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**“ Kontribusi Perguruan Tinggi Dalam
Pengembangan Masyarakat ”**

Lhokseumawe, 23 Maret 2016

Diselenggarakan Oleh :
STAIN Malikussaleh
Lhokseumawe

KATA PENGANTAR

Bismilahirrahmanirrahim

Assalamu'alaikum wr, wb

Puji syukur ke hadirat Allah SWT atas limpahan rahmat dan karunia-Nya sehingga Proseding Seminar Nasional dengan tema "Kontribusi Perguruan Tinggi Dalam Pengembangan Masyarakat" dapat diselesaikan. Shalawat serta salam semoga senantiasa terlimpah kepada nabi Muhammad SAW.

Seminar Nasional ini diselenggarakan oleh STAIN Malikussaleh Lhokseumawe pada tanggal 23 Maret 2016 merupakan ajang diskusi dalam upaya pengembangan Masyarakat di Perguruan Tinggi khususnya Perguruan Tinggi Islam. Proseding ini berisi kumpulan makalah baik berasal dari narasumber dan pemakalah. Terbitnya proseding Seminar Nasional Kontribusi Perguruan Tinggi Dalam Pengembangan Masyarakat adalah salah satu pertanggungjawaban untuk menyebarluaskan dan menyumbang hasil-hasil pemikiran dan penelitian yang terangkum dalam makalah-makalah tersebut.

Akhir kata, kami mengucapkan terima kasih kepada seluruh narasumber, pemakalah, serta seluruh pihak yang telah membantu mensukseskan acara ini. Segenap Panitia Seminar Nasional Kontribusi Perguruan Tinggi Dalam Pengembangan Masyarakat berharap semoga buku ini bermanfaat.

Wassalamu'alaikum wr, wb

Lhokseumawe, Maret 2016

Panitia

PROSEDING SEMINAR NASIONAL

**Kontribusi Perguruan Tinggi Dalam
Pengembangan Masyarakat**

Aula Gedung Syariah STAIN Malikussaleh Lhokseumawe, 23 Maret 2016

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DAFTAR ISI

KATA PENGANTAR	i
TIM REVIEWER	ii
DAFTAR ISI	iii

NARASUMBER

1. PENGEMBANGAN TUJUH PILAR IAIN MALIKUSSALEH LHOKSEUMAWE Hafifuddin.....	N-1
2. PICTURING ISLAMIC UNIVERSITY FROM BEYOND : PROSPECTIVE AND ITS CONTRIBUTION TO DEMOCRATIC SOCIETY Michael Bell.....	N-17
3. MENATA KEMBALI PENDIDIKAN TINGGI ISLAM YANG BERPERSPEKTIF MASA DEPAN, BERWAWASAN GLOBAL, BERTINDAK LOKAL, TRAMPIL DAN PROFESIONAL Gunawan Adnan.....	N-21
4. SUMBANGSIH PTI BAGI MASYARAKAT TANI DALAM PELESTARIAN DAN PEMANFAATAN TANAH MILIK NEGARA Mahli Ismail.....	N-31
5. MEMPRODUKSI PENGANGGURAN YANG TERDIDIK " KASUS PERGURUAN TINGGI DI ACEH " Ridwan Muhammad Hasan.....	N-41
6. MASA DEPAN PERGURUAN TINGGI ISLAM : KURIKULUM DAN PROSPEKTIF Zulfikar Ali Buto.....	N-51

PEMAKALAH

1. PENGARUH KECUKUPAN MODAL , LIKUIDITAS DAN EFISIENSI OPERASIONAL TERHADAP PROFITABILITAS PADA PT. BANK SYARIAH MANDIRI (Periode 2008 s/d 2015) Zulfadli dan Ismaulina	P-1
2. KONTRIBUSI PERGURUAN TINGGI DALAM PENGEMBANGAN MASYARAKAT Juni Ahyar.....	P-15

3.	ANALISIS PERSEPSI MAHASISWA PROGRAM STUDI TADRIS MATEMATIKA STAIN MALIKUSSALEH LHOKSEUMAWE TENTANG IMPLEMENTASI NILAI-NILAI KARAKTER DALAM PEMBELAJARAN MATEMATIKA Lisa.....	P-27
4.	PENEMPATAN HAM DAN KESETARAAN GENDER DALAM SISTEMATIKA FIQH DAN USHUL FIQH M. Jafar.....	P-37
5.	KAJIAN HADIS ZAKAT PERHIASAN WANITA Mahdalena Nasrun.....	P-45
6.	FIQH PLURALITAS: MENUJU KEHARMONISAN BERAGAMA DI BUMI ACEH Muhammad Syahrial Razali Ibrahim.....	P-57
7.	<i>REALISTIC MATHEMATIC EDUCATION (RME)</i> BERBASIS ETNOMATEMATIKA SEBAGAI MODEL PENGEMBANGAN PENDIDIKAN MATEMATIKA PADA PERGURUAN TINGGI ISLAM DI ACEH Nur Azmi.....	P-67
8.	STUDENTS' RESPONSES ON THE USE OF SPELLING BEE GAME FOR VOCABULARY ACHIEVEMENT Nurlaila dan Wardhatul Fitri.....	P-69
9.	PERAN PERGURUAN TINGGI DALAM PENGEMBANGAN PENDIDIKAN ANAK USIA DINI (PAUD) Elfiadi.....	P-81
10.	BERFIKIR KRITIS DALAM KEMAMPUAN PEMECAHAN MASALAH MATEMATIKA Muliana	P-89
11.	PEMANFAATAN SUMBER BELAJAR MATEMATIKA YANG DIDESAIN DAN YANG TIDAK DIDESAIN DALAM PEMBELAJARAN Iryana Muhammad.....	P-97
12.	PERAN PENDIDIKAN BAHASA ARAB TERHADAP PEMAHAMAN AGAMA DALAM MASYARAKAT ACEH Syukran.....	P-105
13.	TANTANGAN PEMBELAJARAN MATEMATIKA PADA ERA GLOBALISASI Rosimanidar.....	P-113

14. PEMANFAATAN POTENSI BUDAYA DAN SEJARAH SEBAGAI
OBJEK PARIWISATA
Andika Saputra..... P-121
15. REORIENTASI PENGEMBANGAN MUTU DOSEN PERGURUAN
TINGGI ISLAM DALAM MENGHADAPI PERUBAHAN GLOBAL
Sofyan Arianto.....P-133
16. MEMAHAMI MAKNA *AULIYA* ' DAN RELEVANSINYA DALAM
KEHIDUPAN BERNEGARA
Ruhama WaznaP-143
17. OPTIMALISASI FUNGSI LEMBAGA ADAT DI ACEH DALAM
PEMBERDAYAAN POTENSI EKONOMI MASYARAKAT
Taufiq.....P-153
18. THE USE OF ICT IN LEARNING READING COMPREHENSION
Erlidawati.....P-165
19. PERAN APARATUR GAMPONG DALAM MEWUJUDKAN
PEMERATAAN PENDIDIKAN MASYARAKAT DI PALOH LADA
Hamidansyah.....P-173
20. INTERNALISASI KONSEP TEKNOLOGI PENDIDIKAN DALAM
PEMBENTUKAN MASYARAKAT BELAJAR
Susi Yusrianti.....P-175
21. PENGARUH KEPERIBADIAN RASULULLAH BAGI PERKEMBANGAN
PENDIDIKAN ISLAM
Junaidi Arsyad.....P-183
22. KEBIASAAN MEMBACA BUKU UNTUK MENINGKATKAN
KEMAMPUAN MAHASISWA PADA PENULISAN KARYA TULIS
ILMIAH
Novi Diana.....P-195
23. TELAAH PENGEMBANGAN KURIKULUM TERHADAP BIDANG
STUDI MATEMATIKA DI MADRASAH
Mahdalena.....P-209
24. PENGARUH PENDEKATAN PEMBELAJARAN SAVI TERHADAP
HASIL BELAJAR MATEMATIKA SISWA SMP
Setiawan.....P-217
25. PENDIDIKAN ISLAM DITENGAH MASYARAKAT
MULTIKULTURAL
Said Alwi.....P-227

STUDENTS' RESPONSES ON THE USE OF SPELLING BEE GAME FOR VOCABULARY ACHIEVEMENT

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ABSTRACT

This research aimed at investigating the students' response when the teacher applied the spelling bee game in the process of teaching learning vocabulary. The subject of this research was one class of the first year students of SMPN 13 Lhokseumawe that consisted of 33 students. The type of the research was classroom action research by doing collaborative. This research was conducted in two cycles. In collecting data, the researcher used observation, and field notes methods to know their response when the teacher applied the strategy. The research procedures consisted of four steps, namely planning, implementing, observing, and reflecting. The result shown that the situation of the class when the teacher applied the game was very different than before. The students were very enthusiast to follow the materials presented by the teacher by using spelling bee game strategy. It could be seen from each cycle in teaching learning activities. The last meeting of the second cycle shown that 81,42% of the students were active in questioning, responding to teacher's questions, and commenting to the teacher's answer and also their friend when the teacher applied the strategy. Based on these results, the researcher concluded that the spelling bee game strategy could increase students' activeness in vocabulary class and it could be declared that this research was successful.

Key Words: Vocabulary, Spelling Bee Game, Classroom Action Research

INTRODUCTION

Vocabulary is one of language components that should be mastered by the students in learning a foreign language. Without having enough vocabulary, it would not be possible for students to have far understanding in mastering four skills they are: listening, speaking, reading and writing. Harjono argued that among all language components that should be mastered by students in teaching learning process, vocabulary is considered as the most important one. Without mastering vocabulary, it is impossible to use the foreign language.¹ If the students do not master enough vocabularies, it can be ascertained that they will get trouble in constructing sentences or even in producing oral activities.

Based on the curriculum at junior high school, the students are hoped to be able to give the response from the speech of short functional speech text accurately, fluently and interactively with neighborhood. In listening or speaking skill, the students cannot understand what the speaker said in conversation or speech without understanding vocabulary especially noun and verb.

¹Harjono Satinah, *Psikologi Belajar Mengajar Bahasa Asing*, (Jakarta: Depdikbud, 1988), p.71

In reality, there were many problems faced by teacher and students in teaching learning process of English classroom, one of them was about the way to create interesting conditions in the class. Some students feel bored and lazy to learn vocabulary, because many students increase their vocabulary by memorizing the words and this way is not effective since some of them said that the words memorized were immediately loss soon.

In teacher side, most of the activities presented shown that the teacher still use less interesting way of delivering materials especially vocabulary. She usually gave some vocabularies by reading or dictating to the students, while most of the students could not write the correct spelling of the words dictated, because they cannot distinguish the pronunciation read aloud by the teacher. None of the activities shown that the teacher asked the students to spell the vocabulary in an enjoyable way to be able to have correct writing of the words dictated.

The last fact was that the atmosphere of the class was frequently passive. It could be seen some students still sat quietly on their own seat without any activities done. While, vocabulary class actually a class that shown enjoyable atmosphere.

Based on the facts told above, the researchers had think over a solution to those problems found by offering a strategy called spelling bee games. It is a kind of game that shown a contest in which contestants spells words aloud and is removed from the contest when they spell a word wrong.² Spelling Bee Game demand the students to spell the word letter by letter be correctly and when the student spell a word wrong, they are eliminated as in a competition.

In reference to the symptoms above and the strong desire of finding the solution of these problems, the researcher had motivation to do a research to improve students' ability in mastery vocabulary by using Spelling Bee Game as a strategy or technique.

Spelling Bee Game is an innovative spelling program based on recent research conducted both internationally and nationally. It has built on the historical elements from both the traditional and transitional perspectives of spelling. This approach effectively looks at how we can plan and teach spelling to meet the diverse and specific needs of the children in our classrooms. Through the use of a sound assessment tool (a spelling inventory) we are able to determine the instructional level for each student. This assessment tool forms an integral part of the teaching and learning cycle.³

Based on the description above, the purpose of this research was to investigate the students' responses when the teacher applied the spelling bee game in teaching vocabulary. It was hoped that this research had beneficial for educational world especially at the level of secondary school. Theoretically, the result of this research was useful for teacher to produce relevant and valid knowledge for their class in improving their teaching. Practically, the result of this research became invaluable input for teacher and students in increasing skill of communication.

REVIEW OF RELATED LITERATURE

There are many definitions of vocabulary that are defined by some experts as follows:

²www.merriam-webster.com/dictionary/spellingbee. Accessed on April 16th 2014

³Origin of the Term *Spelling Bee*", *Scripps National Spelling Bee*. [Http://Www.Spellingbee.Com/Origin-Term-Spelling-Bee](http://www.spellingbee.com/origin-term-spelling-bee), Accessed on November 22nd 2013

The Oxford Learners' Pocket Dictionary states that vocabulary is a list of word with their meanings, especially in a book for learning a foreign language.⁴ Furthermore, Hornby said that vocabulary can be defined as a total number of words that make up a language body of word know to a person or used it for a particular book, subject and test of word used in book.⁵

Moreover, Murdibiono *et.al.* maintains that vocabulary is one of language aspects beside grammar and pronunciation which functions as tool to support the ability to communicate in English.⁶ It means that vocabulary, as one of language aspect, plays an important role in process or learning in language, especially in learning foreign language.

After having an understanding on the vocabulary in previous section, the researcher discussed about the importance of vocabulary. According to Al-Kufaishi, the importance of vocabulary as general agreement that the possession of a large number of vocabulary items is necessary to success in social, professional and intellectual life, that vocabulary is a vehicle for thought, self-expression and communication.⁷

Vocabulary is an important element to learn in learning English as a foreign language becomes an international language. It is a basic element of a language before learning more about the foreign language. Benda stated that one of the big problem is there are a lot of difficult words so that the students do not understand what they read.⁸

The importance of vocabulary is described clearly by Satinah said that all basic aspect of foreign language which should be mastered by students in teaching learning process, vocabulary is considered as the most important one. Without mastering vocabulary, it is impossible to use the foreign language.⁹ Furthermore Krakowian agrees that communication oriented the most presses concern for the learners are needed to master an educational foreign language vocabulary.¹⁰

Nation classified the vocabulary into two, they are: (1) Receptive vocabulary: knowing as word involve being able to recognize it when it is heard (what is the sound like) or When it seen (What does he look like) and having an expectation of what grammatical pattern the world will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the form sounds right or look right. (2) Productive Vocabulary: knowing as word involve being able to pronounce words, how to write and spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using it in a suitable situation using the word to

⁴ NN, *Oxford Learners' Pocket Dictionary*, (New York: Oxford University Press, 2005), p.482

⁵ As Hornby, *The Advanced Learner's Dictionary of Current English*, (London: Oxford University Press, 1989), p.42

⁶ Murdibiono, *English for Junior High School*, (Malang: IKIP, 1996), p.300

⁷ Adil-Al-Kufaishi, "A Vocabulary Buildings Program Is A Necessary Not A Luxury", Forum XXVI Number, (Bagdad: Al-Muntasyariah University, 1998), p.42

⁸ Ndomba Benda, *Acquiring English Vocabulary And Structure*, (English Teaching Forum : 1983), p. 26

⁹ Harjono Satinah, *Psikologi Belajar Mengajar Bahasa Asing*, (Jakarta: Depdikbud, 1988), p.71

¹⁰ Bogda Krakowian, *A Vocabulary Building Program is a Necessary Not a Luxury*. (English Teaching Forum, vol. XXVI, 1988) p.34

stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.¹¹

Vocabulary has two parts, namely: word knowledge and word meaning. Word knowledge, it come into two forms, there are receptive and productive. Receptive vocabulary includes words that we recognize when we hear or we see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and may includes many words to which we assign some meaning, even if we do not know their full definitions and connotations or ever use them ourselves as we speak and write. And word meaning, it also comes in to two forms, there are oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing.¹²

1. Concept of Spelling Bee Game

Games are educational media that need the teacher skill to use it.¹³ According to Arif S. Sadiman, "Using variety educational media method will lost the passive attitude students."¹⁴ It means that using games are effectively to make the students interest and desire to learn vocabulary.

While, Jill Hadfield says that: "A game is an activity with rule, a goal and element of fun."¹⁵ In other words, games are set of play which limited by rule used to help the students in learning English.

Game is one activity with rules, a goal and an element of fun. There are two kinds of games, they are: competitive games, in which players or team race to be the first to reach the goal, and cooperative game, in which players or teams work together towards a common goal.¹⁶

Every student likes to have fun in class, but the teacher does not use it because the teacher thinks that the student cannot learn and play the game in the same time. Unfortunately, most game used in language classroom do not require students the use the target language very much. Students call out letters and try to guess on word. That is very little language what is worse! Most students wait passively for their more eager classmates to guess.

According to Toth, a game is help to create a context in which children's of a task without necessarily realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to.¹⁷

¹¹ ISP Nation, *Teaching and Learning Language*. (New York: New Burry House, 1990), p.29

¹²Kamil and Hiebert, in Fran Leblur, "a Focus on Vocabulary," *What is Vocabulary?* (online) (n.d), <http://www.prel.org/products/ES419.html>. Access May 15th, 2010, p.2

¹³Suyatno, *Permainan Pendukung Pembelajaran Bahasa dan sastra*, (Jakarta: Raja Grafindo, 2005), p.14

¹⁴Arif S. Sadiman, *Media Pendidikan*, (Jakarta: Raja Grafindo, 2003), p.16

¹⁵Jill Hadfield, *Harrap's Communication Game*, (Australia: Edinburgh, 1984), p.4

¹⁶ Jill Hadfield, *Beginners' Communication Game*, (England: Addition Wesley Longman, 1997), p.8

¹⁷ Maria Toth, *Heinemann Children's Games*. (Halley Court, Jordan Hill OXFORD UK, 1995) p.7

In selecting the games, the teacher should consider which games to use, and when to use them. Here are set of criteria in selecting good games, they are:

1. A game must be more than just fun
2. A game must have limit time.
3. A game should involve "friendly" competition
4. A game should keep all of the students are involved and interested
5. A game should encourage students to focus on the use language rather than on language itself
6. A game should give the students a chance to learn, practice or review
7. A game must have the winner
8. A game must have reward
9. A specific language material.¹⁸

A *Spelling Bee* is a competition for students to spell words aloud letter by letter. Students are eliminated if they spell a word incorrectly. Several theories exist as to why the term *Bee* is used to refer to a spelling competition. Some experts believed that the similarities between the social interactions among humans are and social interactions among bees are similar to one another. Recently, however, scientists have denounced this theory, and instead claim that the word "bee" derives from the Old English word "bene", which means "prayer" or "service" and is associated with a famous word "boon" meaning "grace." Others suggest that the word "bee" is an abbreviated form of the English word "been", which refers to "voluntary assistance provided by neighbors toward the accomplishment of a particular task." Nevertheless, no one is precisely sure where the term *Bee*, as used in the context of spelling, originated.¹⁹

The Scripps sponsored National Spelling Bee is held annually in the United States. This competition first took place in Louisville, Ky., in 1925. It hosted just nine participants in its inaugural year, and has since grown exponentially to include a very competitive and diverse group of young American students. This past year, in its 83rd competition, over 11 million students competed for the coveted title of "National Spelling Bee Champion." The competition has served as an inspiration to many countries across the world to begin their own National English language spelling competitions. Some of these countries include Canada, Armenia, China, and several countries in Western Europe.²⁰

Spelling Bee Game is an innovative spelling program based on recent research conducted both internationally and nationally. It has built on the historical elements from both the traditional and transitional perspectives of spelling. This approach effectively looks at how we can plan and teach spelling to meet the diverse and specific needs of the children in our classrooms. Through the use of a sound assessment tool (a spelling inventory) we are able to determine the instructional level for each student. This assessment tool forms an integral part of the teaching and learning cycle.

¹⁸<http://www.sekolahoke.com/2012/11/apa-yang-dinuksud-lomba-spelling-bee.html> Accessed on 5 December 2013.

¹⁹ Maria Toth, *Heinemann Children's Games*. (Halley Court: Jordan Hill OXFORD OX2 8E, 1995) p.7

²⁰ Origin of the Term *Spelling Bee*", *Scripps National Spelling Bee*, <http://www.spellingbee.com/origin-term-spelling-bee>, accessed on 15 December 2013

2. The Procedures of Applying Spelling Bee Game

There are two sections according to Bulgarian Nation English in playing Spelling Bee game, they are: section A which is part of the basic rule of competition and section B final competition. The detail explanation can be seen as follow:

a) Section A (Basic Rules of Competition)

1. The host must call out the number of the first speller in each group.
2. The announcer will slowly pronounce the word out loud.
3. The speller must first repeat the word to the announcer before spelling the word.
4. The speller has one minute to spell the word.
5. If the announcer determines that the word is spelled correctly he will tell the speller that he/she is "correct" and to take his/her seat. If the word is misspelled, the announcer will tell the speller that the word is "incorrect".

The speller must take in the area designated for disqualified spellers.

b) Section B (The rules for elimination during competition)

- a) A speller exceeds the allotted time to spell any given word.
- b) A speller must spell the word fluently.
- c) A speller must spell the word fast.

The judges in Spelling Bee Game consist of three judges. The first judge gives the word for the contestants, the second judge says correct or incorrect, and the third judge keeps track of rounds and order of elimination and announces the next contestant.

RESEARCH DESIGN

The design applied in this research was collaborative classroom action research (CAR). Ur states that "action research is carried out by teacher based on phenomena they found in their classroom. It is primary to improve the teachers' own teaching process".²¹ Action research efforts to try theory into practice for improving and getting real impact of the situation.²² Action research is about the systematic study attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.²³ This based on the researcher's aim at solving the students' problem in understanding and memorizing vocabulary in order to improve their vocabulary mastery by using spelling bee game as a strategy.

The types of action research applied here was collaborative model. It means that the researchers conducted the research by collaborated with the English teacher of the school. This design was chosen because in this research, the researchers may collaborate with other persons such as classroom teacher to help them in the process of collecting and analyzing data. In addition, this research was done to change and develop teaching learning quality for getting good qualified education especially in one language components that is the most important thing in learning foreign language, namely vocabulary.

This research was conducted at SMP N 13 Lhokseumawe, the school located at Medan – Banda Aceh Street, Muara Dua Subdistrict Lhokseumawe. The subject of this

²¹Ur, *A course in language Teaching Practice and Theory*. (New York: Cambridge University Press, 1990), p.60

²²Syamsuddin, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT. Remaja Rosdakarya, 2007), p.191

²³*Ibid*, p.191

research was the students of the first class. The researchers took one class of the first year students that was class VII-2, which had 33 students. The reason why the researchers chose this class was because they had found the problem of students in mastering vocabulary when she taught English in the class.

There were four steps that was followed in conducting this research, they are: planning, implementing, observing, and reflecting. The data were collected by using observation and field notes. Those were analyzed qualitatively by applying Miles and Huberman Model, namely: data reduction, data display and conclusion drawing/ Verification.

RESEARCH RESULTS

During teaching learning process, the researcher observed the class atmosphere to know the students response on the use of the strategy. In implementing the action plan of cycle 1, the research instruments were used such as observation checklist and field notes. The implementation of the action in two meetings is described below:

a. Analysis of Teaching and Learning Process

The analysis of teaching and learning process was done by referring to the information obtained from the observation checklist. The information was about the students' activities in the class and about the strategy applied. The result of the students' responses on the use of spelling bee game for vocabulary achievement could be seen in the following table.

Table 1: Result of Observation of Students' Responses toward the Use of Spelling Bee Game as a Strategy in Teaching Vocabulary in Cycle 1

Teaching Learning Stage	Description	Meeting	
		1	2
Pre Teaching Activity	1. Students responded on the teacher's greeting and attendance list	3	4
	2. Students answered teacher's questions and listened teacher's motivation.	3	3
	3. Students responded on teacher's apperception.	2	3
	4. Students listened on the teacher explanation	2	3
	5. Students responded on teacher instruction.	3	4
	6. Students received the word.	4	4
While Teaching	7. Students listened on the teacher's explanation.	3	4
	8. Students responded on teacher's instruction.	3	4
	9. Students did the teacher's instruction.	3	3
	10. Students responded on teacher's instruction.	4	3
	11. Students listened to the teacher's	3	3

Activity	announcement 12. Students did the teacher's instruction.		
Post Teaching Activity	13. Students listened to the teacher's conclusion 14. Students responded to the teacher's questions.	4 3	4 4
Total Score		42	48

Notes:

- 1 = No one did
- 2 = Only some students did
- 3 = Half of the students did
- 4 = Most of the students did
- 5 = All of the students did

Categories of score are as follows:

- Score < 39 : very poor
- Score 40-54 : poor
- Score 55-69 : fair
- Score 70-84 : good
- Score 85-100 : very good²⁴

Based on the result of the researchers' observation, it was known that half of students responded on teacher's greeting and attendance list. Next, half of students answered teacher's questions and listened teacher's motivation. Then, some of students responded on teacher's apperception. Some of students listened on the teacher explanation of material. Then, fifty percent of students responded on teacher instruction. Most students received the word. Half of students listened on the teacher's explanation, responded and did on teacher's instruction. Most of students responded on teacher's instruction. Half of students listened to the teacher's announcement and did to the teacher's instruction. Most of students listened to the teacher's conclusion, and half of students responded to the teacher's questions.

For the second meeting, most of the students responded the teacher's greeting. Half of students answered teacher's questions and listened to teacher's motivation. Half of students responded on teacher's apperception and also listened on the teacher explanation of material. Most of students responded on teacher instruction, they received the words. Half of students listened on the teacher's explanation and responded on teacher's instruction. But half of students did the teacher's instruction, responded on teacher's instruction, listened to the teacher's announcement and did on teacher's instruction. Most of students listened to the teacher's conclusion and half of students responded to the teacher's questions.

The percentage of the observation guide on students' activities in the classroom while the implementation of spelling bee game for the first cycle is as follow:

²⁴ Suharsimi Arikunto, *Evaluasi Program Pendidikan Pedoman Teoritis Praktis Bagi Praktis Pendidikan*, (Jakarta : PT. Bumi Aksara, 1st ed, 2004).p.19

1. First Meeting

$$\text{Percentage} = \frac{\text{Jumlah Benar}}{\text{Jumlah Soal}} \times 100\% = \frac{42}{70} \times 100\% = \frac{4200}{70} = 60\%$$

2. Second Meeting

$$\text{Percentage} = \frac{\text{Jumlah Benar}}{\text{Jumlah Soal}} \times 100\% = \frac{48}{70} \times 100\% = \frac{4800}{70} = 68,57\%$$

Maximal score in students activities form, we could see from sum of total items in descriptions columns and then we had to multiply the total of maximal score indicator that provided.

Based on the data recorded in the observation checklist for students, it could be seen that percentage of students' activities in first meeting was 60 % and 68, 57% for the second meeting. For getting criteria indicator, the research was declared successful if minimally 70 % of the students' attitude in the class changes better while the teacher implemented the strategy. So, the process of teaching learning in first cycle must be continued to the second one to meet the criteria of success.

Table 2. Result of Observation of Students' Responses toward the Use of Spelling Bee Game as a Strategy in Teaching Vocabulary in Cycle 2

Teaching Learning Stage	Description	Meeting		
		1	2	
Pre Teaching Activity	1. Students responded on the teacher's greeting and attendance list	4	5	
	2. Students answered teacher's questions and listened teacher's motivation	3	4	
	3. Students responded on teacher's apperception	3	4	
While Teaching Activity	4. Students listened on the teacher explanation	4	4	
	5. Students responded on teacher instruction.	4	4	
	6. Students received the word.	5	5	
	7. Students listened on the teacher's explanation	4	4	
	8. Students responded on teacher's instruction.	3	4	
	9. Students did the teacher's instruction.	4	4	
	10. Students responded on teacher's instruction.	5	4	
	11. Students listened to teacher's announcement.	3	4	
	12. Students did to the teacher's asked			
	Post Teaching Activity	13. Students listened to the teacher's taking summary on the lesson	4	3
		14. Students responded to the teacher's questions.	4	4
	Total Point		54	57

Notes:

- 1 = No one did
- 2 = Only some students did
- 3 = Half of the students did
- 4 = Most of the students did
- 5 = All of the students did

Categories of score are as follows:

- Score < 39 : very poor
- Score 40-54 : poor
- Score 55-69 : fair
- Score 70-84 : good
- Score 85-100 : very good²⁵

Based on the result of observation conducted in second cycle, it was found that most of students responded on the teacher's greeting and attendance list. Half of students answered teacher's questions, listened teacher's motivation and responded on teacher's apperception. Most of students listened on the teacher explanation of the material discussed, responded on teacher instruction then all students received the word. Most of students listened on the teacher's explanation and responded on teacher instruction. But half of students did the teacher's instruction. Then most of students responded on teacher's instruction. So, all of students listened to the teacher announcement. Half of students did to the teacher's instruction. Most of students listened to the teacher's conclusion and responded to the teacher's questions.

For the second meeting, all of students responded on the teacher's greeting and attendance list as usual. Most of students answered teacher's questions and listened teacher's motivation, responded on teacher's apperception, listened on the teacher explanation of material and responded on teacher instruction. Then all students received the word. Most of students listened on the teacher's explanation, responded on teacher instruction, did the teacher's instruction, responded on teacher's instruction, listened to the teacher's announcement and did to the teacher's asked. But half of students listened to the teacher's conclusion. Most of students responded to the teacher's questions.

In cycle 2, the teacher also gave more motivation to the students, such as asking them to always review the material had been learned at home and practice it with their friends to increase their mastery on vocabulary. So, teaching learning process could run well as intended as well.

The percentage of the observation guide form to students' activities in the classroom while the implementation of spelling bee game strategy for the second cycle is as follow:

1. First Meeting :

$$\text{Percentage} = \frac{\text{total score}}{\text{maxscore}} \times 100\% = \frac{54}{14 \times 5} \times 100\% = \frac{5400}{70} = 77,14\%$$
2. Second Meeting :

$$\text{Percentage} = \frac{\text{total score}}{\text{maxscore}} \times 100\% = \frac{57}{14 \times 5} \times 100\% = \frac{5700}{70} = 81,42\%$$

²⁵ Suharsimi Arikunto, *Evaluasi Program Pendidikan Pedoman Teoritis Praktis Bagi Pendidik*, (Jakarta : PT. Bumi Aksara, 1st ed, 2004).p.19

Based on the data recorded in the observation checklist for students stated above, it could be seen that the percentage of the students' activities in the first meeting was 77, 14%, and 81, 42 % for the second meetings. For the process, the research was declared successful if 70 % of the students minimally showed their attitude in the class change better when the teacher was implementing the Spelling Bee Game technique. So, the process of teaching learning vocabulary by using Spelling Bee Game technique in the second cycle was successful and met the criteria of success. It was found out that after implementing the spelling bee game strategy, the teaching and learning process became better and gave a good impact to the students' activeness and learning results of the students in vocabulary.

CONCLUSION

Based on the result of research stated above, some conclusions dealing with the students' response when the teacher taught vocabulary by using spelling bee game are as follows:

Teaching and learning vocabulary by using spelling bee game strategy could help the students to comprehend the vocabulary, so the students could master vocabulary. The class atmosphere was very happy, enjoy and interesting in learning vocabulary by using spelling bee game strategy, it was proved from the result of observation to the students. In the first cycle, the percentage of students activeness in first meeting was 60 % became 68,57% in second meeting. Then in the second cycle, the students' activeness in responding the teacher in applying the strategy was became 77,14 % in the first meeting and increased to be 81, 42% of students participation showed good criteria. Thus, it could be inferred that spelling bee game was a good way to improve the students' activeness to response in learning vocabulary.

It is recommended that English teacher should use spelling bee game in their vocabulary class for getting better result. As a matter of fact, the students were interested and amused in learning vocabulary by using this strategy. For junior high school students, it is suggested that they must follow teachers' instruction when the teacher applying the strategy in learning English vocabulary. Students can apply this strategy without teacher's command. For the future researcher, the researcher wishes this research result could be used as a related literature in doing similar research.

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