

THE USE OF SPELLING BEE GAME TO IMPROVE STUDENTS MASTERY ON ENGLISH TENSES AT TOKDAMIYAH SCHOOL NARATHIWAT THAILAND IN THE 2017/2018 ACADEMIC YEAR

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Abstract

The design of the research is classroom action research. The research subject were the Mathayom 4 at Tokdamiyah school Narathiwat Southern Thailand. The number of students are 20. The result of the mastery on the English tenses test in cycle 1 showed that 14 students got ≥ 75 , and the percentage score is 70%, and the result of students' active participation in cycle 1 is 70% in the first meeting, and the percentage of the students who are active in the second meeting is 75%. It means the result of the research was not achieved the target. The researcher continued in the cycle 2 to fix the problem in previous cycle. In the cycle 2 there are 16 students who got ≥ 75 , and the percentage of students Mastery on English tenses was 80%, while the percentage of students' active participation in cycle 2 was 75% in the first meeting, and the percentage of the students who were active in the second meeting was 85%. It means that the target is achieved, and the students' understanding and active in cycle 2. Spelling Bee Game can improve the students tenses mastery test in teaching and learning process.

Key Words: Spelling Bee Game, Tenses Mastery, Active Participation

Introduction

Thailand government tries to improve the quality of English language teaching. This language has been taught in Mutawwasit/Mathayom 1-3, Sanawi/Mathayom 4-6. The goal of English teaching is mainly to prepare the students to have skills not only in spoken language (listening and speaking) but also in written language (reading and writing).

In order to make English teaching successful, we have to consider some factors such as quality of teachers,

students' interest, motivation, teaching technique and strategy, and teaching media which play important roles to achieve the objective of students' learning. In addition, curriculum becomes the important thing in teaching and learning process. It is considered as a main source for teachers to determine the ways to teach, what material to take, how much time allowed, and vocabulary items to be used in certain level of students.

Grammar is the rules in a language for changing the form of words and joining them into sentences (A S Hornby 2003.p.586). The study of grammar has had a long and important role in the history of second language and foreign language teaching. Grammar is use to analyze of a language system, and study of grammar not just considered an essential feature of language learning, but was thought to be sufficient for learners to actually acquire another language. It means that grammar is very important to learn. Grammar can make our language more systematic.

Grammar of the language is the rules that show how words are combined, arranged or changed to show certain kinds of meaning (Michael Swan.2005.p.xix). There are so many tenses in grammar. One of them is past tense . Simple past tense is tense that use to show the past event and past continous tense is formed from the past tense of be with the –ing form of verb . Every tense has different form and in using of verb. There are three forms of verb, they are verb 1, verb 2 and verb 3. Simple past tense used verb 2. Usually student feel difficult to understand tense is in using of verb, especially in irregular verb. Irregular verb doesn't have systematic form and it make student confused to remember the form of verb 2 or verb 3 in irregular form.

Method

Rahayu (2009) spelling bee game is a kind of competition where the competitors have to compate to spell words given correctly. Spelling bee is not only about memorizing, but also learn about introducing the clue like meaning, synonym, antonym, and also pronunciation. Spelling bee games focus to remember the words. So this game is very close with verbs. The purpose of this English spelling bee game is to help students enchance their skills in spelling and develop their correct English usage.

Based on the information which were obtained in interview on June 29th , 2018 and preliminary on June 30th , 2018, Mathayom 4 English teacher in Tokdamiyah School Thailand. This peliminary study was intended to know information concerning the English teaching and learning process in that school, especially in class X (Mathayom 4). The teacher said that most of the tenth grade students' had difficulties in mastering tenses, especially in simple past tense and past continous tense, and lack of vocabulary, their vocabulary still not good enough and some students do not know how to spell word correctly, in this case, the students' can not prooun word correctly because their tounge which mean that main language factor. Such as eij they pronoun heij and vi they will say wi

This classroom action research is conducted at Tokdamiyah school Narathiwat Thailand. In this research, the researcher collaborates with the English teacher of Mathayom 4 of Tokdamiyah school Narathiwat Thailand. The collaboration is focused on identifying and defining research problem, planning the action, carrying out the action of the research, class observation, and doing reflection. Classroom action research is famous of each cycle which consists of several stages.

The design of classroom action research is illustrated in the following diagram:

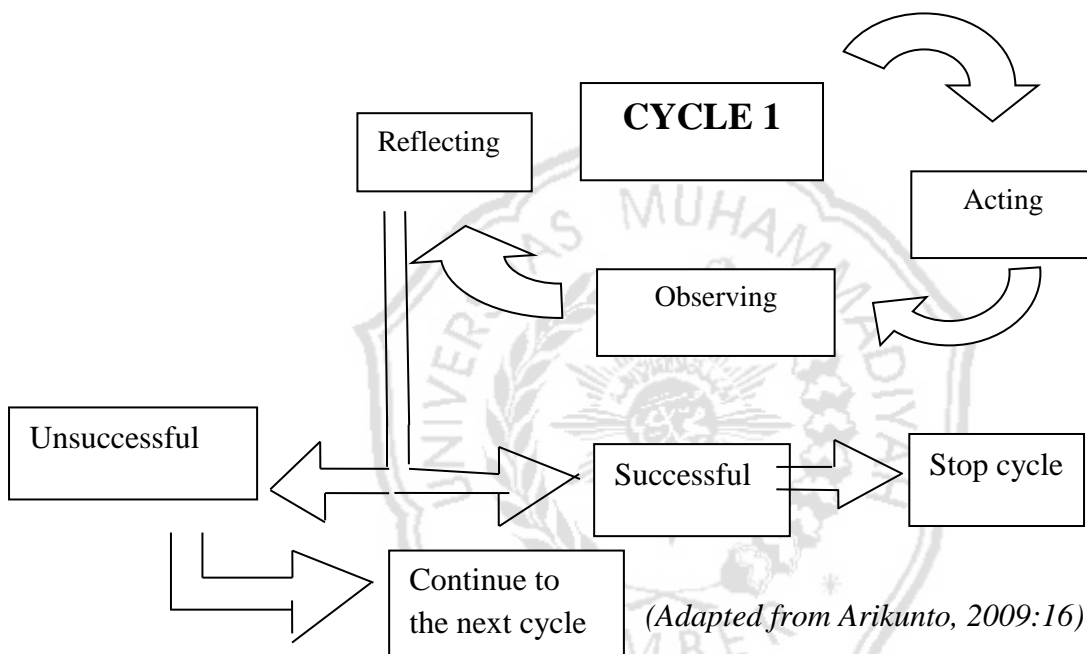
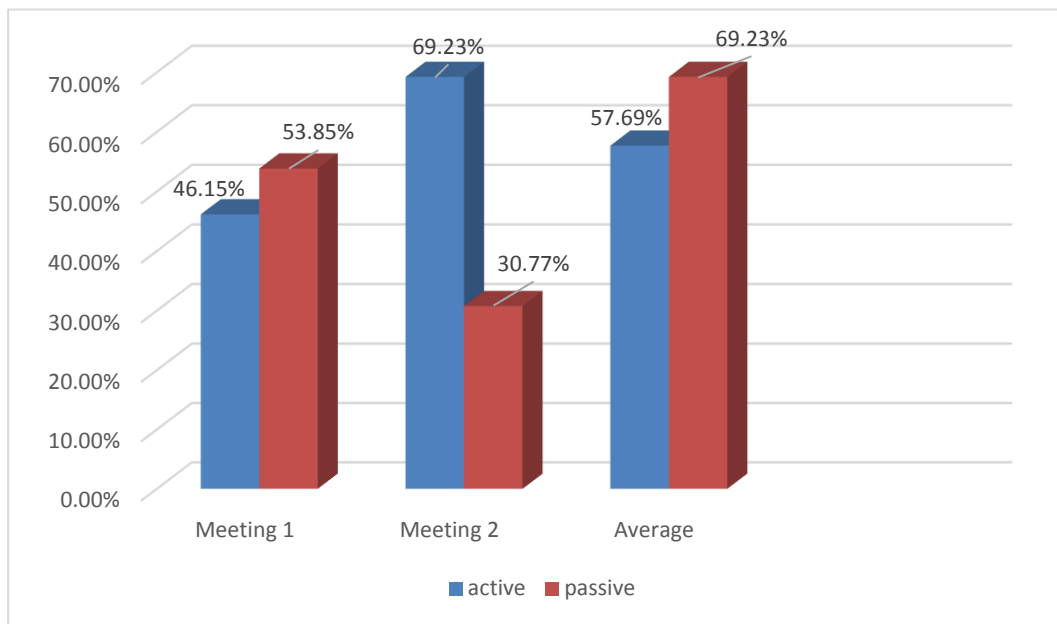


Table 4.3 The Results Tenses Test in Cycle 1

The Total Number of Students	The Total of Students Achievement	
	≤75	≥75
20	6	14
Average	30%	70%

Figure 4.3 The Average of Observation Checklist in Cycle1



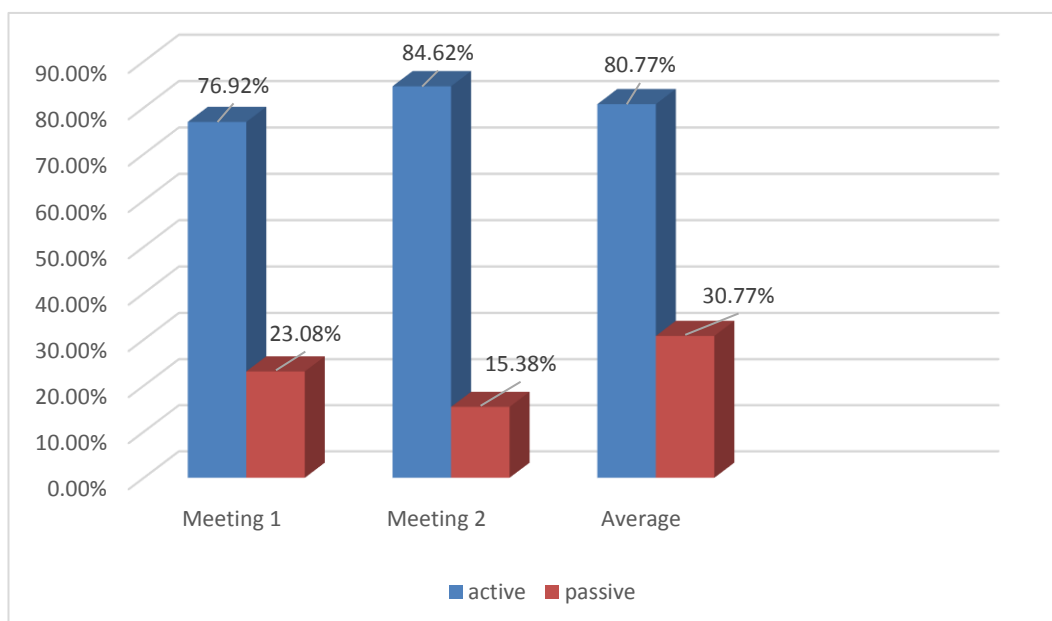
Then in cycle 2, the activities of teaching and learning process were revised. This action of the second cycle was conducted in three meetings, the first meeting was held on May 28, 2018 at 09.15-10.35 and the second meeting was held on May 30, 2018 09.15-10.35. and the

last meeting writing test was given on May 31, 2018 at 09.20-10.40 in cycle two. Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. So, this is the result of writing test and observation checklist ini cycle 2:

Table 4.3 The Results of Writing Test in Cycle 2

The Total Number of Students	The Total of Students Achievement	
	≤ 75	≥ 75
20	4	16
Average	20%	80

Figure 4.3 The Average of Observation Checklist for Cycle



Based on the description in each cycle of the research, it was got the percentage of mastery on English tenses test in cycle one there are 20 students who got \geq 75 and the percentage of the students score was 70%. It means, the requirement of the target score in this research had not been achieved the target, and the researcher were continue the research, because the students of Tokdamiyah school was not achieve the target of the research. it was found the percentage of students' active participation not reached the successful criteria of the action in the first meeting was 70%, and the percentage of the students who were active in the second meeting was the 75%, This

percentage achieved of the evaluation of result of observation that was, at least 75% students belonged to active students. Based on the result of cycle 1, the first meeting involved 14 active students from 20 students and, 6 passive students from 20 students. In the second meeting involved 15 active students from 20, and 5 passive students from 20 students. From here the researcher know if the students was active participation in the cycle 1, in the meeting 2. From the result of the calculation above, it was found the percentage of students' active participation not reached the successful criteria of the action in the first meeting was 75%, and the percentage of

the students who were active in the second meeting was the 85%, This percentage achieved of the evaluation of result of observation that was, at least 75% students belonged to active students. Based on the result of cycle 2, the first meeting involved 15 active students from 20 students and, 5

passive students from 20 students. In the second meeting involved 17 active students from 20, and 3 passive students from 20 students. From here the researcher know if the students was active participation in the cycle 1, in the meeting 2.

Conclusion

Based on the result, spelling bee game could improve the students mastery on English tenses at Tokdamiyah School in the 2017/2018 academic year.

Based on the result, spelling bee game also could improve the students active participation at Tokdamiyah School in the 2017/2018 academic year.

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