

**THE EFFECT OF WORD SPELLING GAMES ON THE SEVENTH
GRADE STUDENTS' WRITING ABILITY AT SMP
MUHAMMADIYAH 2 KALISAT JEMBER
IN THE 2015/2016 ACADEMIC YEAR**

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ABSTRACT

Writing is one of the important skills in teaching English. In this research, the students especially class VII have difficulties in writing. Based on the problem above, it was important to overcome the student problems, so that the students writing ability could be improved. It is a suitable strategy in teaching writing used of spelling games.

The problem in this research is “Does using spelling games have any significant effect on the seventh grade students’ writing ability at SMP Muhammadiyah 2 Kalisat in 2015/2016 academic year?”.

The purpose of this study is to investigate whether there is or not significant effect of using spelling games on the seventh grade students’ writing ability at SMP Muhammadiyah 2 Kalisat in 2015/2016 academic year.

The kind of this research is experimental research. The design of this research is randomized control group pre-test and post test design. To collecting the data.

The result is by using spelling games can give a significant effect, because can improve the students’ writing ability. Because by using spelling games the students can observe, listen, and look the process that the teacher was shown directly. So that, the students more understand about the lesson.

Key Words: Writing Ability and Spelling Games

ABSTRAK

Menulis adalah salah satu keterampilan penting dalam mengajar bahasa Inggris. Dalam penelitian ini, siswa khususnya kelas VII mengalami kesulitan dalam menulis. Berdasarkan permasalahan di atas, itu penting untuk mengatasi masalah siswa, sehingga siswa kemampuan menulis dapat ditingkatkan. Ini adalah strategi yang cocok dalam pengajaran menulis digunakan dari permainan ejaan.

Masalah dalam penelitian ini adalah "Apakah menggunakan permainan ejaan memiliki dampak yang signifikan terhadap kemampuan menulis ketujuh siswa kelas di SMP Muhammadiyah 2 Kalisat di 2015/2016 tahun akademik?".

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak pengaruh signifikan dari menggunakan game ejaan pada kemampuan menulis ketujuh siswa kelas di SMP Muhammadiyah 2 Kalisat di 2015/2016 tahun akademik. Jenis penelitian ini adalah penelitian eksperimental. Desain penelitian ini adalah kelompok kontrol acak pre-test dan post desain uji. Untuk mengumpulkan data.

Hasilnya adalah dengan menggunakan permainan ejaan dapat memberikan efek yang signifikan, karena dapat meningkatkan kemampuan menulis siswa. Karena dengan menggunakan permainan ejaan siswa dapat mengamati, mendengarkan, dan melihat proses yang guru ditunjukkan langsung. Sehingga, para siswa lebih memahami tentang pelajaran.

Kata kunci: Kemampuan Menulis dan Permainan Ejaan

INTRODUCTION

In learning English there are four skills that must be mastered by students, there are listening, speaking, reading and writing. Writing is generally known as a way to communicate by expressing feelings or minds in written form to give information to readers. To write well, a writer must have good capabilities in writing process and aspects of writing. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004:3). Writing is frequently usefull as preparation for some other activity, in particular when students write sentences as materials for discussion activities. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.

A writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well and also to arrange their writing into cohesive and coherent paragraphs and texts. Considering the abilities that should be fulfilled by a good writer, learners usually get difficulties in writing, such as in vocabulary and grammar.

Word spelling is one the important aspects in writing. However, most students still make many mistakes in writing English words. Words are often not pronounced as one might expect from their spelling (Harmer, 2007:43). Actually, not only the students who make many mistakes and have problems with spelling words but the native speaker also have problem with spelling correctly. One of the main reasons for this problem is that so many English words are not spelled as they are spoken. This differences between pronunciation and spelling that causes a lot of confusion. According to Harmer (2004: 46), “English spelling rules do often have exceptions but these only applied to a small number of individual words”.

The research focuses on investigating the effect of word spelling games on the seventh grade students’ writing ability at SMP Muhammadiyah 2 Kalisat in the academic year 2015/2016.

RESEARCH METHOD

The kind of the research is experimental research in which it aims to investigate the effect of word spelling games on the students’ writing ability. Arikunto (2006:3) states that experimental research is the way to look for the relation cause and effect between two variables. In addition, Suryabrata (2004:88) says that experimental research is a research which involves a study to see an effect of one variable to other variable by giving treatment for experimental group. Furthermore, the researcher takes both two classes and divided both of them into experimental group and control group, whereas class A as the control group and class B as the experimental group. The variables of this research are Word Spelling Games as the independent variable and Writing Ability as the dependent variable.

RESULT AND DISCUSSION

RESULT

This research was conducted from May 31th 2016 until June 4th 2016.. The data of this research are about the effect of Word Spelling Games on the students’ writing ability.

The data of the research had been collected by using a test. The test consisted of 25 items. The post test had been administered as soon as giving treatment to the experimental group by using Word Spelling Games and there is no treatment anymore for control group, it was given test for both group as post-test. The total score of post-test result of experimental group was 432. The total score of post-test result of control group was 378.

From those deviation, the data was analyze, and the mean score of experimental group was 18. 782 and the deviation score was 59. 913 while the mean score of control group was 16. 434 and the deviation score was 231. 652 (*see appendix 21*).

Based on the description above, the calculation was calculated by t-test formula, it can be known that the statistical value of t-test is 2.02, whereas t-table at

5% significant level for $df = 44$ was 2.02. it means that the value of t-test in this research was higher than value of the t-table ($3.09 > 2.02$) (see appendix 21).

DISCUSSION

Based on the result of the test analysis in the problem of the research in chapter IV, the value of t-test was higher than the value of t-table ($3.70 > 2.02$). It showed that the null hypothesis (H_0) was rejected. And the alternative hypothesis (H_a) was accepted. It could be happened because the Word Spelling Games as the alternative in teaching and learning process.

The purpose of learning English is to master the four language skills, they are listening, reading, speaking and writing. Writing is one of the important skill to learning English because almost all human beings grow up speaking as their first language and their second or third language of course writing has to be taught. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. Besides that, (Depdiknas, 2004:11) states that one of the objectives of teaching English is developing the ability of communication in the target language (English), in the spoken and written form. Writing helps someone to express their idea, feeling and thought which may be cannot say directly on a paper accurately. Concerning with this, it can be said that writing English word needs special attention in English teaching and learning by giving more writing English word in the classroom.

Word are important to make learners to communicate in the target language. Someone would not be able to express his/her idea either in oral or written form easily without having sufficient words. Because teaching English word is not apart from vocabulary, this research focuses on the students writing English word dealing with noun, verb and adjective.

Teaching writing English word does not only teach about the meaning of the word, but also including the spelling, pronunciation and the usage. The researcher knows that using Word Spelling Games is one of the alternative way that can be used to make teaching and learning interesting, fun and enjoyable because it invite the students to work together in the group and build the compactness with the group. Clarke (2007) states that word spelling games are an excellent way to teach the basic of spelling. They are both educational and fun. By using word spelling games, the students also could be simple and easy to understand about the lesson.

There are two games that researcher use in this research, they are Hangman and Jumbled Letters. Hangman is a game that requires the group of the students to guess a letters of the word based on the dashes and the clues that given by the teacher. Jumbled letters is a simple word puzzle and in this games requires the students to arrange the jumbled letters into the correct word.

From those spelling games above, the researcher found the fact that there are differences between experimental and control group. The students in experimental group (I A) that was taught by using word spelling games and the response of the students are interesting, and fun in teaching and learning process because they always want come forward to write the ansvere of question on the black board. They also

could be active in the class and build the compactness in the group. In addition, the atmosphere at the class became lively and it makes them easier and clearly to understand the material.

In the other hand, in control group (I B) that taught by lecturing or discussing with only by using book as the teaching. They passive in the class and only listened the teacher's explanation without any responses. Moreover, they sometimes joke and talk with their friends, they seem bored in following the teaching and learning process in the classroom because they just have the same activity like usual.

The differences of the result score of post-test between experimental and control group can be seen in their result of the test (*see appendix 21*), where the students of experimental group that was taught by using word spelling games, they got better result than the control group that was taught without word spelling games.

From the differences between experimental and control group above, it showed that word spelling games is one of the way which can the teacher use to teach writing English word to the students because by using word spelling games they not only have better ability in writing but also they are able to pronounce words, increase their vocabulary, and use the words based on the grammatical function and correct spelling.

CONCLUSION AND SUGGESTION

CONCLUSION

From these experiments which were used by the researcher, word spelling games is one of the game that can the teacher use in teaching English, especially in teaching writing English word. Based on result of the data analysis, it is clear that the students' writing ability of experimental group which was taught by using word spelling games is higher than the control group that was taught without word spelling games.

It can be concluded that there is significant effect of word spelling games on the seventh grade students' writing ability at SMP Muhammadiyah 2 Kalisat in the academic year 2015/2016.

SUGGESTION

In line with conclusion of this research, some suggestion are necessary to be given to the English teacher, the students, and the other researchers as follows:

Realizing the effectiveness of word spelling games on the students' writing ability, the English teacher suggested to use this alternative way in teaching English especially in teaching writing English word. The use of word spelling games can motivate and help the students in learning English word. Students also will active in the communication with the teacher, so that the teaching will be more communicative and effective.

Based on the conclusion above, the English teacher, especially for SMP Muhammadiyah 2 Kalisat is hopefully expected to implement Word Spelling Games on the students' writing ability, especially on writing English word.

The students are suggested to be more actively and motivated through word spelling games. Because it can help their study English easily especially to understand English word.

1. In this research, only focus on the students writing. To the future researcher, hopefully to focus on the students sentences, grammar, pronunciation, etc.
2. This research was done Junior High School. Hopefully the future researcher can conduct the researcher to all level students.
3. This research is using Experimental research. Hopefully the future researcher, other research designs such as Classroom Action Research.

These results of the research are expected to give information for the future researchers when they want to conduct another research with similar problem using different aspects that not yet do in this research to develop the students' writing ability by using word spelling games.

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