

I. INTRODUCTION

1. 1 Backgrounds of the Problem

English is one of foreign languages for Indonesian students, that must be learnt in school since kindergarten level until university level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. Almost all countries have adapted English used as a compulsory subject at schools. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches.

English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process based on KTSP.

Vocabulary is one of important aspects in teaching language, as stated by Edward (1952) in his book : “Vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they

Vocabulary is one important aspect in learning a foreign language practice sound system”.

With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Since the purposes of learning language is to understand the meaning of the words, it makes teaching vocabulary more than just presenting new word through memorizing list but meaningful context and practice. Then, the duty of the teacher is to select suitable method in teaching vocabulary. This means that they build the concept of learning by doing something or action. And Harmer (1990:160) stated that through doing something with the word they are learning, they can remember best. This suggests that the suitable method for the elementary students need to be provided with the physical activities. So that, Spelling Games seems to be more appropriate because it provides physical activities for the students.

Based on my experience in teaching and learning vocabulary at class four B (see appendix 1), many students' do not achieve the mastery learning (90%). It was found that 20 out of 23 students failed in vocabulary test. They often make errors in their spelling due to the sounds of the words, which are different from their spelling. And it could be also influenced by the students' mother tongue (Indonesian). The students often write the words in the forms they pronounce them, overlooking the difference between English spelling and pronunciation. They find difficulty to spell English words appropriately. Some English teachers at elementary school met by the writer reported that they often found students errors in spelling when the students read or say the words ordered by the teacher. The teacher wrote a word on the black board pronounced and asked the students to spell it. And while the students were asked to spell the word given, it was obvious that they had difficulty to spell the letters. When the teacher asked them to write a word pronounced by the teacher shown by a picture, the students wrote different word. For example: The teacher says She, but the students spelling is See, or the teacher says Belt, but the students spelling is Bell.

This could be serious problem not only for the students but also for the teachers, because misspelling could change the meaning of words. For example, the word "vase" means "tall glass for holding flowers", but the students said "vast", an adjective that means extremely large. English teachers at elementary school should be aware and should pay attention to this matter, because it can appear anytime and anywhere. They have to find out an effective technique of teaching English vocabulary words spelling.

Each language has its own spelling system that differs from other languages. For example, in Bahasa Indonesia the sound /u/ is spelled u such as buku, satu; the sound /c/ is spelled c such as cantik, cari, and so on. English has difficult spelling system because the spelling is different from the sound heard. For example, the sound /tʃ/ is spelled c-h such as cheer /tʃ i (r)/ and the students' spell ci-aids-i-i-ar; the sound /ʃ/ is spelled s-h such as sheer /ʃ i (r)/ and the students' spell es-aids-i-i-ar etc.

Because of the case, the beginner students of English especially the students of elementary school might find difficulties in English vocabulary spelling. This is due to the students' lack of knowledge about English spelling. It is necessary for English teachers to use an effective technique in teaching spelling to increase the students' spelling English word at elementary school in order to enable them to speak well in simple English.

The problem is how to teach spelling English word for elementary student level, what technique is needed so that the teaching learning process is meaningful or effective. The appropriate technique can make the students easy to understand the idea taught. Besides that, it can avoid them from boredom. Thus, the teaching learning activity must be planned in such a way that it would become an interesting experience for the students.

To overcome the problem, the writer uses game in the classroom activities for the beginner students. She agrees that game has certain benefits for teaching learning

process. It enables the whole class to follow the lesson by looking at the attached materials to attract students' attention and save time. Cole (1973:14) asserts that learning language by using media will help the students to increase their motivation, memory and understanding. Games are able to attract students' motivation in learning because they are also able to learn certain supporting materials out of formal activities.

Based on the background, the researcher like to find whether there was any increase in the students' spelling English word if they are taught through games. In this case, the writer applied game technique to increase students' spelling English word ability. In addition, she knows that game is flexible because it could be used as both for oral and written exercises. So, it is easy for the teacher to transfer the knowledge to the students. The teacher could create many activities by using game.

Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding.

Spelling is a part of word study. In writing a student has to recall the spelling of a word that he or she wants to write down, something must be pulled out of the memory. A student has to decide how to write a particular word that he or she has never seen before in print. In reading a student uses the patterns on the page to decide how to pronounce a particular word. Spelling English is particularly important to learn because a misspelled word can cause misunderstanding.

English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English speaking children learning to write their language) but through a mixture of direct instruction and their own use of the powerful tool of inference, learners can become efficient user of the system. It is the writer's job to present rules that are usable and to make sure that learners infer correctly (Deterding et.al, 1998).

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It is very important to begin teaching spelling from the first week of beginners' class before they make some mistakes in learning English later. Teaching vocabulary through spelling games could make it easier for the students to express the word and learn more about spelling. By game the students could get the real description of a word given and could see a word in association so they could learn spelling more clearly.

The researcher focus the research in understanding vocabulary through spelling games for elementary students. Game help the students notify and memorize the word in association longer in their mind, it would be more attractive to the students and it makes the students easier to learn spelling. The students have time to remember and memorize a word in association. It is very important to begin teaching spelling from the first week of beginners' class before they make some mistakes in learning English later. Teaching vocabulary through spelling games

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1.2 Formulation of the Problem

Based on the background above, the writer would like to focus on:

- Can spelling games improve the students' vocabulary achievement during teaching learning process?
- Can spelling games improve the students' participation in class IV b of SDK BPK Penabur Metro?
- Can spelling games improve the teacher performance?

1.3 Objective of the Research

The objectives of this research are:

1. to find out whether spelling games can be used to improve the students' achievement during teaching learning process.
2. to find out whether the spelling games technique can be used to improve the students participation.
3. to know whether spelling games can be used to improve the teacher performance in teaching in the class.

1.4 Uses of the Research

It is expected that the research have the can be use:

1. Theoretically
 - To support and extend the previous theory about spelling games in teaching vocabulary
2. Practically
 - To improve teacher's performance in teaching vocabulary
 - To develop students' achievement in spelling games
 - To be used as information to the other English teachers of SDK BPK Penabur Metro about teaching by using spelling games.

1.5 Scope of the Research

The study overviews the teaching of English vocabulary through spelling games to young learners, in this case to elementary school students. This would be a report of an research was fourth year student of SDK BPK PENABUR Metro. In this research the writer used one class, which consisted of 30 students. The material was taken from the fourth year students' handbook for elementary school. The researcher teach noun at the fourth year of SDK BPK PENABUR Metro. Noun is easy parts of speech for the students of elementary school. The topic is animals' that focuses on spelling that employ the words consisting of one syllable until four syllables.