

CHAPTER I

INTRODUCTION

This chapter provides general explanations of what the researcher will discuss which includes background of the study, problems of the research, objectives of the research, hypothesis of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

English is known to be a second language in several countries, but in the rest of the world consider English as a foreign language (Broughton, G., Brumfit, C., Pincas, A., Flavell, R., & Hill, R., 2002, p. 6). In this case, Indonesia also considers English as a foreign language. Thus, the objective of English teaching in Indonesia is to equip students with language skills where they are able to read, write, speak, and understand English (Mistar, 2014). In other words, learning English is intended to facilitate students learning how to communicate English well, both oral and written. Furthermore, according to *Surat Keputusan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi nomor 008 tahun 2022*, the objective of English learning contained in the *Kurikulum Merdeka*, especially in phase B, is that students are able to interact using simple English.

Thus, the role of vocabulary in learning English as a foreign language cannot be avoided. Mastering vocabulary means students have a comprehensive understanding of vocabulary which includes meaning, spoken form, written form, grammatical behavior, word derivation, collocations of words, word lists - spoken and written, connotations or associations of words, and word frequency

(Thornbury, 2002, p. 16). Since vocabulary is the first thing that Indonesian learners need to master in order to achieve the purpose of learning English in Indonesia. The students are intended to master receptive and productive vocabulary. Those types of vocabulary imply recognizing and using the words (San Mateo-Valdehita & Criado de Diego, 2021, p. 38).

According to the researcher finding in elementary school. The researcher found that the students' vocabulary acquisition is still below the expected level. This phenomenon can be attributed to several factors, for instance, a deficiency in vocabulary enrichment or practice at home can make problem in vocabulary mastery (Afidah, 2021, p. 28). Then, the insufficient reading English literature like dictionary also make student are less able to mastering vocabulary (Yunita & Komsu, 2023, p. 23). Then, unregulated media and technology also become the problem for the students. Culén and Gasparini (2012, as cited in Alhumaid, 2019) added that the use of technology by young learner is accompanied by technical problem, for instance, distraction (p. 16). These problem also accompanied by the difficulties in teaching process.

Moreover, teaching vocabulary is not an easy task for the teacher. There are several difficulties in vocabulary learning among the students. First, the students often afraid to use and develop their vocabulary capability (Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z., 2017, p. 129). Second, the students feel that teacher explanation is unclear which makes them do not understand. In addition, teacher's technique in teaching vocabulary is bored (Reskiawan, B., Andas, N. H., & Hajra, H., 2020, p. 46).

Furthermore, for the purpose of dealing with this situation, teacher should use different strategies and method in teaching vocabulary to the students. Teacher can improve and develop students vocabularies by using game (Chairunisa, 2022, p. 41). One of the games that can be used in teaching process is Spelling Bee Game. Spelling Bee is an activity in the form of a competition that can provide education to participants in spelling vocabulary according to certain rules (Bagustian, 2023; Chairunisa, 2022; Kamali, W., Aliwutun, A., & Duyo, R. R., 2022). This method has an influence on students' English macro skills that are writing, listening and speaking in teaching English (Chairunisa, 2022, p. 41).

Moreover, there are several researches about Spelling Bee in teaching Vocabulary. Chairunisa (2022) mentioned in her research on junior high school students using a questionnaires, according to students' respon related to Spelling Bee and learning vocabulary that Spelling Bee is useful in teaching process in order to mastering vocabulary. In addition, Dewanti (2022) and Bagustian (2023) in their experimental research on junior high school students, they said that Spelling Bee in teaching vocabulary gives positive impact to the students' vocabulary. Thus, This research focuses on finding the effectiveness of Spelling Bee in teaching vocabulary, especially in elementary school. Therefore, the researcher conducted quantitative research with quasi-experimental design entitled **“The Effectiveness of Spelling Bee in Teaching Vocabulary at Elementary School”**.

B. Problem of the Research

According to the background of the research above, the problem of study is formulated as follows:

“Is there any significant difference between the students who are taught by using Spelling Bee and the students who are taught by using Lecturing method?”

C. Objective of the Research

According to the formulation of the problem above, the objective of the research is to find out whether there is any significant difference between the students who are taught by using Spelling Bee and the students who are taught by using Lecturing method.

D. Hypothesis of the Research

1. Null hypothesis:

There is no significant difference between the students who are taught by using Spelling Bee and the students who are taught by using Lecturing method.

2. Alternative hypothesis:

There is a significant difference between the students who are taught by using Spelling Bee and the students who are taught by using Lecturing method.

E. Significance of the Research

The researcher expects that the results of this study could give some contributions. For students, this study can be used as motivation to learn vocabulary by using Spelling Bee in the learning process in fun way. For the teacher, this study can add an additional alternative method for the teacher to teach the students by conducting Spelling Bee especially in teaching vocabulary. For future researchers, this research can be used as a reference and source of information that can be used when conducting similar research, especially related to the implementation of Spelling Bee in teaching vocabulary.

F. Scope and Limitation of the Research

The scope of the research is about Spelling Bee. In this case, the implementation of Spelling Bee game is done in teaching vocabulary. Hatch and Brown (as cited in Alqahtani, 2015) categorized vocabulary into two kinds. They are receptive and productive vocabulary. However, in order to conduct this research optimally, the researcher limits the research to receptive vocabulary because this is in line with the curriculum used by the research subject that is elementary school student in the fourth grade.

G. The definition of Key Terms

The definition of key terms are as follows:

1. Vocabulary

Vocabulary is a collection of letters or words that have meaning and it is used for communication.

2. Receptive Vocabulary

Receptive vocabulary involves recognizing the word form and meaning. For example, recognizing the word form of family consists of letters F-A-M-I-L-Y to form the word "FAMILY"

3. Spelling Bee

Spelling bee is a game related to vocabulary by spelling several words that have been provided with certain rules.

4. Lecturing

Teaching method in which a teacher or lecturer verbally imparts explanations, information, or knowledge to students or learners. In general, lecturing takes the form of a speech or lecture delivered in front of a class or audience.

5. Teaching Vocabulary in *Kurikulum Merdeka*

Teaching vocabulary in the *Kurikulum Merdeka*, especially at elementary level, using thematic concepts that introduces vocabulary to students based on certain themes.

6. Teaching to Young Learner

Teaching specifically designed to meet the learning needs of young learner at early stages of development. This involves teaching strategies and methods that suit the characteristics and needs of young learners.