

CHAPTER II

THEORITICAL REVIEW

A. Teaching

Teaching is a process significant interaction between students and teacher in explaining a material. Teaching is always developed in every time, so there is no precise definition of teaching which cover all sides. However, numerous definition of the term have been generated from the way people actually teach.

Very important for the teachers to be able to communicate effectively because not only they have to communicate with the students, but also with the parents of their students as well as the colleagues. Teaching process will be ineffective if the teachers cannot communicate well.¹ Teachers may expect students to participate actively in learning by using their target language.²

According to Vaneeta, Teaching is only one of an academics roles, each of which competes for time and priority. Yet these roles do not exist in isolation. They overlap and influence each other. The teaching role of academics is coloured by their role as a researcher, scholar, administrator, manager, and

¹ Titin Meiti Ade Chendrakasih, "Language And Communication in Classrooms for Effective Teaching Process", English Studies Journal, Vol. 8, No. 2, (July-December, 2015). p223

² Kheryadi,"THE IMPLEMENTATION OF "WHATSAPP" AS A MEDIA OF ENGLISH LANGUAGE TEACHING", English Studies Journal, Vol. 10, No. 2, (July-December, 2017). p10

adviser to students.³ Teaching is an academics role to help learning process, activity to share knowledge with teacher-student or student-teacher

Teaching is more than a set of methods. Teaching well means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between direct instruction and orchestrating the activities of individuals and groups of students. It means developing students skills and strategies for learning, at the same time they learn the content of the curriculum.⁴

The process of teaching a foreign language is a complex one: as with many other subjects, it has necessarily to be broken down into components for purpose of study.⁵

Based on the statement above, teaching is an academic role help students learn how to do things. This is more than a set of methods to develop students' skills and strategies for learning. This is to give students knowledge or to change students' ideas.

³ Vaneeta D Andrea & David Gosling, *Improving Teaching and Learning in Higher Education, Awhole instruction approach*, (New York, Two Penn Plaza, 2005), p 2

⁴ Alan Crowford ,et all, "TEACHING AND LEARNING STRATEGIES FOR THE THINKING CLASSROOM", (NY, International inc, 2005), p 10

⁵ Penny UR, "A Course in Language Teaching-Practice and theory", (UK, Cambridge University Press, 2009), p10

B. Pronunciation

1. Definition of Pronunciation

Pronunciation is one of important aspects in English and components of oral communication. This focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicates that there is a threshold level of pronunciation for nonnative speakers of English.⁶

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Pronunciation is a production or speech for communication. In this case, pronunciation consists of organized sounds that are produced by the air that gets through the organ of articulation. In order to master English as a foreign language, these are system in speaking and listening. In every language there is variety.

Pronunciation is a much more important and pervasive feature of communication than is generally recognized. It is the crucial starting point

⁶ Marianne Celce, et all, "Teaching Pronunciation", (New York, Cambridge University, 2006), p 7

for all spoken language, since thoughts must be articulated in sound in order to be heard and so to become a message that can be communicated to another person.⁷

Pronunciation lesson should be planned well if the teachers want the pronunciation teaching learning process run successfully. There are a number of alternatives of teaching pronunciation to choose, one of them is integrated teaching. This kind of teaching focuses on pronunciation issues as an integral part of a lesson. In the integrated teaching, pronunciation forms an essential part of the language analysis and the planning process, and language presentation and practice within the lesson.⁸

Based on the above statement , explaining the pronunciation can be produced through sound, by speaking out it can produce the words to be conveyed, and by learning the pronunciation correctly it will make students more aware of the wrongs and truths of speech, and can pronounce themselves properly and correctly.

⁷ Martha C. Pennington, and Pamela, "English Pronunciation Teaching and Research", (UK, Palgrave Macmillan, 2019), p1

⁸ Ila Amalia, "Integrated Lesson in Teaching Oral Skill", English Studies Journal, Vol.12, No.1, (January-June, 2019). p45

The pronunciation also refers to the sound of production from the words we use in language to communicate with others. This method can make it easier for someone to speak by reciting the Word correctly.

2. Phonetics and Phonology

The study of pronunciation consist of two fields, namely Phonetic and Phonology. Phonetic refers to the study of speech sounds. A Phonetician usually works in one or more of the following area:

1. The anatomical, neurologika and physiological bases of speech.
2. The actions and movements of the speech organs in producing sounds.
3. The nature and acustics of the sound wave which transmit speech.
4. How speech is reveiced by the ears.
5. How speech is preveiced by the brain.

Phonetic is a wide-ranging field, and it's does not necessarily have a direct connection with the study of language itself. While the Phonetic disciplines listed above can be studied indenpendently of one another, they are clearly, connected: speech organs move to produce sounds, which travel on sound waves, which are reveiced by the ears and transmitted to the brain.

If phonetic deals with the physical reality of speech sounds, then phonology, on the other hand, is primarily concerned with how we interpret and sistematise sounds. Phonology deals with the system and pattern of the sounds which exist within particular language. The study of the phonology of English looks at the vowels, consonant, and suprasegmental feature of the language.⁹

3. Types of Pronunciation

a) Teaching Vowel

Vowels are made by voiced air passing through different mouth-shapes; the differences in the shapes of the mouth are caused by different positions of the tongue and of lips. It is easy to see and to feel the lip differences, but it is very diffecult to see or to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well. The actual sounds that you use for the English vowels are not so important as the differences that you make between them. There must be differences between the vowels, and that is what we will concentrate on.

Some suggestions for teaching strategies to use when students have problems pronouncing particular vowels:

⁹ Gerald Kelly, *“How to Teach Pronunciation”*, (UK, Person Education Limited, 2000), p 79

/i:/(eat), /u:/(you), /æ/(am), /ɔ:/{mom},/ɜ:/ (fur),/a:/(arm)

- Focus on lip position. Demonstrate that:

/i:/ {eat) has lips 'smiling'

/u:/ (you) has lips rounded and pushed forward.

/æ/ (am) has lips open

/ɔ:/ (more) has lips rounded and more open than /u:/

/ɜ:/ (fur) has lips relaxed/neutral

/a:/ (arm) has lips rounded and wide open.

Say the vowels silently; students try to guess which vowel you are 'saying' from lip position. Students could try this in pairs. Students alternate sounds to become aware of lip position. For example;

/i:/ vs /u:/: eeee - oooo - eeee - oooo - eeee - oooo

/ɔ:/ vs /ɜ:/ : orrrr - errrr - orrrr - errrr - orrrr - errrr

- To practise /a:/, ask students to produce the sound that doctors ask you to make when they want to look at your throat.

Long vowels /i:/ (eat), /u:/(you), /a:/ (arm), /ɔ:/ (more), /ɜ:/ (fur) vs

Short vowels /ɪ/(it), /e/(end), /æ/ (am), /ʌ/ (up), /ɒ/(stop), /ʊ/(would)

- Focus on vowel length and give a visual demonstration of this. Gradually open arms wider as you say eeeeeeeeeeat (eat) and contrast this with a much shorter, rapid arm movement as you say it.
- Students alternate sounds to become aware of different length. For example:

/i:/ vs /I/: eeee — i - eeee -l - eeee — i — eeee

/u:/ vs /ʊ/: oooo - u - oooo-U — oooo -u- oooo

Front vowels (made with the front part of the tongue near the front of the mouth)

/i:/ (eat), /e/ (end), /æ/(am) vs back vowels (made with the back of the tongue near the back part of the mouth)/u:/(you), /ɔ:/(more),/ɒ/ (stop)

Students alternate sounds to become aware of different tongue positions.

For example:

/i:/ vs/u:/: eeee-oooo-eeee-oooo-eeee

/e/ vs /ɔ:/: e - orrrr-e- orrrr-e- orrrr¹⁰

b) English consonants

According to Kelly (2000:47) consonants can be described in terms:

¹⁰ Martin Hewings, “Pronunciation Practice Activities”, (Cambridge University Press, 2004), p 42

1) The place of articulation

a. Labiodental

Sound which is articulated by the tip tongue against the upper teeth;

e.g. /f/

b. Dental

Sounds articulated by the tip tongue against the upper teeth. e.g. /ð

/.

c. Alveolar

Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/.

d. Palatals

Namely sounds articulated by the back of the tongue against the hard palate; e.g. /j/.

e. Velars

Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/.

f. Glottal

Namely sounds articulated in the glottis; e.g. /h/.

2) Manner of articulation

a. Plosive

A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released „explosively“, e.g. /p/ and /b/

b. Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /t_/ and /d_/

c. Fricative

When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/

d. Nasal

A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose, e.g. /m/ and /n/

e. Lateral

A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/.

f. Approximant

Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.¹¹

c) Teaching Diphthongs

According to Ramelan (1999 : 81) diphthong is a kind of vowel sound with a special feature; that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable.

Diphthongs /ai/(eye), /aʊ/(out), /ei/(day), /eə/fair), /iə/(ear).
/əʊ/(open). /ɔɪ/(boy). /ʊə/(sure)

- Separate the diphthong into its two parts, practise these separately, and then join them together. (Note that the separate components are not exactly the simple vowels used in English, so the vowels given below are an approximation.)

/ai/ (eye): /a:/ (arm) and /i:/ (eat)

/aʊ/ (out): /æ/ (am) and /u:/ (you)

/ei/ (day): /e/ (end) and /i:/ (eat)

/eə/ (air): /e/ (end) and /ə/ (ago) [or/ɜ:/ (fur)]

¹¹ Gerald Kelly, "How to Teach Pronunciation", (UK, Person Education Limited, 2000), p 47

/iə/ (ear): /i:/ (eat) and /ə/ (ago) [or /ɜ:/ (fur)]

/əʊ/ (open): /ə/ (ago) and /u:/ (you)

/ɔɪ/ (boy): /ɔ:/ (more) and /i:/ (eat)

/ʊə/ (sure): /u:/ (you) and /ə/ (ago) [or /ɜ:/ (fur)]

For example, students say or repeat:

aaaa — eeee - aaaa — eeee - aaee - aaee

to produce /aɪ/ (eye).¹²

According to Hewings (2004:3), The particular characteristics of English pronunciation are highlighted, together with important differences between English and other languages. Key terms, which are explained in this section and used in these activities:

a. Sound

The building blocks of pronunciation are the individual sounds, the vowels and consonants that go together to make words. These separate sounds are often referred to as phonemes, and pairs of words which differ by only one vowel or consonant sound (bit/pit, bit/but) are referred to as minimal pairs.

b. Syllables

¹² Martin Hewings, “Pronunciation Practice Activities”, (Cambridge University Press, 2004), p 44

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

[consonant(s)] + vowel + [consonant(s)]

This means that various combinations of vowels and consonants are possible:

- vowel only (e.g. in)
- consonant + vowel (e.g. in me)
- vowel + consonant (e.g. in eat)
- consonant + vowel + consonant (e.g. in bag).

c. Words

A word can be either a single syllable (e.g. cat, own) or a sequence of two or more syllables (e.g. window, about [two syllables]; lemonade [three], electricity [five]). When a word has more than one syllable, one of these syllables is stressed in relation to the other syllables in the word - that is, it is said with relatively more force or heard as being more emphatic - while other syllables are said to be unstressed.

d. Intonation

Intonation refers to the way the pitch of the voice falls or rise. Intonation is also used to show how discourse is divided up into sections. Important to remember that intonation works together with a wide range of other features of communication, including loudness, pitch range (wide or narrow), gesture and facial expression, to convey attitude.¹³

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

As the above explanation pronunciation has characteristics in learning so students can be smooth and correct in saying the word. Every learning does have a stage and a way to explain it, so that the student is more sure of what he is learning, without guessing it.

¹³ Ibid, p 3-7

4. Factors In Teaching Pronunciation.

There are many factors within the learners that may be affected their pronunciation. In this case, teachers must be aware in order the teaching process can run successfully. Below is a list of factors that teacher should consider.

1. **Native Language**, is the most influential factor affecting a learner's pronunciation.
2. **Age**, generally speaking, children under the age of puberty stand an excellent chance of sounding like a native, if they have continued exposure in authentic contexts.
3. **Exposure**, research seems to support the notion that the quality and intensity of exposure are more important than just length of time.
4. **Innate Phonetic Ability**, Often referred to as having an ear for language, some people manifest a Phonetic coding ability that others do not.
5. **Identity and Language Ego**, another influence is one's attitude toward speakers of the target language.

6. **Motivation and Concern for Good Pronunciation**, the extent to which learners' intrinsic Motivation drives them toward improvement, will be the strongest influence of all the factors in this list.¹⁴

5. Teaching and Learning Pronunciation

Teaching pronunciation involves a variety of challenges.¹⁵ Teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether. There are also psychological factors that affect the learning of pronunciation in ways that are not so true of studying grammar or vocabulary.

Based on statement above, teaching pronunciation is a challenging task with different objectives at each level. Pronunciation is a speech production in communication. Because pronunciation plays an important role in expressing who they are as speakers of English, which has further

¹⁴ Ila Amalia, "Teaching Pronunciation, beyond listen and repeat", English Studies Journal, Vol. 1, No. 2, (July-December, 2008), p34

¹⁵ Gilbert Judy, "Teaching Pronunciation Using the Prosody Pyramid", (New York, Cambridge University Press, p 1.

encouraged teaching pronunciation for adult learners of English. For example, there is an increasing awareness in our field about the importance of emotion, affect, collaborative dialogue, use of drama, and collaborative learning. Teaching various aspects of pronunciation helps students to express emotion and other social aspects of language, which are essential parts of communication. If students can improve their communicability in class, it can save them from possible difficult situations in the future.

5. Pronunciation Objective

Murcia (2006:329), The pronunciation objectives are:

- a. To comprehend and effectively use English sentence prominence and intonation patterns both in face-to-face interactions and over the telephon.
- b. To gain control over common word stress patterns and apply these to business and marketing terms, especially those describing electronic products
- c. To gain a command of the stress-timed rhythm of English
- d. To apply rules of connected speech (e.g., linking, vowel reduction) to spontaneous oral output

- e. To recognize and gain conscious control over specific vowel and consonant substitution patterns.¹⁶

The benefits of explanation above make it easier for students who are not used to hearing or speaking in a second language will definitely be confused when they communicate using English as a foreign language. Foreign languages will be easy to use if students usually use English for their language in communication.

C. Game

1. Definition of Game

According Becker (2017:1) says that Game is one of those words that's hard to define precisely in spite of the fact that everyone seems to be able to recognize a game when they see one. The other game definitions can now be said that the game is: Is interactive, has rules, has one or more goals, has a quantify able measure of progress (or success), has a recognizable ending usually.¹⁷

According to Andrew, Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and

¹⁶ Marianne Celce, et all, "Teaching Pronunciation", (New York, Cambridge University, 2006), p329

¹⁷ Katrin Becker, "Choosing and Using Digital Games in the Classroom, A practice guide", (Canada, mount royal University, 2017), p 4-5

usually interact with others.¹⁸ Usually, learning activities can affect student concentration and understanding, so games can be one way for students to be easier and enjoy learning.

Based on the statement above, Game is one of to teaching interacting and can increase the progress of one's knowledge. So, games are often used as learning methods in class. And game is fun activity with rules and a goal and teaching learning process more interesting so that students enjoy the materials.

2. Suggestions for the Use of Games

Recent brain research shows the importance of both mental and physical activity to enhance memory and the learning process. Suggestions for optimal results with the use of these games:

Be prepared. It's been said that the three most important parts of any presentation are (1) preparation, (2) preparation, and, of course, (3) preparation! It's also been joked that preparation makes up for a lack of talent.

¹⁸ Andrew Wright, et all, "Games for Language Learning, Third Edition", (NY, Cambridge University Press, 2006), p 1

Be brief. As already stated, make your point and move on. And remember, the games are always an added benefit, a fun way of imparting information. Don't let them be the main course. Certainly, a two- or three-minute get-acquainted activity at the beginning of a small-group get-together is a must (especially if the attendees don't know one another), but don't use too many too early.

Be purposeful. The old saying you can't get lost if you don't know where you're going may well be true, but it has no value in today's workplace. Each of the games herein has a specific goal or objective, clearly stated below the game's title.

Seek participation. This may sound trite, but if you want the involvement of the group, you'd best demonstrate that you can have fun too.

Be playful. This doesn't mean act like a stand-up comedian, but rather that it's OK to have some fun in your sessions. By letting people know this at the beginning of your program, you're already well on the way to establishing the rapport so critical with any group.¹⁹

¹⁹ Edward Scanell E & Carol Burnett A. "The big book of brain building games". (United States. Mc Graw Hill. 2010). p 12-13.

Based on the statement above, game is fun activity with rules and a goal and teaching learning process more interesting so that students enjoy the materials.

a.) Games in Society

There is reason to believe that games have in fact played a significant role in the evolution of human culture as well as cognition (Murray, 2006).²⁰

Theoretical culture which includes an understanding of the world in abstract terms and is based on externally stored memory systems. Games are an inherent part of culture, and an innate activity for mankind. Games are part of who we are, so it seems natural that we would also use games to teach.

b.) Games in Education

Although we have probably been using games to teach for thousands of years, the first organized efforts in formal training are thought to have begun around 1780 with Helwig's Game (Egenfeldt-Nielsen, 2005). While, In education, simulation games are usually

²⁰ Katrin Becker, "Choosing and Using Digital Games in the Classroom, A practice guide", (Canada, Mount Royal University, 2017), p 9

role-playing games, where the chief focus is on the interactions of the players (Dorn, 1989).²¹

3. The Concept of Game

Kramer (2000) stated that games is an activity which has rules, a goal, and competition as parts of its component and criteria. Byrne in Deeseri (2002) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

a. Kind of Spelling Games

Learning is remembering the review and recycling of new language items will be critical if students stand a chance of becoming readily accessible in long-term memory. Dwi arumningsih in her thesis, There are kind of spelling games as follows:

²¹ Ibid, p 10-11

1) ***Scramble Slam***

The game consist of simple set of playing cards with one letter printed on the front and back of each card. Starting with any four letter word, students add one letter at a time on top of one of the original four letters to create a new word. Modify the rules slightly and take turns going around the table to see if each person can create a new word with each of his turns.

2) ***Free From Scramble***

Each word must connect with one of the other words, and studentonly have the letter tiles which came in the game. Students may find it easier as well as more fun if they create their spelling word grid word with a partner.

3) ***Unscramble Eggs***

For each egg, put the letters to spell a vocabulary word (use letter tiles, plastic letters or whatever you have on hand) and shake to mix. Make one egg for spelling word for each team. Two teams then race relay style, each person opening one egg and putting the letters in the right order to make a vocabulary word. The first team to unscramble all their eggs is the winner.

4) *Spelling Pong*

Each cup should have a letter written on the bottom of it. Students take turns until each person is able to spell a word from the letters he has collected. Either race to see who can spell a word first, challenge students to make as many words as possible from the letters they earn.

5) *Spelling Bee*

Divide your class into two teams and have each team stand along an opposite wall of the classroom. Give one word at a time to each student, alternating teams. If the student spells the word correctly, she goes to the end of the line until her turn comes up again. If she spells the word incorrectly, she sits down. The last team standing wins. This game is a great way to review vocabulary or spelling words before a comprehensive test.

6) *Find the Vowels*

For each spelling word, write the word on one card minus the vowels in the word (for example "H-D"). On another card, write the vowels which complete that word (for example, "-EA-"). Students play the card game go fish style by matching the

spelling word with the vowels it needs to complete the word. You can add cards to the set as you add spelling words throughout the year.

7) ***Invisible Letters***

Each figure should have the same number of parts. The goal is to make your team's stick man invisible before the other team does. Give each team a word to spell. If they spell it correctly, erase one piece of the word correctly, leave the stick figure unchanged. Then repeat with two new words. The first team to make his invisible wins.

8) ***Magnetic Letters***

Using a magnetic board and a few sets of magnetic letters (available in most stores), see which player can create the most words in a set amount of time, around five minutes, from his set of letters. After the five minutes is up, check the words and explain any unfamiliar vocabulary. The person with the highest number of words wins the game.

9) *Word Search*

A word search is a fun way for students to review spelling words. Give each person a sheet of graph paper and have him write the spelling words in the grid before filling in the remaining boxes. Have students exchange their word searches and see who can find all the vocabulary words first.

10) *Spell Hopscotch*

Give each person a word to spell as she jumps through the boxes. If she spells the word wrong, she must repeat that word on her next turn. The first person to get through the entire board wins.

D. Spelling bee

1. Definition of Spelling bee

According to Pepper, spelling bee is a competition in which children, usually elementary school students, are asked to spell words in front of an audience. Purpose of spelling bee is to help students improve their spelling, increase their vocabulary, learn

concepts, and develop correct English usage that will help them all their lives.²²

Uranga (2003) defined Spelling Bee as a competition when a competitor who spells the word wrongly will be eliminated. Spelling Bee also called spelldown. Spelling Bee is not just about how to memorize and spell the letter of the word. It is considered a complicated thinking process.²³

Each Spelling Word is sometimes pronounced differently from how it is spelled. That is because all the sounds in these words are not always said. Sometimes people misspell words because they don't pronounce each sound. Sometimes, however, people misspell words because the correct pronunciation interferes with the correct spelling. In the word business, the vowel sound is often omitted. In the word paraphernalia, a consonant sound may be omitted.²⁴

²² Merriam Webster, "spell it! Tricks and Tips for Spelling Bee Success", (2018), p 1

²³ Anisa Rohmawati, "Spelling Bee In Teaching Vocabulary, jurnal of English and Education 2015, p

²⁴ Holt Rinehart and Winston, "Spelling Lessons and Activities", (United States, Owl Design, 2003),

According to Kumar, explains that she prepared by learning lots of specialized plant, food, and medical terms, highlighting the importance of a good memory to success in spelling.²⁵

Based on the statement above, bee spelling is more than just memorizing words or letters that form words, but this is a difficult process of thinking. Besides that, this is a good alternative game for practicing student spelling skills. Students participate more in class to find out what they write and say words correctly.

2. Application Spelling Bee Game

According to Ur Penny (1995) the rule of Spelling Bee Game is dictate ten words the students may have difficulty spelling, or that you have recently taught. The students write them down. You may wish the students to help each other, compare result and decide which spelling they think is right, before giving the correct answers.

Based on www.spelling-words-well.com (2011) in its article says, the rules Spelling Bee Game will be described as follows:

²⁵ Simon Horobin, "DOES SPELLING MATTER", (United Kingdom, Oxford, 2013), p 7

- a. The pronouncer announces the word to be spelled, he speaks slowly and clearly, without distorting the formal pronunciation of the word and he uses the word in sentence and says the word again.
- b. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
- c. When the speller sure understand the word, she pronounces it, spell it and then say the word again. She must say it loudly enough for the judge to hear it.
- d. The judge determines whether or not the word was spelled correctly.
- e. If the correct spelling was given, the speller remains in the game.
- f. If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of that word .Then the pronouncer reads a new word to the next speller.

3. Advantages of Spelling bee

McPherson (1987) stated one of the advantages of Spelling Bee is this game once was used as an activity or contest to motivate the students,

and it was perceived as an opportunity for good spellers to display the ability of memorizing words with correct spelling.²⁶

Kichura (2008) stated that Spelling Bee help students encourage their spelling words, as well as to learn how to compete with one another.

According to Ur Penny (1995) the rule of Spelling Bee Game is dictate ten words the students may have difficulty spelling, or that you have recently taught.

Based on the statement above, spelling bee is more than just memorizing words or letters that form words, but this is a difficult process of thinking. Besides that, this is a good alternative game for practicing student spelling skills. Students participate more in class to find out what they write and say words correctly.

Carol (2000: 5) stated that, By following a few simple procedures, you can make a dramatic improvement in your current spelling skills:

a. Pay attention as you read.

Take a good look at difficult words so you can see them in your mind when you need to. Like all skills, your visual memory

²⁶ Anisa Rohmawati, Spelling Bee In Teaching Vocabulary, jurnal of English and Education 2015, p 7

will improve as you continue to practice. In time there will be more words in your “memory bank” than in any computer spell-checker!

b. Take the time to master a few spelling rules.

Although there are many exceptions, the spelling of most English words follows predictable rules and patterns. The exercises in this book will help you become familiar with the sounds and spelling patterns of English.

c. Break long words into syllables; say the words aloud.

Listening closely to the different sounds in a word can help you figure out how to spell it. Spelling a long word part by part is easier than attacking the word as a whole.

d. Write out difficult words four or five times.

Monitor your handwriting as you practice spelling a word. Careless letter formation is often seen as an error in spelling. Legible handwriting shows respect for your reader and will also improve your grades.

e. Proofread, proofread, proofread.

Never consider your writing “finished” until you’ve carefully read it over for errors. The time it takes to correct your mistakes and rewrite, if necessary will pay off every time.

f. Cultivate the “dictionary habit”.

“Guesswork” always results in needless spelling errors. It only makes sense to keep a dictionary handy. Why take a chance when you need only a moment to be certain of how a word is spelled.

g. Keep a list of your personal spelling demons.

Each of us has his or her own “spelling demons” certain words that trip us up every time we use them. Experts recommend recording these words and keeping the list handy for quick reference.²⁷

²⁷ Carol Hegarty, “Spelling English in Context”, (United States, Saddleback, 2000), p 5

E. HYPOTHESIS

The hypothesis is a temporary answer to the research problem formulation, and the research problem formulation has been stated in the form of a question sentence. The formulation of research hypotheses is the third step in research, after researchers put forward the theoretical basis and frame of mind.

In this study, the hypothesis will be formulated:

Ho : The use of Spelling Bee game is not effective to improve students pronunciation at eighth grade students of MtsN 1 kota SERANG.

Ha : The use of Spelling Bee game effective to improve students pronunciation at eighth grade students of MTsN 1 kota SERANG.