

Improving Students' English Spelling Ability Through Concentration Game and Tell A Story Game

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Abstract: The problem highlighted in this research is the low spelling ability of Kindergarten students in Al-Irsyad Madiun that is caused by (1) the uninteresting activities in learning English; (2) the students' difficulties in spelling English words; (3) the students' low motivation in learning. The theoretical review includes the nature of spelling, games in language, teaching English and the development of young learners, and the nature of motivation. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. In this research, the researcher acts as the teacher who conducts the action research in the classroom and she is helped by the classroom teacher. In collecting the data, the researcher uses observational technique supported with tests. In analyzing the data, the researcher uses the field notes, teacher's diaries, students' work supported with the cassette recording and photograph, then also compares the result of the students' pre-test and post-test to answer the research questions. There is significant improvement in the result of pre-test and post-test of cycle 1 and 2. In cycle 1, t_0 (3.65734) is higher than t_t (1.73) and in cycle 2, t_0 (7.865738) is also higher than t_t (1.73). From these two results, therefore, h_0 is rejected and the alternative hypothesis (h_a) is accepted. They practice their spelling through sticking activities such as *Concentration Game* and *Tell a Stray Game*. By conducting games, using interesting media, and creating various interesting tasks and activities can increase the students' motivation in learning English spelling ability.

Keywords: *Improving, spelling, ability, concentration and tell a story games*

Introduction

The improvement of education of universities, colleges, senior high schools, junior schools, as well as preschools must be considered by all the components who participate in those institutions. It relates to provide with suitable approaches or a course design which is carried out in their process of teaching language to the students.

Moon (2000:1) states that the child who speaks English as his language can be seen that he is still learning featured by the errors in his speech. By about four and a half years of age, however, he will have acquired the basic grammar system needed everyday communication, though there will be some complex aspect of grammar, e.g. sentence connectors, which he only finally acquires in his teens. A child is one of the language learners of English.

There are some problems in teaching foreign language to kindergarten students, especially at the Islamic kindergarten of Al-Irsyad Madiun that must be faced by teacher and the students. It can be said that not only the students face problems, but also the teachers get many problems. The students's problems include pronunciation, lack of language input. The teachers' problem are English is as local subject, incompetence of teacher, lack of teaching

materials. There are too many students in class that the teachers can not concern to each students' progress.

The first of students' problem is pronunciation, because English is foreign language so they get difficulties to pronounce English words. Sometimes their pronouncitaion and the spelling are different but they guess the words, for example the word "ball", they will pronounce it /bal/ and they can guess the word by using their logic. They usually read the words based on the letters (alphabets). It can be said that most young learners can read English language at five to seven years old eventhough they read the alphabets by imitating their teachers. The second problem is lack of language input. Most of kindergarten students are still passive. If the activities are done monotonously, they will be bored because there is no variation in that learning process. The only activity of their learning in class is they just do the LKS excercises or instruction. They are lack of practice to learn English. The activities should be done to make them active in the learning process. It means that the motivation activity makes them bored to join the class activity and as the result they become noisy.

The teachers face difficulties to teach English. The first problem is that English is still considered as local subject. It is informal. It has not been included into educational curriculum in this country yet. Most teachers at kindergarten haven't got curriculum or English materials to be given to their students. Even though they have their own curriculum, there are only few which are usually designed by the group of teachers of those schools. Some of them are the teachers who graduated from D2 or D3 English Program and some of them are teachers of other subjects. The second problem is incompetent teacher; some teachers are still lack of training especially the training that relates to the teaching English for kindergarten students. Even though they often join any teaching training on Saturdays, the training does not always relate to teaching English or all aspects of learning.

Dealing with the problems above, the researcher wants to make improvement to solve the problems through games. By applying any kinds of games, the teacher can improve their interest in joining the lesson.

Scott and Yetberg (1990: 100) state that the young lerners, the five to seven year old, assume that as the beginners stage they can talk about they are doing, they can plan activities, they can argue for somethng and tell you why they think what they think. They use logical reasoning. They can use their vivid imagination; they can use a wide range of intonation pattern in their mother tongue. They can understand direct human instruction. Young children are often happy playing and working alone but in the company of others.

It is also supported by Thomas (1996: 2) that teachers use games as learners make use of all their senses, sight, sound, touch, even taste and smell and learners learn in many different ways; by listening to what people tell them, by watching what they do, by copying them, by experimenting and finding things out for themseleves and above all practicing various skills. Children also like to many activities by imitating what the teachers do and moving their bodies. Many movement exploration activities is helpful in facilitating for perpetual-motor integration. The following statement is devised by Sullivan (in Alsemo, 1995: 396) Mirror (for five- to eight year olds) the objective is to become aware of the shapes of the body, to understand the role of the leader and to be responsible for another body's movement.

It is stated by Domke (in <http://llt.msu.edu/vol22num1/article3/index.html>, 2003: 5) that they will like the relaxed atmosphere, the competitiveness, and motivation that games brought to the classroom. Students have a chance to use their imagination and creativity with the activities like games in the classroom so that they are motivated to learn.

Two games that will be conducted to improve the students' spelling ability are Concentration Game and Tell A Story Game. They are chosen by the researcher because they are considered suitable to improve spelling ability.

Research Questions

1. Can Concentration Game and Tell Story Game improve the students' English spelling ability and how far can those games improve the students' English spelling ability?
2. What are the strengths and weaknesses of the implementation of Concentration Game and Tell Story Game in improving the students' English spelling ability?

Objectives of the Study

1. To describe the improvement of students' English spelling ability in the Kindergarten of Al-Irsyad Madiun;
2. To identify the strengths and weaknesses of the implementation of Concentration Game and Tell Story Game in improving the students' English spelling ability.

Significance of the Study

The research is expected to be able to give some benefits for the students, the teachers, and other researcher. First it can motivate students to study English. Through, games, they will get an enjoyable situation. They will not feel being forced in learning English. Actions help strengthen their spelling ability as the result their spelling ability will improve.

Second, it is intended for the English teacher and classroom teachers. By understanding the result of this study, the teacher can be careful in selecting teaching technique and models in their class. It is hoped that the result of this study helps teachers to teach spelling by using games for kindergarten students. It also enriches teachers' techniques to teach spelling so their problems that they faced in a classroom can be solved. In addition, she has the effective technique in teaching spelling to kindergarten students.

Review of Related Literature

The Nature of Spelling

According to Ur (1996: 60) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follows:

1. Form: pronunciation and spelling
The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that the other these aspects are accurately presented and learned.

2. Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give also its past form if this irregular (*think, thought*). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice).

3. Aspect of Meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is appropriate one to use in a certain context or not. For example, learners may know that *weep* is virtually synonym in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

4. Aspect of Meaning (2): meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

- a. Synonyms: items that mean the same, or nearly the same; for example: bright, clever, smart serve synonyms of intelligent.
- b. Antonyms: items that mean the opposite; rich is an antonym of poor.
- c. Hyponyms; items that serve as specific examples of general concepts; dog, lion, mouse are hyponyms of animal.
- d. Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.
- e. Superordinates: general concepts that 'cover' specific items; animal is the superordinates of dog, lion, mouse.
- f. Translation: words or expressions in the learners' mother tongue that are more or less) equivalent meaning to the item being taught.

Based on the explanation above it is chosen one aspect of vocabulary which is discussed in this research because the researcher wants to improve the students' spelling ability.

The Nature of Games

Smaldino et.al., (2005: 26) state that a game is an activity in which participations in follow prescribed rules that differ from those of real life as they strive to attain a challenging goal. Brown et.al., (1977: 292) define game as a structured activity with set rules for play in

which two or more students interact to reach clearly designated instructional objectives. Competition and chance are generally factors in the interaction, and usually there is a winner. In conclusion, games are considered as a way to help students not only to enjoy and entertain with the language they learn, but also practice it incidentally.

The Purpose of Language Games

Language games have become more widely used in recent years. Shelagh (1996: 5) mentions two reasons. Firstly, research on language learning has revealed that students' motivation and affective atmosphere in the classroom have great influence in the acquisition of language competence. Secondly, in games there is real communication. If a game works properly, it will stimulate within the students the desire to communicate in target language.

The aim of the games is often to get students talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another. He further mentions that all teachers must have had experience of the students who refuse to look at anyone other than the teacher even when he is asked to say something to one of his classmates.

Although games can be used to practice certain language items at certain stages in the acquisition process, the main aim of the games should be to develop communication skills. Thus, games will cease to be just a reward or *relaxer* after working hard on other aspects will become a stimulating and interesting way to help students acquire the target language without even realizing it.

The Principles of Using Games

According to Sudiargo et.al., (2006:64) before talking about the technique of using games in class, teachers should know some important considerations in conducting games in class, namely: a) Games should be flexible, b) The teacher should pay attention that the focus of games is not competition, c) The teacher should avoid games that cause individuals to be singled and embarrassed in front of the groups or the peers, d) It is essential that the errors made by poorer pupils attempting to their participation are not analyzed in detail in the form of grammar lesson, e) The main aim of the game should be to develop communication skills; talking about the technique of teaching games in class we often relate them to its procedures. We all know that every game has its own procedures, f) The teacher should be able to choose appropriate and good games for his students, g) The teacher should explain the rules of games as clearly as possible, h) Try to integrate the game into lesson, i) Learners reluctant to participate might be asked to act as a judge or scorers, j) It is advisable to stop a game and change to something else before the learners become tired of it, k) The teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use, l) The teacher should set a limit of time.

Types of Games

Shelagh (1996:32) defines that there are two types of game, code-control games and communication games.

a. Code-control Games

Getting language formally correct, i.e. structures, spelling, pronunciation, sound-discrimination, etc.

b. Communication Games

Getting a message over to other players and reacting appropriately to their messages, i.e. giving and following instructions, describing something, persuading someone, etc.

In this study, the researcher uses the code-control games because most of games which are applied and given to kindergarten are to get language formally correct.

Problems in Teaching English for Children

Children have difficulties while they learn vocabulary in a foreign language. Some problems arising in teaching English for children can be caused by firstly, English as a foreign language is still new for them, it also brings many differences in spelling, pronunciation, and meaning and how to use of words that make the students get used to practicing those things. They need a lot of repetition or drilling in order to learn spelling, pronunciation, meaning and, the usage of words. They still need translation in understanding any instruction in English or physical response or gesture is needed to make instruction more understandable. Secondly, the time of teaching English is very limited; it could be only 45 minutes until 60 minutes.

Young Learners' Development

Piaget (in Woolfolk, 1995: 33) states that a child has four stages of Cognitive Development as follows: 1) Sensory motor 0-2 years, 2) Preoperational 2-7, 3) Concrete Operational 7-11 years, 4) Formal operational 11-adult. It can be concluded that children have four stages in developing their cognitive based on their age.

According to Brown (2000: 143) affective domain includes many factors as follows: 1) Self, 2) Inhibition, 3) Risk-Taking, 4) Anxiety, 5) Empathy, 6) Extroversion. It can be said that extroversion could be a factor in the development of general communicative competence which requires face-face interaction, but not in listening, reading, and writing. A teacher needs to beware of trying to "create" in a student more cultural norms, to a student's willingness to speak out in class, and to optimal points between extreme extroversion and introversion that may vary from student to student.

Bloom (in <http://www.kidsdevelopment.co.uk/TypesofLearning.html>. Accessed October 30, 2007) also classifies Psychomotor categories as follows: 1) imitation: watch and copy the actions of another, 2) manipulation: perform a task from written or verbal instruction, 3) Precision: adoptly perform a task without outside help or instruction, show ability to demonstrates skill to others, 4) Articulation: combine skills to meet new, unforeseen demands, 5) Naturalisation: Use internalised knowledge to perform tasks in a "second nature" way.

In types of learning, there three basic categories of educational experiences; they could be classified as follows: cognitive (including knowledge, comprehension, application, analysis, synthesis, evaluation), affective (receiving, responding, valuing, organising and

conceptualism, characterizing by value or value concept) and psychomotor (imitation, manipulation, precision, articulation, naturalisation). From the explanation above it can be said that children face two categories of types of learning such as imitation: watch and copy the actions of another, manipulation: perform a task from written or verbal instructions, the differences between individual children impacts the ways in which they learn, with most children utilising a combination of learning styles.

By about age 5 or 6, most children have mastered their basic native language. As noted earlier, the language of these children can still be quite egocentric. Preschooler may have special meaning for words. They may talk to themselves as they work, first clearly, then in whisper, and finally silently. There are some aspects which the children face in the language development as follows:

- 1) Pronunciation
- 2) Syntax
- 3) Vocabulary and Meaning
- 4) Pragmatics

It can be said that characteristics of young learners are focussing on the use of language and ability to think in symbolic form, thinking operations through logic in one direction, having difficulties seeing another person's point of view. They can join in a conversation even though there is no related utterance between them. Most of them like playing with language, they think all the language games, rhymes, taunts, chants, secret languages lead them to learn language.

The Nature of Motivation

Scheidecker and Freeman (in Dornyei, 2001: 1) define the term motivation as the choice of a particular action and the effort expended on it and the persistence with it. In other words it can be said that motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Then according to Brown (2000: 160) motivation is probably the most frequently used catch-all term for explaining the success or failure virtually any complex task. He further mentions (2001: 72) that motivation is the extent to which people make choices about (a) goals to pursue and b) the effort people will devote to that pursuit.

There are two types of motivation, extrinsic and intrinsic motivation (Deci in Brown, 2000: 164). Extrinsically motivated individual is driven to obtain certain rewards outside him. In contrast, an intrinsically motivated individual is driven by a need to display competency or exercise. The extrinsically motivated student is a passive player in learning situation and will exhibit appropriate behavior only when attractive incentives are present or when compliance will allow her to avoid aversive. In contrast, an intrinsically motivated student is an active player in learning situation, one who feels some control over that situation, and exercise her right to choose. She or he will study for an attempt to face exams because she wants to master the material or feels a need control her environment. Finally, an intrinsically motivated student will perceive that she has total or partial control of the learning situation while an extrinsically motivated student will not.

The teachers should generate a motivating classroom environment such as place and students approach the learning situation with positive L2-related values. According to

Dornyei (2001:72) teacher should have strategy-teaching how to motivate them. There are four most powerful executive motivational areas: a) Making learning stimulating and enjoyable; b) Presenting task;c) Setting specific learner goals; d) protecting the learner's self-esteem and increasing their self-confidence. That is the reason why the researcher conducts games to create the enjoyable teaching and learning process.

Research Method

The study was conducted at TK ISLAM Al-Irsyad Madiun. This School was located at Jl. Diponegoro 112 b, Mangunharjo Madiun. The phone number was 0351- 458248. It was on the West of Madiun. This school was the Islamic kindergarten. It was accredited 'A' level and included as one of the qualified private kindergarten in Madiun. The Schedule of Research included:

1. Pre-Survey
2. Proposal
3. Review Literature
4. Developing Instrument
5. Collecting andAnalyzing the data
6. Report Writing
7. Submitting the Document

These follows were the subjects that were involved in this research.

1. Participants: The action class consisted of 19 students who signed to join this program. The students were the TK B1 students of ISLAM Al- Irsyad Madiun.
2. Position of researcher: The researcher was their instructor program. The researcher could be described as a consultant, resource person, rather than controller them.
3. Collaborators: The research had other classroom teachers, her colleagues as the collaboratorswho examined carefully the research process.

In this study, the writer used Action Research Method. Action research was a systematic process in collecting and analyzing data to investigate practical issues arising within a particular context in order to come to some decisions aboutwhat the future practice should be (Wallace, 1994:4, Burns, 1999: 31).

In procedures of the study, there were six main steps: identifying initial ideas, reconnaissance, constructing general plan, implementing action, observation and reflection. This six-step formed cycle (Elliot, 1991: 71). This cycle moved to form the next cycles continually. Steps in the cycles of action research could be applied through the following procedure:

1. Identifying initial idea
2. Reconnaissance
3. Constructing the general planning.
4. Action
5. Monitoring
6. Reconnaissance

Technique of Collecting Data

The researcher found quantitative data by doing tests. The instrument of tests was based on the blue print. The data were found from administering pre-test, regular tests after some teaching learning processes and post-test. In finding the qualitative data, the researcher did direct observation in the classroom, interviewed the teachers, gave interview to the students regarding to their activities studying their English, and held meeting with colleagues to find out the students' improvement. The researcher used tape recorder, photograph, interview, portfolios, and fieldnotes. There were three raters in collecting data; they were the researcher, collaborator, and the classroom teacher. After conducting tests, they would discuss the result then the result was the combination opinion from the researcher, collaborator, and the classroom teacher's discussion and considerations.

Techniques of Analysing Data

There were two techniques in analysing the data, quantitative and qualitative. In quantitative technique of analysing data, the researcher used the students' previous mark (pre-test) and in the end of the lesson, the researcher gave the students post-test in order to know whether games could improve the student's spelling ability. The results of the test were analysed using descriptive statistics. It analysed the result of teaching and learning process to know the difference before and after the cycle. In analysing the data, it was used t-test non independent with the formula:

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

(Ngadiso, 2006: 17b)

In analysing qualitative data, the researcher analysed the improvement of the teaching learning process by identifying appropriate data analysis and interpretation techniques. Mills (2004: 105-109) explained that qualitative data techniques had eight steps: a) identifying themes; b) coding surveys, interview and questionnaires; c) asking key questions; d) doing an organizational review; e) concept mapping; f) analysing antecedents and consequences; g) stating what's missing. He (2004: 113-115) also further mentions that the data interpretation techniques included five steps: a) Extend the analysis by raising questions; b) connect the findings with the personal experience; c) seek the advice of critical friends; d) contextualize finding in the literature; e) turn to the theory.

Based on the explanation, it could be said that the combination of quantitative data such as descriptive statistics and qualitative data such as identifying appropriate data analysis and data interpretation techniques should be conducted in analysing data in this research. The concepts of and provided techniques for data analysis and data interpretation were undertaken when the researcher wanted to summarize and represents data that have been collected in a dependable, accurate, reliable, correct, and right manner. The researcher interpreted data to make sense of research findings to answer the questions "so what" in problem statement.

Discussion

The action has been implemented in two cycles. Based on the reflections of each cycle, a number of implied values could be concluded as follows:

In the first cycle by conducting *Concentration Game* the researcher introduced the English alphabets to the students and tried to drill them by imitating the researcher. The researcher trained the to spell the English alphabets like "cat" by spelling the words like /kei-ei-ti/ mouse/em-ou-ju-es-i/, rabbit/ei-bi-bi-ai-ti/, duck/di-ju-si-kei/, elephant /i-el-pi-eitch-en-ti/ then the researcher explained about the task that they should do to fill the blank boxes by guessing what animals that have parts of body, the second, they cut the pictures of animals and the names of animals in English and Indonesia by sticking the pictures and the names of each animals on the answer sheet. When spelling English alphabets, most the students were not able to spell the words correctly. They were interfered by bahasa Indonesia. On the contrary, most of them got more meaning of vocabulary and they were able to pronounce English words, even though there were still some mistakes. Based on the computation of "t-test non independent formulation between the pre test and post test, 't0' is ((3,65734). the distribution of tt was at the level of significance $\alpha = 0.05$. Because 'to' ((3,65734) is bigger than 'tt' (1.73) ("t0" > "tt") in cycle one. The researcher, collaborative and classroom teacher observed some students who had no progress in spelling ability. Classroom teacher explained to the researcher that those students had low background of knowledge of Indonesian alphabets and spelling. There were 7 to 9 students indicated low spelling ability. After discussing it with collaborator, classroom teacher, those students had low motivation and interest in studying English.

In the cycle 2, *Tell A Story Game* could improve spelling and pronunciation the words. In this game, the students studied about spelling of English alphabets. In conducting the game, the researcher asked the students to now the names of animals by guessing the characters in that story unconsciously. They enjoyed while they were studying it could reduce their burden when they studied it by listening to the researcher story. They counted how many animals were in that story. They mentioned one by one. Then, they practiced spelling English alphabets one by one. Their sticking activities were also very effective to train their spelling. The students were very interested in sticking activities although these activities made the class very noisy. *telling story game* was very interesting for the students since the students liked the series of pictures, the sounds which looked like the animals' sounds such as *wek-wek*, *cit-cit*. There were seven pictures of animals in that story and the researcher also wrote the spelling of each animal so it would help the students to spell the names of each animal more easily such as *dog* /di-ou-jil, *cat* /si-ei-ti/, *mouse* / em-ou-ju-es-e/, *fish* /ef-ai-es-eitch/, etc. It was very helpful for students to practice their spelling. After implementing games as the technique in teaching English, their English spelling ability improved significantly. Even though that there were 5 to 6 students indicated low spelling ability. After discussed it collaborator, classroom teacher, those students had low motivation and interest in studying English.

The result of post-test indicated significant progress in spelling. Based on the post-test of cycle one, the students's English ability improved, it could be seen that t0" (3.65734) is bigger than "t1" (1.73) ("to" > "t1") in cycle 1 and t0 (7.865738) in cycle 2 is higher than

$t_t(1.73)$. It also proved that the different technique or conducting games brought improvement to the students' English spelling ability.

Conclusion and Recommendation

All stages in the action research were completely done from August to December 2007. Based on the result of the research, after implemented in two cycles, the researcher has recorded both some strengths and some weaknesses in terms of conducting more various games, applying various interesting activities, arranging interesting tasks, and using media. The research was successful to improve the students' English spelling ability.

They were some changes as the result of the actions. The changes were either in the way of thinking or in the behavior of the involved-members. The changes were related to the following.

a. During the implementation of the actions, the students became interested and active in learning English. They actively involved in improving their English spelling ability. The students seemed to be enthusiasm and happy involved in the activities. By applying tell a story game, and concentration game, the students could improve their English spelling ability. They got more pronunciation after participating in games.

b. Based on the computation of t-test non-independent formulation between the pre test and post test, " t_0 " is (3.65734). The distribution of t_t is at the level of significance $\alpha = 0.05$. Because " t_0 " (3.65734) is bigger than " t_t " (1.73) (" $t_0 > t_t$ ") in cycle 1 and t_0 (7.865738) in cycle 2 is higher than t_t (1.73). It means that there is significant difference between the pre-test and post-test of cycle 1.

The conclusions have described the actions that were successful and were not really successful. They could be considered as some ways to improve the students' English spelling ability through games. The implications of the actions are described below.

1. The more frequency of conducting various games could make the students more enjoyable to study English especially reducing their burden to join activities.
2. Using various interesting activities through games could improve the students' English spelling ability. The students were very energetic and they needed some activities that could make them move. It implies that teachers or researchers need to be creative in creating the activities for the students, so that the students do not get bored easily. In addition, the researcher needed to use more.
3. The weaknesses that were found in this research such as the limited time, the students' ability and motivation, the condition of the teacher who paid more attention to the administrative tasks should be considered to be able to a better teaching-learning process apply the better techniques in order to get the perfect result in improving the students' English spelling ability. The weaknesses of this research could be used as the reference to minimize the hindrances in conducting games in classes.

Recommendation

Based on the conclusions and implications that have been explained above, some recommendation will be divided into the English teacher, the classroom teacher, the headmaster, and the other researchers. 1) To the English teacher, it is essential for the teacher to improve the quality of English teaching and learning process. She should be more creative in producing and using interesting media like games. In addition, she should often give English instructions, implement various interesting activities like games and pay attention to all of the students. In doing so, the students will be able to engage themselves in interesting teaching and learning process. As the result, it will improve their English spelling ability. 2) To the class teacher, the result of the study can improve the effectiveness of the teaching and learning process in her class by using of interesting activities like games to improve spelling, practicing their pronunciation, using teaching media, and showing good response to the students. It is expected that the class teacher can do similar things to improve the quality of teaching learning process especially for improving the English spelling ability. 3) To other researchers, the researcher hopes the other researchers should prepare the planning of the research well and develop some dimensions, which have been observed deeply. In addition, have to have enough knowledge related to her/his research study.

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