

**THE EFFECTIVENESS OF USING “WORD CLUB” SPELLING BEE GAME
APPLICATION TO IMPROVE STUDENTS’ VOCABULARY MASTERY FOR 7TH
GRADERS**

THESIS

Presented to
State Islamic Institute of Kediri
in Partial Fulfillment of the Requirements
For the Degree of Sarjana in English Language Education



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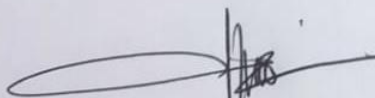
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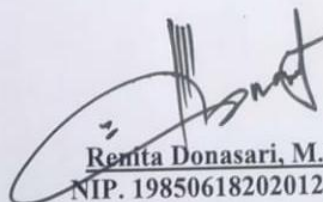
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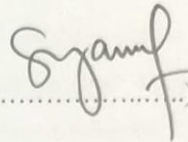
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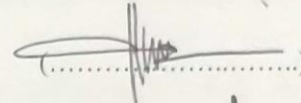
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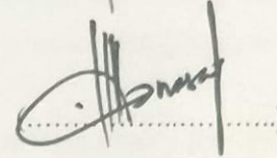
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DEDICATION

I wholeheartedly dedicate this thesis to:

1. All praise be to Allah SWT, the Most Gracious and the Most Merciful, who has granted me the strength, patience, and guidance throughout this journey. Without His divine mercy and blessings, completing this thesis would not have been possible.
2. My beloved parents, Moch. Muarifin and Siti Kanipiyah who have been the greatest source of love, strength, and inspiration in my life. Their endless prayers, unconditional support, and sacrifices have been the foundation of my success. Every step I have taken is because of their encouragement and belief in me. May Allah always bless them with good health and happiness.
3. All of beloved lecturers and my advisors at IAIN kediri, for their sincere guidance, patience, and knowledge throughout this research process. Their insightful feedback and encouragement have helped me grow academically and personally. Thank you for believing in my potential and challenging me to do better.
4. Mrs. Mining Wahyudi S.Pd. as the supervising teacher at SMPN 1 Pace who has supported me also helped me during my thesis research. Thank you very much
5. All of my friends, who stood by me through the ups and downs, provided support during difficult times, and shared moments of laughter and stress throughout this academic journey. Thank you for making this journey meaningful.
6. And lastly, to myself, for enduring the long nights, self-doubt, and challenges that came along the way. This thesis is a reminder that perseverance, prayer, and determination can turn a goal into reality.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

All praise and gratitude are due to Allah SWT, the Most Gracious and the Most Compassionate, for His continuous mercy and blessings throughout the entire process of completing this thesis. Peace and salutations are also extended to the Prophet Muhammad SAW, who has guided us from ignorance toward enlightenment. This thesis is submitted to the English Language Education Department, Faculty of Education and Teacher Training, at IAIN Kediri as part of the requirements for obtaining a bachelor's degree.

On this occasion, the researcher would like to express heartfelt appreciation to all individuals who have contributed directly or indirectly to the completion of this thesis. With sincere respect, the researcher would like to acknowledge the following honorable individuals:

1. Prof. Dr. H. Wahidul Anam, M.Ag, the Rector of State Institute for Islamic Studies (IAIN) Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., the Dean of Education Faculty, State Institute for Islamic Studies (IAIN) Kediri.
3. Nur Afifi, M.App Ling, Ph.D, the Head of English Department, State Institute for Islamic Studies (IAIN) Kediri.
4. Mohammad Muhyidin, M.Pd. and Renita Donasari, M.Pd., my esteemed advisors, for their unwavering support, constructive feedback, and valuable advice throughout the writing of this thesis.
5. All the lecturers of IAIN Kediri, particularly those from the English Department, for their dedication in sharing their expertise in English education, which has been essential to the completion of this research.

To all my dear friends at IAIN Kediri, thank you for being part of this long and memorable academic path. I truly hope that this thesis will be of benefit to others.

MOTTO

"Education is the most powerful weapon which you can use to change the world."

-Nelson Mandela

"Mission Accomplished..."

-Heero Yuy, *Mobile Suit Gundam Wing*

ABSTRACT

Pramana, M. H. (2025). *The Effectiveness of Using “Word Club” Spelling Bee Game Application to Improve Students’ Vocabulary Mastery for 7th Graders*. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors (I) Mohammad Muhyidin, M. Pd., (II) Renita Donasari, M.Pd.

Keywords: *Digital learning, Quasi-Experimental Design, Spelling Bee, Vocabulary Mastery, Word Club App.*

This vocabulary plays a crucial role in mastering English as it supports the development of listening, speaking, reading, and writing skills. Students often face challenges in vocabulary acquisition, which can hinder their ability to comprehend and use language effectively. This study was conducted to determine whether the use of the Word Club Spelling Bee game application is effective in improving vocabulary mastery among seventh-grade students at SMPN 1 Pace. The objective of this research is to examine the difference in students' vocabulary mastery between those who were taught using the Word Club application and those who were taught using traditional spelling methods.

This research employed a quantitative approach using a quasi-experimental design. The sample consisted of two classes selected using a non-probability sampling technique, specifically purposive sampling, based on specific considerations determined by the English teacher. Class 7B as the experimental group, which received treatment through the Word Club Spelling Bee app, and class 7C as the control group, which used traditional spelling bee and vocabulary games with printed materials. Experimental group consisted of 31 students. Meanwhile, Control group consisted of 32 students. The data were collected through pre-tests and post-tests and were analyzed using SPSS version 27, including the ANCOVA statistical test to control for pre-test score differences.

The findings revealed a significant improvement in the experimental group's vocabulary scores compared to the control group. The mean pre-test score of the experimental group was 63.16, which increased to 86.39 in the post-test. In comparison, the control group's mean score improved from 54.19 to 74.00. This suggests that students who were taught using the *Word Club* Spelling Bee application demonstrated better vocabulary mastery than those who received traditional instruction. The ANCOVA result showed a significance value of 0.000, which is lower than the threshold of 0.05, indicating that the difference was statistically significant. This confirms that the use of the *Word Club* app had a meaningful impact on students' vocabulary learning outcomes. These results are in line with various previous studies that highlight the benefits of integrating game-based and digital media into vocabulary instruction, especially for improving learner engagement, retention, and motivation. In conclusion, *Word Club* app is effective

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