

CHAPTER IV

FINDINGS

A. The Implementation of Spelling Games in Teaching Written Spelling.

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of spelling games to improve students' English spelling at seventh grader of MTs N Kudus. In this research, the researcher uses classroom action research. Its purposes are to know students ability in spelling and memorizing the word. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through three cycles that consist of cycle I, cycle II, cycle III. It is classified into their categories and subcategories. Firstly, it describes preliminary reflection. Then three times of treatment are the teaching and learning processes using spelling games and the assessment tests. The results descriptions of all cycles are as follows:

1. Preliminary

The preliminary was held on Monday, March 2, 2010. In this activity, the teacher teaches as usually. The classroom was noisy because the student just seat and listen the teacher. It makes the student bored and than they speak and joke with their friends.

2. First Cycle

The first meeting was held on Thursday, March 4, 2010. The objective of cycle I is to know how far the students' spelling especially in written spelling words.

This activity is done by teacher and researcher. The teacher taught spelling using spelling games, it made students paid attention. Before the teacher done the action, the teacher begun to explaining to the students about spelling games, gave overview, and how to work with it. First time, the students faced difficulties about the teacher means, but not long after that, by brief explanation from the teacher students can understood and got the point of

spelling games. It maybe caused the teacher ever little explanation about spelling games and gave example how to create in written spelling.

After the teacher gave explanation about the games and the topic about the name of fruits and name of animals, then the teacher divided the students into a group, each group consist of four students. There were 40 students who were present. This activity made the class noisy because they have to change the seat position in order to make good position to work in group. The teacher told them that during the lesson they had to listen to the lesson carefully. Moreover, she asked them to be quiet and not to make any noises in the class.

The teacher orders students to spell the word with their spelling skill. Many students have got difficulties on spelling words. They were not able to spell certain word such as W, H, and R. They looked confused about spelling words but there were some students were able to spell words correctly.

The researcher explains how to spell letters and words well also give the example how to play spelling games in spelling. The teacher began the class by showing them the spelling games. The teacher spelt the words and asked the students to pronounce the words correctly. The students pronounced the words together for two until three times. Then, the students played the game using spelling games and guided by the researcher. After playing the game, the teacher and the researcher gave quiz and review of all the vocabulary that they have spelt. At the end of the lesson, she gave assessment test.

Further result explained as follows:

a. Planning

The teacher arranged the learning instrument such as:

- 1) Prepare spelling games that appropriated with the material
- 2) Prepare the teaching material
- 3) Make lesson plan
- 4) Prepare checklist observation
- 5) Prepare students attendance list
- 6) Prepare formative test

From planning above, the teacher used lesson plan as the form to implement of action will be done.

Pre activity is the activity where a teacher must prepared for teaching learning process. In this activity, the teacher greets the students, checked the students' attendance in order to the teacher knew who the students absent today. In the next activity, the teacher explained the material about spelling games and the topic. Then teacher divided students into groups, each group consist of four students. Then, the last activity is post activity, in this phase, the students created spelling games based on the topic with their group.

b. Acting

In this activity, the teacher was introduced the spelling games in teaching written spelling, gave overview spelling games and how to apply the games before the teacher started the lesson. After that, the researcher orders students to spell the word with their spelling skill. Many students have got difficulties on spelling words. They were not able to spell certain word such as W, H, and R. They looked confused about spelling words but there were some students were able to spell words correctly.

The researcher explains how to spell letters and words well also give the example how to play spelling games in spelling. The teacher began the class by showing them the spelling games. The teacher spelt the words and asked the students to pronounce the words correctly. The students pronounced the words together for two until three times. Then, the students played the game using spelling games and guided by the researcher. But, there were some students who sit in the backside of the class did not pay attention with explanation the teachers' instruction, and they tried to talk each other by her friend, look bored and feel sleepy. To solve the problem, the teacher gave more attention to the students and sometimes the teacher walk to behind of class.

Sometimes each group asked the teacher if they faced the problem. After those activities the teacher asked one of group to come forward in front of class to spell the word. After worked in group, students come back to their seat, the last activity the teacher gave individual test, and each student does it individually. There were some students who had difficulties to do it. It can be seen from the class was noisy and students who always made noise tried to cheat and discussed the answer with their friends.

c. Observing¹

- 1) Teacher still had low preparation in learning tool
- 2) Teacher less motivate students
- 3) Some students had not paid attention well
- 4) Students less active in teaching learning process, although they still confused.

d. Reflecting

- 1) Teacher should prepare learning tool well
- 2) Teacher should improve students motivation in learning process especially for students that less attention.

After conducted teaching learning process, the teacher provided 45 minutes to students to do the test, each student does it individually.

3. Second Cycle

This activity was conduct on Saturday 6 March, 2010. After considering the result of the cycle I, the researcher arranged well planed activities that would be implemented in cycle II. Basically, the activities of cycle II are similar to those in cycle I, but there are some added activities in order to facilitate students in spelling games. The aims of this cycle are:

- a. To overcome weaknesses in cycle I
- b. To give more opportunities for students to understand how to spell words and letter well

¹ Observation result in first cycle on Thursday, March 4, 2010

- c. To encourage them to be more active in spelling games with spelling word.

The problem that faced by the researcher and the teacher in the previous cycle is the students made noisy when play the game, they still confused with the researcher's direction. They tried to cheat and discussed with their friends. In this cycle, the researcher gives directions more slowly and clearly to the students when play the games.

The teacher began the class by asking the students to mention some vocabularies that were discussed at the previous meeting. After that, the teacher showed the spelling games and spells the words. She asked the students to spell the words correctly. The students spell the words together for several times. The teacher asked students about the name of transportation and profession. Then, the students played the spelling game. After playing the game, the researcher reviewed all of the vocabulary that have they spelt. At the end of the lesson, the researcher gave the test to measure students' ability in English written spelling.

Further result explained as follows:

- a. Planning

The teacher arranged the learning instrument such as:

- 1) Prepare spelling games that appropriated with the material
- 2) Prepare the teaching material
- 3) Make lesson plan
- 4) Prepare checklist observation
- 5) Prepare students attendance list
- 6) Prepare formative test

Same as the first activity the second plan began from pre activity. In this activity, the teacher explained slowly about spelling games, teacher prepared another technique more interesting than before. In the pre activity, the teacher did the same activity with the first cycle. At the previous cycle, some of students had not paid attention well. So, teacher more gave the motivation of students who

less attention. Teacher also asked students about the previous lesson, and gave reviewed about previous material. It was to be developed become learning improvement point in this cycle. The last activity the teacher gave a test to measure the students' ability in spelling the word.

b. Acting

The second cycle, the teacher taught spelling games using spelling games. In this phase, the teacher explained more detailed about spelling games, teacher prepared another theme that more interesting than before. Before the teacher started the lesson, she asked students about their problems on the previous lesson, some of students said they had difficulties in spelling words. They were not able to spell certain word such as W, H, and R. So, the teacher helps them to spell the correct word. In this cycle, the teacher focuses more to the lowest students who get low score in the previous score. According to the observer it can motivated to the students because the teacher gave more attention. This appropriate with the teaching skill that the teacher should have ability to monitor the students' progress and make students develop and cooperative spirit in classroom.² So the teaching learning process will be better.

c. Observing³

- 1) Teacher prepared learning tool better than first cycle
- 2) Students paid attention well
- 3) Students needed less help from the teacher
- 4) Students did join better than before.

d. Reflecting

- 1) Teacher should motivate less active students in order to be brave to speak up their mind.

p. 23 ² B. Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 1997), p.

³Observation result in second cycle on Saturday 6 March, 2010

- 2) Students' activeness during teaching learning process must be improved again.

The teacher began the class by asking the students to mention some vocabularies that were discussed at the previous meeting. After that, the teacher showed the spelling games and spells the words. She asked the students to spell the words correctly. The students spell the words together for several times. The teacher asked students about the name of transportation and profession. Then, the students played the spelling game. After playing the game, the researcher reviewed all of the vocabulary that have they spelt. At the end of the lesson, the researcher gave the test to measure students' ability in English written spelling.

4. The Result of Third Cycle

The third cycle was conducted on Thursday 11 March, 2010. The researcher prepared the spelling games. The materials were about something around classroom. Before the lesson, she told the students that will give reward to the students who can arrange the scrambled word into good sentenced. If they want to be able to answer the question, they must pay attention to the lesson carefully, because the materials were quite difficult, and if they made noise, she would give punishment to them. There were 40 students, there were no absent students that day.

There are no significant problems that faced by the researcher in the previous cycle. In this cycle, the researcher just continues what she has been done in the previous cycles to repair methods and strategy which used in teaching learning process. The researcher and the teacher just add attention and motivation to the students.

Further result explained as follows:

a. Planning

The teacher arranged the learning instrument such as:

- 1) Prepare spelling games that appropriated with the material
- 2) Prepare the teaching material

- 3) Make lesson plan
- 4) Prepare checklist observation
- 5) Prepare students attendance list
- 6) Prepare formative test

The teacher began the class by reviewing the previous lesson. The teacher asked the students to mention and spell some vocabularies that were discussed at the previous meeting. After that, the researcher showed the spelling games and spells the words. She asked the students to spell the word correctly. Then teacher asked them to repeat the words for many times until they were fluent enough to spell the words. In the end, the students played the game using spelling games. After playing, the researcher reviewed all of the vocabulary and spells the word together with the students. At the end of the lesson, the researcher gave the test to measure students' ability in English written spelling. The teacher provided 45 minutes to students to do the test. Each student does it individually.

a. Acting

The third cycle, the teacher taught spelling using spelling games. In this phase, the teacher explained more detailed about spelling games, teacher prepared another theme that more interesting than before. The teacher divided students into groups, each group consist of four students. The teacher asked one of each group to come in front of the class. After that, the teacher and students spelt the word together about several time. After conducted teaching learning process, the teacher provided 45 minutes to students to do the test. Each student does it individually.

b. Observing⁴

- 1) Teacher prepared learning well
- 2) Students paid attention well
- 3) Students enthusiasm well

⁴ Observation result in second third on Thursday 11 March, 2010

- 4) Students did join well
- c. Reflecting
- 1) Teacher should be interested in use spelling games to motive student in teaching spelling.
 - 2) Students should be more activeness in learning English.

The teacher began the class by reviewing the previous lesson. The teacher asked the students to mention and spell some vocabularies that were discussed at the previous meeting. After that, the researcher showed the spelling games and spells the words. She asked the students to spell the word correctly. Then she asked them to repeat the words for many times until they were fluent enough to spell the words. In the end, the students played the game using spelling games. After playing, the researcher reviewed all of the vocabulary and spells the word together with the students. At the end of the lesson, the researcher gave the test to measure students' ability in English written spelling.

B. Findings of Result

After the researcher implement the use of spelling game in English written spelling, the researcher got the data, it was analyzed of preliminary, and three cycles, the researcher got the result of Classroom Action Research.

1. Preliminary

Before the treatment was conducted, there was a preliminary study which was conducted by observed the classroom, it was found that most of students still low in learning English. Forty four percent of students reported that they were not active in learning English. In order words, they had high motivation in learning English.

2. The result of first cycle

The first meeting was held on Thursday, March 4, 2010. Knowing the students result from the first cycle was not satisfied enough. The teacher and researcher decided to use spelling games to solve the problem.

In this activity, the teacher taught spelling using spelling games. The planning for the first cycle is the researcher preparing the learning tools, lesson plan, preparing the spelling games and then prepare format test. The other is observation scheme was also prepared by the researcher to observed during teaching learning process. According to the result of the observation above it can be concluded that more students do not join the class enthusiastically. They paid attention to the lesson, although some students made noisy when they played the game, because they still confused with the researcher direction and they never played game before. They tried to cheat and discussed the answer with their friends.

After implementing the test, the researcher examined the answer sheet and found the result.

a. Measuring the Students Individual Achievement

After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 100.

After finding the result of students' test score in written spelling, the researcher went to further analysis by using percentage of scoring as follow:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

Table 3

The results of first cycle are as follow

No	Students' Code	Score
1	A-1	56
2	A-2	56
3	A-3	76
4	A-4	50
5	A-5	66
6	A-6	73
7	A-7	66

8	A-8	80
9	A-9	63
10	A-10	50
11	A-11	50
12	A-12	70
13	A-13	76
14	A-14	50
15	A-15	60
16	A-16	50
17	A-17	66
18	A-18	50
19	A-19	70
20	A-20	70
21	A-21	53
22	A-22	63
23	A-23	56
24	A-24	56
25	A-25	53
26	A-26	53
27	A-27	70
28	A-28	50
29	A-29	63
30	A-30	66
31	A-31	63
32	A-32	70
33	A-33	80
34	A-34	50
35	A-35	56
36	A-36	66
37	A-37	50
38	A-38	50
39	A-39	63
40	A-40	66
Sum	40	2445

b. Measuring the Mean

Students' score in reading comprehension was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in reading comprehension.

The mean score of the class can be searched by using this following formula:⁵

⁵ Suharsimi Arikunto, *Op. Cit.*, p.264

$$\text{Mean} = \frac{\text{Scores}}{\text{Frequency (the number of students)}}$$

$$\begin{aligned}\text{The average of students' score} &= \frac{2445}{40} \\ &= 61.1\end{aligned}$$

The average of students test result of the first cycle was 61, 1. It means that the result was low. According to observer, this condition was not interesting for teaching English spelling class. The teacher and researcher decided to use another technique to made students interested and enjoyed in teaching English spelling in order to students improve their spelling. The researcher uses another variation by applied spelling games.

3. The Result of second Cycle

This activity was conduct on Saturday 6 March, 2010. Students did the activity same as the first cycle. The teacher taught spelling using spelling games. As the previous observation, some of students said they had difficulties in spelling words. They were not able to spell certain word such as W, H, and R. So, the teacher helps them to spell the correct word. In this cycle, the teacher focuses more to the lowest students who get low score in the previous score. According to the observer it can motivated to the students because the teacher gave more attention.

After implementing the test, the researcher examined the answer sheet and found the result.

a. Measuring the Students Individual Achievement

After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 100.

After finding the result of students' test score in written spelling, the researcher went to further analysis by using percentage of scoring as follow:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

Table 5

The results of second cycle are as follow

No	Students' Code	Score
1	A-1	60
2	A-2	60
3	A-3	76
4	A-4	60
5	A-5	70
6	A-6	76
7	A-7	70
8	A-8	80
9	A-9	76
10	A-10	60
11	A-11	65
12	A-12	70
13	A-13	80
14	A-14	76
15	A-15	70
16	A-16	73
17	A-17	73
18	A-18	76
19	A-19	76
20	A-20	73
21	A-21	76
22	A-22	76
23	A-23	76
24	A-24	76
25	A-25	66
26	A-26	60
27	A-27	76
28	A-28	63
29	A-29	76
30	A-30	73
31	A-31	66
32	A-32	73
33	A-33	80
34	A-34	76
35	A-35	66
36	A-36	76
37	A-37	73
38	A-38	76

39	A-39	76
40	A-40	80
Sum	40	2882

b. Measuring the Mean

Students' score in reading comprehension was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in reading comprehension.

The mean score of the class can be searched by using this following formula:⁶

$$\text{Mean} = \frac{\text{Scores}}{\text{Frequency (the number of students)}}$$

$$\text{The average of students' score} = \frac{2882}{40}$$

$$= 72$$

The average of students test result of the second cycle was 72. The analysis above shows that the result of the second cycle was better than the previous one. There was a little increase in this cycle. However, there was improvement for the students' ability although it was step by step. There were five students still have lower score. So the researcher decided to continue the action to the next cycle.

4. The Result of Third Cycle

The third cycle was conducted on Thursday 11 March, 2010. In this cycle, teacher and researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improve learning tool to improve students' ability in English written spelling. It can be proved by their motivation in spelling the word. After that, the teacher gave a test to measure students' achievement in written spelling. Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle could run well. It can be seen from their responses. No

⁶ *Ibid*

students were noisy. While the researcher was presenting the lesson, majority of the students were paying attention to her. The students played the game orderly, when did their test, they were calm and paying attention to the researcher, they tried to answer the questions correctly and enthusiastically.

After implementing the test, the researcher examined the answer sheet and found the result.

a. Measuring the Students Individual Achievement

After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 100.

After finding the result of students' test score in written spelling, the researcher went to further analysis by using percentage of scoring as follow:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

Table 7

The results of the third cycle are as follow

No	Students' Code	Score
1	A-1	76
2	A-2	90
3	A-3	86
4	A-4	70
5	A-5	76
6	A-6	90
7	A-7	90
8	A-8	83
9	A-9	86
10	A-10	83
11	A-11	80
12	A-12	70
13	A-13	83
14	A-14	76
15	A-15	90
16	A-16	86
17	A-17	83

18	A-18	80
19	A-19	90
20	A-20	83
21	A-21	90
22	A-22	80
23	A-23	80
24	A-24	86
25	A-25	83
26	A-26	80
27	A-27	70
28	A-28	80
29	A-29	90
30	A-30	90
31	A-31	83
32	A-32	73
33	A-33	83
34	A-34	83
35	A-35	90
36	A-36	80
37	A-37	80
38	A-38	90
39	A-39	90
40	A-40	90
Sum	40	3322

b. Measuring the Mean

Students' score in reading comprehension was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in reading comprehension.

The mean score of the class can be searched by using this following formula:⁷

$$\text{Mean} = \frac{\text{Scores}}{\text{Frequency (the number of students)}}$$

$$\text{The average of students' score} = \frac{3322}{40}$$

$$= 83$$

The average of students test result of the third cycle was 83. The result of the third cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle.

⁷ *Ibid*

The condition of the class was getting better. The students did not run around the class again and did not speak loudly in the class. It was because they are interested to study with spelling games that the teacher never used it to teaching aid before and also the researcher gives reward to the students who can answer the question correctly and gives punishment to the students who made noisy.

The researcher concluded that the problems have been solving using spelling games to teach English written spelling. The researcher felt that the use of spelling games to improve students' mastery in teaching English written spelling was successful. The student's use of the target language increased as well as their motivation to learn English.

C. The Analysis of the Whole Meetings

Table 8

The result of every cycle can be seen

In the table 8 are as follow:

No	Students' Code	Cycle I	Cycle II	Cycle III
1	A-1	56	60	76
2	A-2	56	60	90
3	A-3	76	76	86
4	A-4	50	60	70
5	A-5	66	70	76
6	A-6	73	76	90
7	A-7	66	70	90
8	A-8	80	80	83
9	A-9	63	76	86
10	A-10	50	60	83
11	A-11	50	65	80
12	A-12	70	70	70
13	A-13	76	80	83
14	A-14	50	76	76
15	A-15	60	70	90
16	A-16	50	73	86
17	A-17	66	73	83
18	A-18	50	76	80
19	A-19	70	76	90

20	A-20	70	73	83
21	A-21	53	76	90
22	A-22	63	76	80
23	A-23	56	76	80
24	A-24	56	76	86
25	A-25	53	66	83
26	A-26	53	60	80
27	A-27	70	76	70
28	A-28	50	63	80
29	A-29	63	76	90
30	A-30	66	73	90
31	A-31	63	66	83
32	A-32	70	73	73
33	A-33	80	80	83
34	A-34	50	76	83
35	A-35	56	66	90
36	A-36	66	76	80
37	A-37	50	73	80
38	A-38	50	76	90
39	A-39	63	76	90
40	A-40	66	80	90
Sum		2445	2882	3322
Average mean		61,1	72	83
Low score		50	60	76
High score		80	80	90

From the table 8 above, the use of spelling games in teaching spelling can improve students' mastery in English written spelling. So, this classroom action research of the use of spelling games to improve students' mastery in English written spelling at the seventh grade students of MTs Negeri 2 Kudus in the Academic year of 2009/2010 was success. It can be seen from the result of every cycle shows any improvement.

The improvement of students' achievement in English written spelling can be seen taught the histogram as follows:

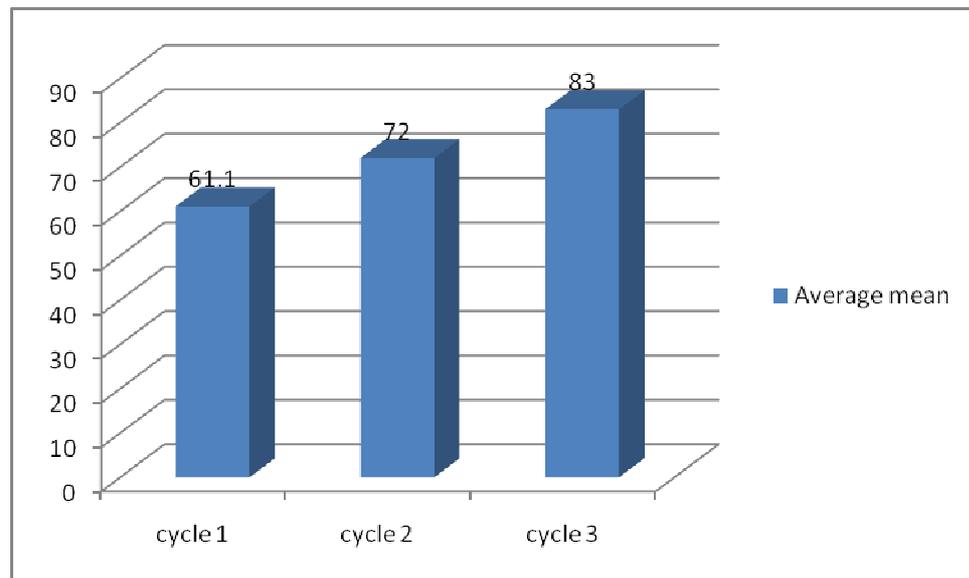


Figure 3 Diagram of the Whole Test

As whole the meetings ran well. There was some significant improvement from cycle one to cycle three.

In the first cycle, the average result was 61.1 the teacher began to use spelling games to teach the students. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many students still confused with the researcher and the teacher direction. It made the class noisy, it caused that they never play the game in class before. But it can be overcome with give direction more slowly and clearly.

In the second cycle, the average result was 72 the teaching learning process in this cycle has not many different with the previous one. The researcher just analyzed and gives more attention to some students that still have lower score.

In the third cycle, the average result was 83 before the lesson began, the researcher asked the students to give more pay attention to the lesson. Because the materials were quite difficult, the researcher would give reward to the students who can answer the question correctly, but the researcher would give punishment if they make trouble. In teaching learning process, majority of the students joined the class enthusiastically.

All activities in this cycle run well. According to the researcher, it caused with their interesting play the game using spelling games. They like to receive the reward and afraid with punishment if they made trouble in the class.

In the last meeting, there was cycle III. The average result was 83.0 it was higher than result in cycle I. It showed that there was some significant improvement in students' achievement.

The researcher felt that the implementation of spelling games as teaching media to improve young learners' mastery to teach English written spelling was successful. Because spelling games are interesting teaching media to the students and a great way to present, practice, and spell the word, especially in written spelling, because beside they spell the word they must know how to write. So, spelling games are helpful in the process of learning English spelling.

D. Spelling Games to Improve Student's Attitude Performance

In general the students like playing games. A game is one media to know how far they can spell well. By using spelling games (erasing word, jumbled word, crossword puzzle) as a means for teaching spelling, it has moral values like, they will feel that they are not an object of teaching learning process but they will be active as participant understanding about game and they will be motivated to learn English.

Spelling games can be played with some games. It depends on creativity of the teacher. The teacher can play some interesting games using spelling games to the students. The result, the students will be fun and enjoy in learning. They felt close with their culture, and they did not have feel bored in teaching learning process.

When the students have been interested with spelling games, and like to study with spelling games, it will stimulate them to study English and help the students who have difficult in spelling English. But the teacher also must give motivation to the students in order to learn English well.

It can be shown that the data analyzes result of the student's successful indicator of observation in classroom action research with first graders on MTs Negeri 2 Kudus in the academic year 2009/2010 that have been done by the researcher as follow:

Table 9
Score observations every cycle

No	Indicators	Score each cycle		
		Cycle I	Cycle II	Cycle III
1	Students are enthusiastic in using this technique.	Half	Many	Majority
2	Students show curiosity by asking questions.	Few	Half	Half
3	Students' participation toward teacher's explanation.	Half	Half	Many
4	Students are active during learning and teaching process.	Half	Many	Majority
5	Students' seriousness in understanding the material.	Half	Half	Many
6	Students answer teachers' questions.	Few	Half	Half
7	Students cooperate with their groups.	Half	Many	Many

Based on the result of observation above, it can be said that spelling games is interesting teaching media to the students. Children are enthusiastic when they are taught using spelling games and fun activities. Spelling games can reduce their boredom and defeat their feeling of sleepy, and spelling games can give stimulate to the students who have low motivation in learning especially to the students who have difficult in spelling English.