ABSTRACT

THE IMPLEMENTATION OF SPELLING BEE GAMES IN TEACHING ENGLISH TO IMPROVE STUDENTS' VOCABULARY ACHIVEMENT OF THE FIRST GRADE AT SMPN 3 NATAR

By

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This research aimed to determine whether there was any significant improvement in students' vocabulary on descriptive text after the implementation of spelling bee games. The research was quantitative, employing a one-group pre-test and post-test design. The population of the study was the first-grade students at Junior High School 3 Natar. The sample for this research was class 7F, which consisted of 33 students. The vocabulary test was administered as the research instrument. The data were analyzed using the Paired Sample T-test. It was used to prove the hypothesis in this research. Following the treatment, students' language skills improved significantly, as seen by their post-test scores.

The result showed that the students score improve from 51,03 on the pre-test to 67,18 on the post-test. This statement is supported by the result of the t-table (9.076 >1.694). The result of the T-test in this research showed that the value of significant level was lower than the alpha level (0.001<0.05). It meant that H_1 was accepted, indicating a difference in students vocabulary after implementing spelling bee games. The difference showed an improvement after the implementation of spelling bee games. It was also found that adjective was improved the most in the content words of vocabulary among the other content words, it showed that 20,6% with a gain between pretest and post-test of 2.06.

Based on the research, it was suggested that teachers practice using spelling bee games as learning material for teaching vocabulary since the results had shown that spelling bee games effectively improve students' vocabulary.

Keywords: Vocabulary, spelling bee games, descriptive text, paired sample t-test