# CHAPTER I
# INTRODUCTION

This chapter consists of background of the study, statement of the problem, objective of the study, scope of the research, operational definition.

## 1.1 Background of the Research

In Indonesia, English is considered as a foreign language. There are just a few people who are able to speak English well. Many people say that English is difficult to be learned. They can't master English for several reasons. One of the reasons is the pronunciation is totally different from the written words. So, they have to remember the vocabulary with the pronunciation. However, vocabulary is one of the important aspects in English.

Lehr, Osborn, and Hiebert (2005:2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to "the kind of word that students must know to read increasingly demanding text with comprehension."

Vocabulary is the foundation of our English skill. We can't have a good understanding in the terms of speaking, reading, listening, and writing if we have a limited vocabulary. For the students, it is a must to have a good mastery of vocabulary because it will make them easier to understand the subject of English.

But, the fact is most of them are low in mastering the vocabulary. They get difficulty when they try to understand the reading book in English. They used to translate it one by one word to understand the meaning of the sentence. Here, the role of the teacher is very important. The teacher needs to improve their students' vocabulary mastery to be better.

When the writer did observation in SMP N 3 Tambakromo Pati, the writer found some problems. According to one of the English teachers in SMP N 3 Tambakromo Pati, the English score of students were still low. Because they have very limited vocabulary so they can't speak, listen, read, and write well in English. The criteria of passing score of English subject in SMP N 3

Tambakromo Pati is 73. But most of students got score 40-55. So the teacher must improve their score by creating the effective way to teach them.

One of the alternative ways to increase the students vocabulary mastery is by using spelling bee game. This game comes from the Spelling Bee Competition, a kind of competition where participants are required to spell words and it can be held at any levels of each school to the national (Sebba, 2009). Spelling itself is a system in using symbols of the alphabet to pronounce a word in speaking and writing (McPhearson, 1984). Henceforth, the spelling bee today is not just for the contestants at the competitions but it is also for the English language itself (William, 2008). To teach the English spelling system by implementing a variety of learning styles in the classroom is necessary to help students understand spelling in English (O'Sullivan & Thomas, 2007).

A spelling bee game is one of fun games to teach English vocabulary. 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 concert English usage that will help them all their lives. So by using spelling bee game is expected to be able to increase the students' vocabulary mastery.

Based on the statement above, the writer is interested in conducting a research on the use of spelling bee game in teaching vocabulary. Because by teaching vocabulary through spelling bee game, the interaction between the students and teacher will be good and makes the class become active in the process of learning and teaching. The writer chose one class of the eighth grade as experimental group. Thus, the writer took the research entitled "The Effectiveness of Using Spelling Bee Game to Teach The Mastery of Student's Vocabulary".

### 1.2 Statement of the Problem

In this research the statement of the problem as follows, "Is there any significant difference between the vocabulary mastery of eighth grade students at SMP N 3 Tambakromo Pati in academic year 2019/2020 before and after being taught by using spelling bee game?"

**1.3 Objectives of the Research**

Based on the statement above, the objectives of the research is as follows, to find out the significant difference between the vocabulary mastery of eighth grade students at SMP N 3 Tambakromo Pati in academic year 2019/2020 before and after being taught by using spelling bee game.

**1.4 Significance of the Research**

The researcher hopes that the result of this research will give some advantages for the English teaching and learning process as follows:

1. Theoretically

The researcher hopes that this research can be a reference and reflection for English teacher to teach vocabulary.

2. Practically

a. For the teacher

Through this research, the teacher can get some information about students' vocabulary taught by using spelling bee game.

b. For the students

The students can master vocabulary well and they can understand the English material easily.

**1.5 Limitation of the Research**

In this research, the writer only focused on vocabulary mastery of the eighth grade of SMP N 3 Tambakromo Pati in academic year 2019/2020 by using spelling bee game. The material based on syllabus. The writer focused on descriptive text. In this research, the writer took the eighth grade in academic year 2019/2020 as the subject of the research.

**1.6 Operational Definition**

There are some terms which are necessary to clarify briefly, those are:

1. Effectiveness

In this research, the effectiveness is the positive impact as a result of teaching vocabulary by using Spelling Bee Game.

2. Spelling Bee Game

In this research, spelling bee game is a media used by the teacher to teach English vocabulary.

3. The Eighth Grade Students

The writer used one class of the eighth grade students at SMP N 3 Tambakromo Pati in academic year 2019/2020 who taking English subject.