.67333.

In other side, the researcher also has written the students' score of correct answer before giving treatment by spelling bee game and it presents through the table rate percentage scores. it can be seen in table 4.4:

Table 4.4

The Rate Percentages Score of the Students' Accuracy in Pre-Test

Classification	Score	Frequency	Percentage
Very good	80-100	3	12%
Good	61-80	22	88%
Fair	41-60	0	0%
Poor	21-40	0	0%
Very poor	1-20	0	0%
Total		25	100%

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there were 3 students (12%) who got very good and good there were 22 students (88%). There was none of the students (0%) who got fair, poor and very poor. based on the data above, it can be seen on the table above there were only 3 students got very good that indicated the vocabulary of the students still low.

The researcher shows the students' complete score students' vocabulary in post-test. the tabulation of students' score in the posttest can be seen in the table 4.5

Table 4.5

The Score of Students' Vocabulary in the Post-test

Respondent	Correct Answer	Score
R1	24	80

R2	26	83
R3	25	83
R4	26	87
R5	25	83
R6	27	90
R7	24	80
R8	27	90
R9	21	70
R10	24	80
R11	24	80
R12	25	83
R13	25	83
R14	28	93
R15	26	87
R16	23	77
R17	27	90
R18	23	77
R19	24	80
R20	25	83
R21	24	80
R22	25	83

R23	23	77
R24	25	83
R25	25	83

Table 4.5 shows that the lowest score was 70 there were one students got it beside, the highest score was 93 there were one students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6

2) Students correct answer

Table 4.6

The Score of Students' correct Answer in post-test

Respondent	Correct Answer
R1	24
R2	26
R3	25
R4	26
R5	25
R6	27
R7	24
R8	27

R9	21
R10	24
R11	24
R12	25
R13	25
R14	28
R15	26
R16	23
R17	27
R18	23
R19	24
R20	25
R21	24
R22	25
R23	23
R24	25
R25	25

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic it can be seen in table 4.7:

Table 4.7

The Mean Score of Students' Correct Answer in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	70.00	93.00	82.6000	5.02494
Valid N (listwise)	25				

From the table 4.7, it shows that the highest score of students is 93.0 and the lowest score is 70.0. Besides, it also indicates that the mean score of students' accuracy in post-test is 82.6000 and the standard deviation error is 5.02494

In other side, the researcher also has written the students' score of correct answer before giving treatment by spelling bee game and it presents through the table rate percentage scores. it can be seen in table 4.8:

Table 4.8

The Rate Percentages Score of the Students' Accuracy in Post-Test

Classification	Score	Frequency	Percentage
Very good	80-100	21	84%
Good	61-80	4	16%
Fair	41-60	0	0%
Poor	21-40	0	0%
Very poor	1-20	0	0%

Total	25	100%

The table 4.4 indicates that students' score in the frequency of pre-test. it shows that there were 21 students (84%) who got very good and good there were 4 students (16%). the other showed that there were 2 students (0%) who got fair, and there was none of the students (0%) who got poor and very poor. based on the data above, it can be seen on the table above there were only 21 students got very good that indicated the vocabulary of the students still low.

Besides showing about the mean score in subject of students vocabulary, this research also will present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presented in to the table descriptive statistic. it can be seen in table 4.9.

The Table 4.9. The Paired Samples Statistics af Pre-Test And Post-Test

Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	75.4400	25	4.67333	.93467
	Posttest	82.6000	25	5.02494	1.00499

The table 4.9 shows the mean score of the students pretest was 75.4400 and the mean score of posttest was 82.600. Standard deviation of pretest was 4.67333 and the standard deviation of posttest was 5.02494. It means there is increasing after using spelling bee game improve students' vocabulary.

Table 4.10 The Paired Samples Test of Pre-Test and Post-Test

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference			
		Paired Differences					
Pair 1	Pretest – Posttest	-7.16000	3.76032	.75206	-8.71218	-5.60782	-9.520	24	.000

The hypothesis was tasted by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 24, than the t-test is presented in the following table.

Table 4.11

The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	(α)
X2 - X1	0.00	0.05

B. DISCUSSION

Based on the research findings, it was found that students who were taught using spelling bee games had built their vocabulary. It was proven by the average score between the students' pre-test and post-test.

In collecting data, researchers conducted several procedures, the procedure as follows: students were given a pretest to determine their ability to understand vocabulary. After that they were given care as a process of learning vocabulary through spelling bee games. In pre-test, researchers asked students to answer vocabulary tests. Based on thematic questions teach nouns, words, adjectives, and verbs. Of the 30 pre-test questions, respondent 1 answered the question correctly 21 numbers compared to the post-test questions, the respondents answered the questions correctly as many as 24 numbers. The respondent 2 answered the correct pre-test questions of 23 numbers compared to when the post-test question answered 26 questions. Most students answer questions at the time of pre-test in translating words in sentences and matching words. As for the pre-test questions that students mostly

wrong in answering questions that is in determining the class of words and their meanings, completing the blank words in the dialog and choosing the correct word. This is all because students' vocabulary is low.

In posttest, researchers gave the same vocabulary test at the pretest. Posttest is done after giving five times the treatment to students to find out the score in posttest and increase students' vocabulary. It was found that posttest students achieved good classification. This proves that using this spelling bee game is very effective in improving student vocabulary.

According to Huyen and Nga stated that "in learning foreign languages, vocabulary plays an important role because it is one element that connects these four skills. The Spelling Bee game was a complete package that can train students' spelling and vocabulary. Besides spelling games are also very good for students in improving vocabulary".[33]

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in teaching students vocabulary trough spelling bee game. In other words, using spelling bee game in teaching vocabulary could be used to increase the students' vocabulary.

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[37] Nurul Wahidah *"The Effectiveness of Spelling Bee Game on Students' Vocabulary Mastery (A Quasi-Experimental Study at the Eighth Grade Students' of SMP N 10 South Tangerang)"* . A thesis (University Syarif Hidayatullah Jakarta, 2018).p.45. pdf.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that spelling bee game is effective in increasing students vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion at the previous chapter, the research can conclude that using spelling bee game is effective to improve students' vocabulary of eighth grade at SMPN 5 Palopo. It was proven by a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 75.4400 and the students' score in posttest is 82.6000.

B. Suggestions

Based on the research that had been calculated, some suggestion are presented for the teacher, students and other researcher who are interested in this particular field.

For English teacher should be more creative in delivering the activities in the classroom as use the spelling bee game as the tools of learning English. Thus, teachers can use spelling bee with the good step-steps to operate that roles play.

For students should always be active in the learning process and not afraid or lazy especially on learning English students should develop their motivation and

keep their attitude when teacher is explained that material. The students also should study harder to reduce their difficult in learning English.

For the next researcher it was useful for further researchers to conduct the research with the bigger simple of data. Moreover, a pre-experimental method was needed to enable the researcher to have valid conclusion and to see the improvement of the researcher finding whether the result is consistent or not. Hence, the next researcher should develop the study using media and good strategies to create the capability of students.

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APPENDICES

1. **The researcher researchers are giving directions on how to work on pre-test questions**

2. **The researcher are checking student attendance**

3. researcher are giving directions on how to play spelling bee games

4. The students are reading the text and find the words noun, adjective and verb

5. The students are spelling words given by the teacher

6. The researchers are looking at the post-test work of students

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : Bahasa inggris

Materi : Descriptive text (noun, adjective dan verb)

Alokasi waktu : 2 X 40 menit (1th meeting)

Standar kompetensi :
 ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb* dalam berbentuk *descriptive teks* melalui permainan *spelling bee.*

Indikator :
 ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb.*

1. **Tujuan pembelajaran**
   - Memahami descriptive text.
   - Mamapu menemukan contoh noun, adjective dan adverb didalam text.
   - Mengaplikasikan game spelling bee

2. **Nilai Karakter**
   Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

3. **Materi pembelajaran**
   ➢ Descriptive text
   Descriptive text adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu.

   ➢ Contoh descriptive text

My Lovely Cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

Terjemahan

Kucing Kesayanganku

Saya punya kucing liar sebagai hewan peliharaan saya. Dia benar-benar lucu, ia senang bermain dengan saya dan hal-hal baru yang ditemukan. Dia memiliki bulu oranye dan putih, bulunya sangat lembut dan saya ingin selalu mengelusnya. Dia memiliki ekor panjang. Ia suka bermain dengan ekornya. Ia juga selalu berusaha untuk menangkap ekornya. Saya juga suka menggendingnya di tangan saya, ketika saya menggendongnya seperti itu dia akan tertidur.

contoh-contoh kata yang terdapat dalam text bacaan tersebut:

1. Kata noun
- Cat (Kucing)   - Fur (Bulu Binatang)
- Things (Berbagai hal)   - dll.
2. Kata adjective
- Playful (Lucu)   - Long (Panjang)
- Soft (Lembut)   - dll.
3. kata verb
- Play (Bermain)   - Loved (Mencintai)
- Catch (Menangkap)   - dll.

http://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html

➢ The step of using spelling bee :
   1. Membaca.
   2. Menulis.
   3. Berbicara.
➢ Kegiatan Pembelajaran
   1. Kegiatan Pendahuluan (5 menit)
   a. Mengucapkan salam dan berdoa.
   b. Mengecek kehadiran siswa.
   2. Kegiatan Inti (65 menit)
   a. Guru menjelaskan tentang descriptive text.
   b. Guru membagikan text descriptive.
   c. Guru menunjukkan beberapa contoh tentang noun, adjective dan verb didalam text descriptive.

d. Guru meminta siswa membaca text dan meminta menuliskan kata-kata noun, adjective dan verb yang mereka temukan dari text.
e. Guru menyiapkan kata-kata yang telah ditulis oleh siswa untuk digunakan dalam bermain game.
f. Guru membagi siwa menjadi dua team. Dimana tem X dan team O.
g. Team terdiri terdiri 12 orang dalam satu team. Dan ada pula yang terdiri dari 13 orang siswa dalam satu team
h. Guru memilih salah satu team untuk maju kedepan papan tulis.
i. Team yang maju kepapann papan tulis terdiri dari 2 oramg siswa untuk bermain game. Dan apabila ada siswa yang tersisa 3 orang maka ketiga siswa tersebut maju kedepan papan tulis.
j. Kedua siswa tersebut mendapatkan 1 kata yang akan mereka eja secara bersamaan begitupun dengan 3 orang siawa.
k. Guru menyebutkan kata dan menyuruh siswa untuk berudunding bersama sebelum mereka mengeja kata.
l. Sebelum siswa mengeja kata guru akan menghitung 123 agar siswa mengeja huruf secara bersamaan.
m. Jika kedua siswa mengeja kata dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam mengeja kata maka mereka tidak mendapat poin.
n. Kedua team terus memainkan game secara bergantian.
o. Team yang mengumpulkan poin banyak itu yang menjadi pemenang.
3. Kegiatan Penutup (10 menit)
a. Guru Menyimpulkan materi pembelajaran.
b. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
c. Mengucapkan salam.

4. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

5. Media, alat dan bahan sumber belajar

Media/ Alat   : white board,and board marker, text, picture.

Sumber belajar   : kamus bahasa inggris dan internet.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : **SMPN 5 Palopo**

Mata pelajaran   : **Bahasa inggris**

Materi   : **Descriptive text (noun, adjective dan verb)**

Alokasi waktu   : **2 X 40 menit (2th meeting)**

Standar kompetensi :
  ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb* dalam berbentuk *descriptive teks* melalui permainan *spelling bee.*

Indikator :
  ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb.*

1. **Tujuan pembelajaran**
   - Memahami descriptive text.
   - Mamapu menemukan contoh noun, adjective dan adverb didalam text.
   - Mengaplikasikan game spelling bee

2. **Nilai Karakter**
   Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

3. **Materi pembelajaran**
   ➢ Descriptive text

   Descriptive text adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu. Teks ini hampir sama dengan teks report.

   ➢ Contoh descriptive text

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

Terjemahan

Kelinci Saya

Saya punya kelinci. bulunya berwarna putih dan memiliki bintik-bintik hitam. Dia memiliki telinga panjang dan ekor pendek. Dia juga memiliki mata lucu besar berwarna merah! kelinci saya suka makan wortel dan sayuran lainnya. Ketika saya melepaskan kelinci saya keluar dari kandangnya, ia sering melompat ke mana-mana dan sulit untuk ditangkap. Jadi, saya hanya bisa menempatkan dia di kandangnya karena aku takut bahwa ia mungkin melarikan diri. Aku tidak ingin kehilangan kelinci saya karena saya sangat mencintainya.

contoh-contoh kata yang terdapat dalam text bacaan tersebut:

1. Kata noun
- Rabbit (Kelinci)   - Spots (Bintil-bintik)
- Vegetable (Sayur-mayur)   - dll.
2. Kata adjective
- Playful (Lucu)   - White (Putih)
- Long (Panjang)   - dll.
3. kata verb
- Likes (Memperbandingkan)   - Running (Berlari)
- Eat (Makan)   - dll.

http://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html

➢ The step of using spelling bee :
   1. Membaca.
   2. Menulis.
   3. Berbicara.
➢ Kegiatan Pembelajaran
1. Kegiatan Pendahuluan (5 menit)
      a. Mengucapkan salam dan berdoa.
      b. Mengecek kehadiran siswa.
2. Kegiatan Inti (65 menit)
      a. Guru menjelaskan tentang descriptive text.
      b. Guru membagikan text descriptive.
      c. Guru menunjukkan beberapa contoh tentang noun, adjective dan verb didalam text descriptive.

d. Guru meminta siswa membaca text dan menuliskan kata-kata noun, adjective dan adverb yang mereka temukan dari text.
e. Guru menyiapkan kata-kata yang telah ditulis oleh siswa.
f. Guru membagi siwa menjadi dua team. Dimana tem X dan team O.
g. Team terdiri terdiri 12 orang dalam satu team. Dan ada pula yang terdiri dari 13 orang siswa dalam satu team
h. Guru memilih salah satu team untuk maju kedepan papan tulis.
i. Team yang maju kepapann papan tulis terdiri dari 2 oramg siswa untuk bermain game. Dan apabila ada siswa yang tersisa 3 orang maka ketiga siswa tersebut maju kedepan papan tulis.
j. Kedua siswa tersebut mendapatkan 1 kata yang akan mereka eja secara bersamaan begitupun dengan 3 orang siawa.
k. Guru menyebutkan kata dan menyuruh siswa untuk berudunding bersama sebelum mereka mengeja kata.
l. Sebelum siswa mengeja kata guru akan menghitung 123 agar siswa mengeja huruf secara bersamaan.
m. Jika kedua siswa mengeja kata dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam mengeja kata maka mereka tidak mendapat poin.
n. Kedua team terus memainkan game secara bergantian.
o. Team yang mengumpulkan poin banyak itu yang menjadi pemenang.

3. Kegiatan Penutup (10 menit)
d. Guru Menyimpulkan materi pembelajaran.
e. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
f. Mengucapkan salam.

4. Penilaian
Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

5. Media, alat dan bahan sumber belajar

Media/ Alat   : White board, board marker, teks andpicture.

Sumber belajar   : Kamus bahasa inggris dan internet.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : **Bahasa inggris**

Materi : **Descriptive text (noun, adjective dan verb)**

Alokasi waktu : **2 X 40 menit (3th meeting)**

Standar kompetensi :
- ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb* dalam berbentuk *descriptive teks* melalui permainan *spelling bee.*

Indikator :
- ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb.*

1. **Tujuan pembelajaran**
   - Memahami descriptive text.
   - Mamapu menemukan contoh noun, adjective dan adverb didalam text.
   - Mengaplikasikan game spelling bee

2. **Nilai Karakter**
   Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.
3. **Materi pembelajaran**
   - ➢ Descriptive text

   Descriptive text adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu. Teks ini hampir sama dengan teks report.

   - ➢ Contoh descriptive text

Panda

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His

body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

Terjemahan

Panda

Aku pergi ke kebun binatang kemarin dan saya melihat panda untuk pertama kalinya. Panda adalah hewan yang sangat lucu yang pernah saya lihat. Dia memiliki mata kecil dengan bintik-bintik hitam di sekitar mereka. Tubuhnya berwarna hitam dan putih. Tubuh Panda hampir mirip dengan beruang. Panda terlihat seperti binatang jinak tapi sebenarnya tidak. Panda makan bambu dan mereka hampir makan 40 kg bambu hanya dalam satu hari. Panda adalah hewan dari china. Saya suka Panda karena mereka lucu.

contoh-contoh kata yang terdapat dalam text bacaan tersebut:

1. Kata noun
   - Panda (Panda)   - Animal (Binatang)
   - Zoo (Kebun binatang)   - dll.
2. Kata adjective
   - Cute (Lucu)   - Tame (Jinak)
   - Alike (Serupa)   - dll.
3. kata verb
   - Looks (Memlihat)   - Seen (Melihat)
   - Like (Menyukai)   - dll.

http://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html

➢ The step of using spelling bee :
1. Membaca.
2. Menulis.
3. Berbicara.
➢ Kegiatan Pembelajaran
1. Kegiatan Pendahuluan (5 menit)
   a. Mengucapkan salam dan berdoa.
   b. Mengecek kehadiran siswa.
   2. Kegiatan Inti (65 menit)
   a. Guru menjelaskan tentang descriptive text.
   b. Guru membagikan text descriptive.
   c. Guru menunjukkan beberapa contoh tentang noun, adjective dan verb didalam text descriptive.
   d. Guru meminta siswa membaca text dan menuliskan kata-kata noun, adjective dan adverb yang mereka temukan dari text.

e. Guru menyiapkan kata-kata yang telah ditulis oleh siswa.
f. Guru membagi siwa menjadi dua team. Dimana tem X dan team O.
g. Team terdiri terdiri 12 orang dalam satu team. Dan ada pula yang terdiri dari 13 orang siswa dalam satu team
h. Guru memilih salah satu team untuk maju kedepan papan tulis.
i. Team yang maju kepapann papan tulis terdiri dari 2 oramg siswa untuk bermain game. Dan apabila ada siswa yang tersisa 3 orang maka ketiga siswa tersebut maju kedepan papan tulis.
j. Kedua siswa tersebut mendapatkan 1 kata yang akan mereka eja secara bersamaan begitupun dengan 3 orang siawa.
k. Guru menyebutkan kata dan menyuruh siswa untuk berudunding bersama sebelum mereka mengeja kata.
l. Sebelum siswa mengeja kata guru akan menghitung 123 agar siswa mengeja huruf secara bersamaan.
m. Jika kedua siswa mengeja kata dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam mengeja kata maka mereka tidak mendapat poin.
n. Kedua team terus memainkan game secara bergantian.
o. Team yang mengumpulkan poin banyak itu yang menjadi pemenang.
3. Kegiatan Penutup (10 menit)
a. Guru Menyimpulkan materi pembelajaran.
b. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
c. Mengucapkan salam.

4. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

5. Media, alat dan bahan sumber belajar

Media/ Alat   : White board, board marker, teks andpicture

Sumber belajar   : Kamus bahasa inggris dan internet.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : Bahasa inggris

Materi : Descriptive text (noun, adjective dan verb)

Alokasi waktu : 2 X 40 menit (4th meeting)

Standar kompetensi :
  ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb* dalam berbentuk *descriptive teks* melalui permainan *spelling bee.*
  Indikator :
  ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb.*

1. **Tujuan pembelajaran**
   • Memahami descriptive text.
   • Mamapu menemukan contoh noun, adjective dan adverb didalam text.
   • Mengaplikasikan game spelling bee

2. **Nilai Karakter**
   Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

3. **Materi pembelajaran**
   ➢ Descriptive text
   Descriptive text adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu.

   ➢ Contoh descriptive text

Elephant

Elephant is a herbivor animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a

distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via tha knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

Terjemahan

Gajah

Gajah adalah hewan herbivor dan makan semua hampir semua vegetasi dan buah-buahan. Mereka memiliki kulit yang hampir tidak berambut, telinga lebar, empat kaki, dan belalai yang panjang. Gajah dikenal sebagai mamalia terbesar. Gajah juga memiliki pendengaran yang sangat tajam karena mereka memiliki telinga yang besar dan lebar. Dengan telinga ini, mereka dapat mendengar suara dari jarak sekitar puluhan kilometer. Di bagian belakang telinga, mereka memiliki salah satu bagian paling lembut tubuh mereka yang disebut buku jari. Di kebun binatang, Mahouts (pelatih gajah) menggunakan kaki mereka untuk mengarahkan atau memberi perintah untuk hewan melalui buku jari tha. Sekarang, mereka adalah jenis hewan yang dilindungi karena populasi mereka tetap kecil di habitat mereka. Populasi mereka mulai menurun dari tahun ke tahun.

contoh-contoh kata yang terdapat dalam text bacaan tersebut:

1. Kata noun
    -   Elephant (Gajah)   - Ear (Telinga)
    -   Fruits (Buahan - buahan)   - dll.
2. Kata adjective
    -   Hairless (Rambut)   - Softest (Paling Lembut)
    -   Big (Besar)   - dll.
3. kata verb
    -   Use (Menggunakan)   - Command (Mengarahkan)
    -   Hear (Mendengar)   - dll.

http://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html

➢ The step of using spelling bee :
1. Membaca.
2. Menulis.
3. Berbicara.
➢ Kegiatan Pembelajaran
1. Kegiatan Pendahuluan (5 menit)
    a. Mengucapkan salam dan berdoa.
    b. Mengecek kehadiran siswa.
    2. Kegiatan Inti (65 menit)

a. Guru menjelaskan tentang descriptive text.
b. Guru membagikan text descriptive.
c. Guru menunjukkan beberapa contoh tentang noun, adjective dan verb didalam text descriptive.
d. Guru meminta siswa membaca text dan menuliskan kata-kata noun, adjective dan adverb yang mereka temukan dari text.
e. Guru menyiapkan kata-kata yang telah ditulis oleh siswa.
f. Guru membagi siwa menjadi dua team. Dimana tem X dan team O.
g. Team terdiri terdiri 12 orang dalam satu team. Dan ada pula yang terdiri dari 13 orang siswa dalam satu team
h. Guru memilih salah satu team untuk maju kedepan papan tulis.
i. Team yang maju kepapann papan tulis terdiri dari 2 oramg siswa untuk bermain game. Dan apabila ada siswa yang tersisa 3 orang maka ketiga siswa tersebut maju kedepan papan tulis.
j. Kedua siswa tersebut mendapatkan 1 kata yang akan mereka eja secara bersamaan begitupun dengan 3 orang siawa.
k. Guru menyebutkan kata dan menyuruh siswa untuk berudunding bersama sebelum mereka mengeja kata.
l. Sebelum siswa mengeja kata guru akan menghitung 123 agar siswa mengeja huruf secara bersamaan.
m. Jika kedua siswa mengeja kata dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam mengeja kata maka mereka tidak mendapat poin.
n. Kedua team terus memainkan game secara bergantian.
o. Team yang mengumpulkan poin banyak itu yang menjadi pemenang.

3. Kegiatan Penutup (10 menit)
   a. Guru Menyimpulkan materi pembelajaran.
   b. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
   c. Mengucapkan salam.

4. **Penilaian**
   Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

5. Media, alat dan bahan sumber belajar

    Media/ Alat   : White board, board marker, teks andpicture.

    Sumber belajar   : Kamus bahasa inggris dan internet.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : Bahasa inggris

Materi : Descriptive text (noun, adjective dan verb)

Alokasi waktu : 2 X 40 menit (5th meeting)

Standar kompetensi :
  ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb* dalam berbentuk *descriptive teks* melalui permainan *spelling bee.*

Indikator :
  ➢ Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan *noun, adjective* dan *verb.*

1. **Tujuan pembelajaran**
   - Memahami descriptive text.
   - Mamapu menemukan contoh noun, adjective dan adverb didalam text.
   - Mengaplikasikan game spelling bee

2. **Nilai Karakter**
   Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

3. **Materi pembelajaran**
   ➢ Descriptive text
   Descriptive text adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu.

   ➢ Contoh descriptive text

Lee Min Ho

Lee Min Ho is a korean actor and model. He was born in Dongjokgu, South of Korea, 22 June 1987. He is the only son of his parents. He has one older sister. His height is about 187 cm and his weight is about 73 kg. According to his mother, Lee Min Ho from age 5 and troughout elementary school was a quit kid, but was very personable. Lee Min Ho also was very popular with the girls. At that time, his dream was to be a proffesional soccer like Christiano Ronaldo (his favorite football player).

Lee Min Ho's hobby is playing football. His favorite food is beef. And his favorite actor is Leonardo D'caprio. Lee Min Ho has a pet, the name is Choco. It is a dog. When he was child, his mathemathics grade always more than 90. His acting debut was in 2005, in MBC's Love Hymne, appearing as a minor character. However, his first big career came when he get role as Gu Jun Pyo in korean drama "Boys Before Flowers". The role as Gu Jun Pyo, catapulted him to fame.

Lee Min Ho

Lee Min Ho adalah aktor dan model Korea. Ia lahir di Dongjokgu, Korea Selatan, 22 Juni 1987. Ia adalah putra satu-satunya dari orang tuanya. Dia memiliki satu kakak perempuan. Tingginya sekitar 187 cm dan berat badannya sekitar 73 kg. Menurut ibunya, Lee Min Ho dari usia 5 tahun dan troughout sekolah dasar adalah anak yang berhenti, tetapi sangat ramah. Lee Min Ho juga sangat populer dengan gadis-gadis itu. Saat itu, mimpinya adalah menjadi sepak bola profesional seperti Christiano   Ronaldo   (pemain   sepakbola   favoritnya).

Minat Lee Min Ho adalah bermain sepakbola. Makanan favoritnya adalah daging sapi. Dan aktor favoritnya adalah Leonardo D'caprio. Lee Min Ho punya hewan   peliharaan,   namanya   Choco.   Itu   adalah   anjing. Ketika dia masih anak-anak, nilai matematiknya selalu lebih dari 90. Debut aktingnya pada tahun 2005, di Love Hymne MBC, muncul sebagai karakter minor. Namun, karir besar pertamanya datang ketika ia mendapat peran sebagai Gu Jun Pyo dalam drama korea "Boys Before Flowers". Peran sebagai Gu Jun Pyo, melambungkan namanya ke ketenaran.

contoh-contoh kata yang terdapat dalam text bacaan tersebut:

1. Kata noun
- People (Orang)   - Korea (Korea)
- Things (Berbagai hal)   - dll.
2. Kata adjective
- Playful (Lucu)   - Long (Panjang)
- Soft (Lembut)   - dll.
3. kata verb

- Play (Bermain)   - Loved (Mencintai)
- Catch (Menangkap)   - dll.

   http://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan.html

- ➢ The step of using spelling bee :
    1. Membaca.
    2. Menulis.
    3. Berbicara.
- ➢ Kegiatan Pembelajaran
  1. Kegiatan Pendahuluan (5 menit)
      c. Mengucapkan salam dan berdoa.
      d. Mengecek kehadiran siswa.
  2. Kegiatan Inti (65 menit)
      a. Guru menjelaskan tentang descriptive text.
      b. Guru membagikan text descriptive.
      c. Guru menunjukkan beberapa contoh tentang noun, adjective dan verb didalam text descriptive.
      d. Guru meminta siswa membaca text dan menuliskan kata-kata noun, adjective dan adverb yang mereka temukan dari text.
      e. Guru menyiapkan kata-kata yang telah ditulis oleh siswa.
      f. Guru membagi siwa menjadi dua team. Dimana tem X dan team O.
      g. Team terdiri terdiri 12 orang dalam satu team. Dan ada pula yang terdiri dari 13 orang siswa dalam satu team
      h. Guru memilih salah satu team untuk maju kedepan papan tulis.
      i. Team yang maju kepapann papan tulis terdiri dari 2 oramg siswa untuk bermain game. Dan apabila ada siswa yang tersisa 3 orang maka ketiga siswa tersebut maju kedepan papan tulis.
      j. Kedua siswa tersebut mendapatkan 1 kata yang akan mereka eja secara bersamaan begitupun dengan 3 orang siawa.
      k. Guru menyebutkan kata dan menyuruh siswa untuk berudunding bersama sebelum mereka mengeja kata.
      l. Sebelum siswa mengeja kata guru akan menghitung 123 agar siswa mengeja huruf secara bersamaan.
      m. Jika kedua siswa mengeja kata dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam mengeja kata maka mereka tidak mendapat poin.
      n. Kedua team terus memainkan game secara bergantian.
      o. Team yang mengumpulkan poin banyak itu yang menjadi pemenang.
  3. Kegiatan Penutup (10 menit)
      a. Guru Menyimpulkan materi pembelajaran.
      b. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.

c. Mengucapkan salam.

4. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

5. Media, alat dan bahan sumber belajar

Media/ Alat   : white board,and board marker, text, picture.

Sumber belajar   : kamus bahasa inggris dan internet.

Pre-test

Nama :

kelas :

PETUNJUK

1. Jumlah soal adalah 30
2. Kerjakan soal berdasarkan petunjuk disetiap bagian
3. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

A. Complete the following dialogue by using the words provided in the box.

- Small   - Eat
- Rabbit   - Eye
- Cute

Mila   : Hi, do you like **1**…………?

Sila   : No, I like hamster

Mila   : why?

Sila   : Because they're **2**…………. and **3**………..

Mila   : Do you can describe a hamster?

Sila   : Yes, they **4**……… and ear are small, they too like to **5**……… grass and leaves.

B. Translate the word in the text following into Indonesia.

I Have a Cat

6 **Spot (…………)** is a regular house cat. He is an adorable cat. He has orange fur with **7** **white (…………)** and black spots. I **8** **like (…………)** to cuddle him because his fur feels **9** **soft (…………)**. Every morning I give Spot milk. Spot does

not like ¹⁰ **rice (………….)**, so I give him ¹¹ **cat (………….)** food. Spot is an active ¹²
animal (………….). He likes to run around the house. He likes to chase everyone in
my house. When he ¹³ **feels (………….)** tired or ¹⁴ **sleepy (………….)**, Spot usually
sleeps on the sofa in the living room or sometimes under the ¹⁵ **table (………….)**.

C. Fill in the following columns accordance with the class class and their meaning.

No.	Noun	Adjective	Verb	Meaning
16.	Wrongdoer			
17.		Lame		
18.			Picturing	
19.		Ready		
20.			Laze	

D. Draw a arrow (→), to match the words with their antonyms.

21.	Hero		Stand
22.	Good		Hard
23.	Sit		Bad
24.	Soft		Receive
25.	Give		Coward

E. Choose the correct answer by crossing (x) a, b, c, or d based on the statement
following.

Peter

Peter is the youngest in our family. He is fourteen years old and four years younger than
me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather
naughty at home, but he usually does what he is asked to do. Peter is interested in sports very
much, and at school, he plays football and tennis. He is the best badminton player in our
family.

26. How old is Peter? He is … years old.
    a. four

b. fourteen
c. forty
d. ten

27. Which in the following statement is not true about Peter?
    a. He has long and straight hair.
    b. He has bright eyes.
    c. He is not interested in sports.
    d. He plays football and tennis.

28. According to the passage, we know that Peter is ….
    a. the writer's youngest brother.
    b. the writer's elder brother.
    c. a naughty boy.
    d. a friendly boy.

29. From the text, we may conclude that….
    a. many people do not like Peter.
    b. people is older that the writer.
    c. peter is a welcoming person.
    d. peter is not diligent at all.

30. What is the text mostly about?
    a. Peter.
    b. Peter's hobby.
    c. Peter's family.
    d. Peters' elder brother.

ANSWER KEY OF PRE-TEST

1. Rabbit
2. Small
3. Cute
4. Eye
5. Eat
6. Bintik
7. Putih
8. Suka
9. Lembut
10. Nasi
11. Kucing
12. Hewan
13. Merasakan
14. Tidur
15. Meja

16. Wrong- Wronged- Orang yang bersalah
17. Lameness- Lamed- Pincang
18. Picture- Picturesque- Menggambar
19. Readiness- Reading- Siap
20. Laziness- Lazier- Bermalas-malas
21. Coward
22. Bad
23. Stand
24. Hard
25. Recieve
26. b
27. c
28. a
29. c
30. a

Post-test

Nama   :

kelas   :

PETUNJUK!

4. Jumlah soal adalah 30
5. Kerjakan soal berdasarkan petunjuk disetiap bagian
6. Waktu yang digunakan untuk menyelesaikan soal adalah 60 menit

A. Translate the word in the text following into Indonesia.

No.	Word	Meaning
1.	Bucket	
2.	Afraid	
3.	Play	
4.	Picture	
5.	Diligent	
6.	Describe	
7.	Bathroom	
8.	Smart	
9.	Observe	
10.	Bring	

B. Complete the following dialogue by using the words provided in the box.

- See   - Bright
- Cat   - Color
- Good

Azka   : Hi, I heard that you have a new ¹¹.............., right?

Indah   : That is true. I bought it last friday, it's small but so cute.

Azka   : Hmm.. Wanna see it. How about the color?

Indah   : The ¹²…………is white.

Azka   : How about the eyes and nose.

Indah   : It has ¹³…………eyes and pointed nose.

Azka   : That is so ¹⁴…………… the last, how about the feather?

Indah   : The feather is so soft and nice to be touched.

Azka   : Wow, may I ¹⁵…………your cat now?

Indah   : Okay, let's go!

C. Fill in the following columns accordance with the word class and their meaning.

No.	Noun	Adjective	Verb	Meaning
16.	Beauty			
17.		Teachable		
18.			Happen	
19.	Follower			
20.		Fine		

D. Choose the correct answer by crossing (x) a, b, c, or d based on the statement following.

MICHAEL JORDAN

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come. Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits. His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities. All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

21. The best title for the text is…
   a. a warm, caring person.
   b. Michael Jordan.
   c. a sports fan.
   d. a famous star.

22. Why is he famous?
   a. He is handsome.
   b. He gives charity.
   c. Sports fans know him.
   d. The author admires him.

23. What is the main idea of the paragraph?
   a. Michael Jordan is handsome.
   b. Everyone dreams to be Michael Jordan.
   c. His playing ability is great.
   d. Michael Jordan has great personality.

24. The word *outstanding* in "His personality, too, is as *outstanding* as his playing ability" means…
   a. Great.
   b. Warm.
   c. Famous.
   d. Determined.

25. The text indicates that the writer is…
   a. Michael Jordan's son.
   b. Michael Jordan's fan.
   c. Michael Jordan's coach.
   d. Michael Jordan himself.

E. Draw a arrow (→), to match the words with their antonyms.

26.	Woman		Easy
27.	Happy		South
28.	Wake up		Sad
29.	North		Sleep
30.	Difficult		Man

ANSWER KEY OF PRE-TEST

1. Rabbit
2. Small
3. Cute
4. Eye
5. Eat
6. Bintik
7. Putih
8. Suka
9. Lembut
10. Nasi
11. Kucing
12. Hewan
13. Merasakan
14. Tidur
15. Meja

16. Wrong- Wronged- Orang yang bersalah
17. Lameness- Lamed- Pincang
18. Picture- Picturesque- Menggambar
19. Readiness- Reading- Siap
20. Laziness- Lazier- Bermalas-malas
21. Coward
22. Bad
23. Stand
24. Hard
25. Recieve
26. b
27. c
28. a
29. c
30. a

FORMAT VALIDASI TES PEMAHAMAN KONSEP DASAR SISWA

PETUNJUK :

Dalam rangka penyusunan skripsi dengan judul: **"*The Use Of Spelling Bee Game To Improve Students' Vocabulary Of Eighth Grade At SMPN 5 Palopo*"**, peneliti menggunakan instrumen Lembar Pengamatan Aktivitas Siswa. Untuk itu, peneliti meminta kesedian Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Aktivitas Siswa yang telah dibuat sebagaimana terlampir.

2. Untuk tabel tentang *Aspek yang Dinilai,* dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.

3. Untuk *Penilaian Umum*, dimohon Bapak/Ibu melingkari angka yang sesuai dengan penilaian Bapak/Ibu.

4. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom *Saran* yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapk/Ibu, peneliti ucapkan terima kasih.

Keterangan Skala Penilaian:

1   : berarti "kurang relevan"

2   : berarti "cukup relevan"
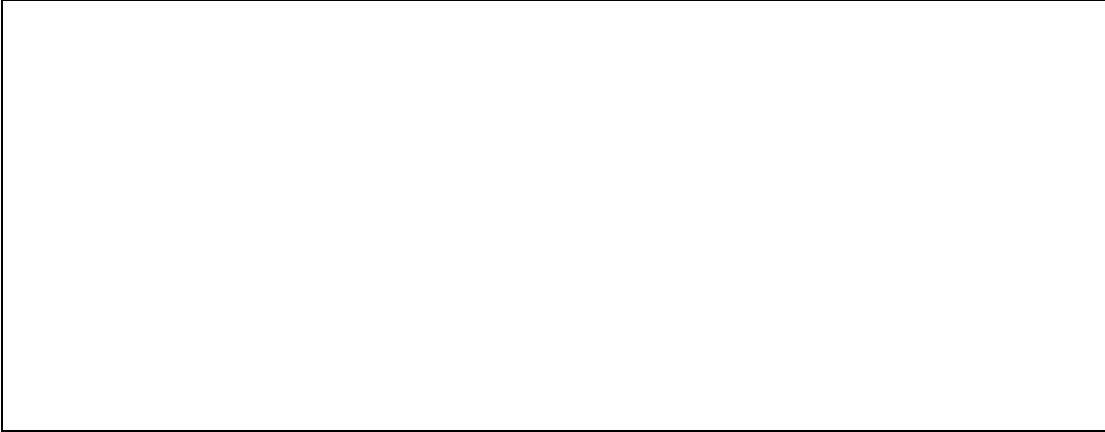
3   : berarti "relevan"

4   : berarti "sangat relevan"

No	Aspek yang dinilai	Nilai			
		1	2	3	4
I	Materi Soal 1 Soal-soal sesuai dengan indikator 2 Batasan pertanyaan dan jawaban yang diharapkan jelas 3 Materi yang ditanyakan sesuai dengan kompetensi 4 Isi materi sesuai dengan jenjang, jenis sekolah dan tingkat kelas				
II	Konstruksi 1 Menggunakan kata tanya atau perintah yang menuntut jawaban uraian 2 Ada petunjuk yang jelas tentang cara mengerjakan soal 3 Tabel disajikan dengan jelas dan terbaca 4 Butir soal tidak bergantung pada butir soal sebelumnya				
III	Bahasa 1 Rumusan kalimat soal komunikatif 2 Rumusan kalimat tidak menimbulkan penafsiran ganda atau salah pengertian 3 Menggunakan bahasa/kata yang umum 4 Rumusan soal tidak mengandung kata-kata yang dapat menyinggung perasaan siswa				

Penilaian Umum:

1. Belum dapat digunakan

2. Dapat digunakan dengan revisi besar

3. Dapat digunakan dengan revisi kecil

4. Dapat digunakan tanpa revisi

Saran-Saran:

Palopo, 25 Juli 2018
Validator

(Sukirman, S.Pd. M.Pd)