THE INFLUENCE OF "*SPELLING BEE*" TECHNIQUE TOWARD STUDENTS' PRONUNCIATION AT 7TH GRADE OF MTs NU 01 MAMBAUL HIKMAH TEGALWANGI IN THE ACADEMIC YEAR 2018/2019

THESIS

Presented to English Education Study Program, State Institute on Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for Below graduate Degree in English Education

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Assalamu'alaikum Wr. Wb.

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MOTTO

"Think straight and right"

DEDICATION

My beloved parents: Daisah (Mama) and Trisno (Bapak). Thanks for their endless and unconditional love, supports and prayers for my success. I would like to say, I deeply apologize and I love you more.

My beloved brothers: Abang Panji and Abang Bastian. Thanks for supporting and motivating, I love you so much.

My beloved brother abang Dayat. Thanks for your kindess and attention so I can finish my thesis well.

All of my all friends, advisors, and motivators whose name are not written in this thesis but you have been living in my deep memory, I just want to say thank you so much.

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Bismillahirahmanirahim

In the name of Allah, the beneficient and the merciful

All praise be to Allah the lord of the words for the blessing, the streght and guidence to the researcher in completing this research. Peace and blsessing from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions and his followers.

It is a percious thing that the researcher finally accomplishes my thesis entitled "**The Influence of "*Spelling Bee*" Technique toward Students' Pronunciation at Seventh Grade of MTs NU 01 Mambaul Hikmah Tegalwangi in The Academic Year 2018/2019**". It is presented to the faculty of Tarbiyah and Teacher Training, in a partial fulfillment of the requirenments for the degree of S.Pd. (S-1) in English Education.

In this opportunity, the researcher would like to remark the almost thanks from the deep of my heart to my beloved parents Trisno and Daisah who always support, motivate and pray for me to finish the study. Additionaly, the researcher would like to give the appreciation and gratitude to the advisor Dr. H. Fajar Hardoyono, S. Si. M. Sc. who have given the preciouos help, adviceand patience during the accomplishment process of this study. The researcher' gratitude and appreciation is also given to:

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4. Dr. Sumiarti, M. Ag., as the III Deputy Dean Faculty Tarbiyah and Teacher Training, State Institute on Islamic Studies (IAIN) Purwokerto

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17. Everyone who has contributed, motivated and helped the researcher to finish the study in IAIN Purwokerto.

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The researcher asked apologize to all of their name no mention it, the researcher only can pray for them. “may Allah bless them throughout their lives”. In addition, to all the readers, the researcher expected some criticisms and suggestions for the improvement ot this thesis.

Purwokerto, 29 Oktober 2019

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ABSTRACT

THE INFLUENCE OF "*SPELLING BEE*" TECHNIQUE TOWARD STUDENTS' PRONUNCIATION AT SEVENTH GRADE OF MTs NU 01 MAMBAUL HIKMAH TEGALWANGI IN THE ACADEMIC YEAR 2018/2019

Uswatun Khasanah
(1522404042)

Pronunciation is put on bottom list in English teaching-learning process, and students focused to learn grammar. The students at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi felt difficulties in spelling, pronounce moreover speaking in English. In this research, the researcher discussed about the influence of "*Spelling Bee*" technique toward students' pronunciation at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi.

The aim of the research was to know there was significant influence in using "*Spelling Bee*" technique to teach pronunciation. The researcher used the experimental method. The sample of the research was 63 students in seventh-grade which was consist of 32 female students of seventh E as experimental class and 31 female students of seventh D as control class then sampling technique used cluster random sampling.

The independent variable of this research was the "*Spelling Bee*" technique and the dependent variable was students' pronunciation. The instrument of the research used jumble letters and speaking test as pre-test and post-test which were analyzed using Microsoft excel.

The result of the research indicated that there was a significant difference between students' post-test in experimental class and control class. The mean score of the post-test in the experimental class was (71.806) while the score post-test in the control class was (23.306). Besides, the result of the t-test showed that t-stat (27.125) was higher than t-table (1.688) with a degree of freedom (df) = 36 as a result H_a was accepted and H_0 was rejected. It meant that the "*Spelling Bee*" technique had a significant influence in teaching pronunciation at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi in the academic year 2018/2019.

Keywords: ***Spelling Bee, Technique, Pronunciation.***

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ABSTRAK

THE INFLUENCE OF "*SPELLING BEE*" TECHNIQUE TOWARD STUDENTS' PRONUNCIATION AT SEVENTH GRADE OF MTs NU 01 MAMBAUL HIKMAH TEGALWANGI IN THE ACADEMIC YEAR 2018/2019

Uswatun Khasanah
(1522404042)

Dalam proses belajar dan mengajar bahasa Inggris, *pronunciation* selalu diabaikan dan siswa berfokus pada pembelajaran *grammar*. Siswa kelas tujuh di MTs NU 01 Mambaul Hikmah Tegalwangi merasa kesulitan dalam mengeja, mengucapkan atau bahkan dalam berbicara bahasa Inggris. Dalam penelitian ini mendiskusikan tentang pengaruh teknik "*Spelling Bee"* terhadap *pronunciation* siswa di kelas tujuh MTs NU 01 Mambaul Hikmah Tegalwangi.

Tujuan penelitian adalah untuk mengetahui apakah ada pengaruh yang siginifikan dalam menggunakan teknik *"Spelling Bee"* atau tidak dalam pembelajaran *pronunciation.* Peneliti menggunakan metode eksperimental. Sampel pada penelitian berjumlah 63 siswa di kelas tujuh yakni 30 siswi kelas 7E sebagai kelas eksperimental dan 31 siswi kelas 7D sebagai kelas kontrol dengan menggunakan *cluster random sampling* sebagai teknik sampling.

Variabel independen pada penelitian ini adalah teknik *"Spelling Bee"* dan variabel dependennya adalah *pronunciation* siswa. Sebagai instumen penelitian, peneliti menggunakan huruf acak dan tes berbicara sebagai pre-tes dan pos-tes yang dianalisis menggunakan Microsoft excel.

Hasil penelitian ini membuktikan bahwa ada perbedaan yang signifikan antara hasil pos-tes siswi di kelas eksperimental dan kelas kontrol. Nilai mean pos-tes di kelas eksperimental adalah (71.806) sementara nilai pos-tes di kelas control adalah (23.306). Disamping itu hasil uji t menunjukkan bahwa nilai t hitung (27.125) lebih besar dari t tabel (1.688) dengan derajat kebebasan (df) = 36, oleh karena itu H_a diterima H_0 ditolak. Hal ini berarti bahwa teknik *"Spelling Bee"* memiliki pengaruh yang signifikan dalam pembelajaran *pronunciation* di kelas tujuh MTs 01 NU Mambaul Hikmah Tegalwangi tahun ajaran 2018/2019.

Kata kunci : Spelling Bee, Teknik, Pronunciation.

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CHAPTER I
INTRODUCTION

A. Background of The Research

Today's global environment requires good communication skills in English which is the Lingua Franca and this requirement has increased the rate of English teaching and learning in all parts of the world. While the English learning and teaching facilities are increasing, the pursuit of high quality of teaching and the materials has also increased. Since the learners feel urgent need of accuracy and fluency in English communication, it created demand for the proper method of English teaching and learning. Along with English teaching variation method during the history of language teaching; the place of pronunciation has differed dramatically. For instance, Grammar Translation method where there is no attention for pronunciation. When in Direct Method started and the students listen and repeat the teacher's models, while in Audio Lingual Method, pronunciation is emphasized clearly. Pronunciation has been taught explicitly with lace and the manner of articulation of sounds and the supra-segmental features.

There are many things that English teachers need to fit into their limited class time grammar and vocabulary, speaking, listening, reading and writing skills. Pronunciation often gets pushed to the bottom of the list. Many teachers say there is not enough time to teach pronunciation. Students often think it is not important after all, it would not be tested on their final exam but, if students need or want to speak English understandably, pronunciation is important. The days when learners only needed reading and writing skills in English are passed. Many students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages. Even if their grammar and vocabulary are strong, if their pronunciation is not easy to understand, their communication would fail. We owe it to our students to give them the tools they will need to be able to communicate successfully in English.

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Almost English teachers get students to study grammar and vocabulary, practice some functional dialogues and take part in productive skills activities. One of the general objectives for foreign language teaching and learning is to teach the learners to be mastered in oral or written communication in the target language. In Indonesia, many students have a lot of problems when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. Many of English foreign learners have difficulties in pronunciation teaching process because of some factors. Kenworthy (1987: 4) mentioned several factors that influence students' pronunciation as follows: the native language, age, amount of exposure, phonetic ability attitude, identity, and motivation.

The cultural background of the learners also plays a crucial role in acquiring native-like pronunciation. The foreign learners can easily utilize the language they learn inappropriately under the effect of their mother tongue just because the first language is the inseparable part of their culture. Aktug (2015: 4) on his thesis found that although the participants have started their second language before puberty, they currently possess the same problems especially in pronunciation which is part of the productive skill. Consequently, the second language acquisition also influence on their accent as native mainly when the learners have been adult. That is why it is difficult to teach pronunciation because the foreign learners are varied and they are all influenced by their own mother tongue.

It similarly occurs in students of MTs NU 01 Mambaul Hikmah Tegalwangi. Accordingly, almost of students at seventh-grade in MTs NU 01 Mambaul Hikmah Tegalwangi have difficulties in pronouncing English for instance:

1. Students did not know how to pronounce the English alphabet well. English teacher of MTs NU 01 Mambaul Hikmah Tegalwangi has given the lesson in the first meeting about "The Introduction of Alphabet in English". When the researcher asked students to mention about alphabet clearly, Indonesia language as their mother tongue still influenced by many students there.

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2. The students still focused on how to read the word by text not how to read the word by the way their to pronounce that word, because they lacked vocabulary and they have a mindset that English was so difficult thus they only depended on their primary knowledge about English.
3. The students felt afraid to make a mistake when they studied English. In the other hand, curriculum 2013 of English lessons, students have to focus on speaking skills than grammar or writing. Especially when the teacher asked students to come forward in front of the class or just practiced conversation or speech. Students felt shy, anxiety and unmotivated.
4. The last factor was the teacher did not teach pronunciation in the teaching and learning process. The teaching method and technique of the teacher was so monotonous. It became students' bored when they learned English. Every meeting just learned by textbook, there were not improvised by using another technique, method or media in teaching and learning English process, while it needed an appropriate technique in teaching pronunciation.

In the other hand, the teachers have to be creative to create and improve teaching techniques, methods or instructional media thus students will be more interesting to learn English especially pronunciation.

Based on Kelly (2000: 14), he argued that the teaching method for pronunciation in Britain was Received Pronunciation (RP). There are many different accents within the variety known as British English and most of these give some clue as to the regional origins of the speaker. The accent was first described as “Received Pronunciation” by dialectologist A. J. Ellis in 1869. As a teacher the method one uses in the classroom will usually be close to the language one uses outside the classroom. While Roach (2009: 5) argued that the BBC is one of the methods in teaching pronunciation. BBC pronunciation is used in recent editions of the Cambridge English Pronouncing Dictionary. The BBC has an excellent pronunciation research unit to advice broadcasters on the pronunciation of difficult words or names, but most people are not aware that it has no power to make broadcasters use particular pronunciation; BBC broadcasters only use it on a voluntary basis.

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The role of English teachers also has to master and know about English teaching technique, especially in teaching pronunciation. Kelly (2000: 15) mentioned several techniques in teaching pronunciation as follow:

1. Drilling

   The teacher's main role in drilling is that of providing a model of the word, phrase, or structure for the students to copy. Drilling simply involves the teacher saying a word structure and getting the class to repeat it.

2. Minimal pairs and related activities

   Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sound which has been causing difficulties for students.

3. Taping students' English

   Taping learners' spoken English from time to time can pay dividends. Tapes can be made while students are engaged in language practice activities and used for all manner of language difficulties but especially those concerned with pronunciation.

4. Listening activities

   Listening also included one of English skill which is focused on the sound of the speaker said. Listening exercises in the coursebook are often designed to sound as realistic as possible, with the participants talking at a normal speed and using natural language.

5. Pronunciation and spelling activities

   It made sense to tie pronunciation work closely in with spelling work, in order to investigate the different ways in which sounds can be represented. The innovative technologies in teaching pronunciation with spelling is using *"Spelling Bee*" as a teaching technique.

One of the techniques that were appropriate in teaching pronunciation was the "*Spelling Bee*" technique since this purpose of this technique was in line with two of the language components of English vocabulary and pronunciation. It can help students to know the structure of the word and how to pronounce each word accurately and fluently. "*Spelling Bee*" technique also could engage students' motivation because the way to teach was so attractive and joyful.

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In addition, it did not need more fees to make instructional or supporting media. "*Spelling Bee*" was the simple way to teach pronunciation without spending a lot of money and time as a result of why "*Spelling Bee*" technique used to teach pronunciation.

B. Operational Definition

This research would focus on the influence of "*Spelling Bee*" technique and students' pronunciation. To avoid the concept of the research widely so the researcher would explain about research variable as follow:

1. Spelling Bee

According to Macmillan (2012: 3), he stated that Spelling Bee is a competition in which children, usually elementary school students are asked to spell words in front of the audiences. The idea of the "*Spelling Bee*" comes from the United State where they have been extremely popular for a number of years and now are held in school all over the world.

2. Teaching Technique

Based on Isman (2012: 209), he argued that the manner in which technical detail is treated or basic physical movements are used. Technique signifies manner, ways, capabilities involved in implementing systematic technical knowledge, while teaching technique according to Yaumi (2013: 206), she argued that one of the ways to implement a method in teaching and learning process as a result, a teaching technique has a characteristic as applicative way in learning process, but Fachrurozzi (2016: 20) claimed that technique is what teachers do when teaching and learning process happen or teachers steps in reaching the goal of learning. All activities happen in the class are technique, because there is a dynamical process which engaging many variables subsequently has related to the art of teaching.

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3. Pronunciation

Amep (2002: 1) explained that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segment), aspects of beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (supra-segmental

aspects) and how the voice is projected (voice quality). Whereas Nunan (2003: 112) stated that pronunciation as a sound we make while speaking. As the speaker of a language, we need to be able to understand each other with relative ease. The pronunciation patterns native speakers' use reflects those commonly accepted by the particular speech community. It is important to remember that the way a person speaks is a sign of their origin. Every language in the world has different varieties and different accents. In some languages, there are even different styles of pronunciation for men and women. The way we speak is really a part of identity.

C. Problem Statement

How is the influence of using the "*Spelling Bee*" technique toward students' pronunciation?

D. Objectives and Significances of The Research

1. Objectives of The Research

Referring to the problems above, the objectives of the research mentioned below:

a. To identify the influence of the "*Spelling Bee*" technique toward students' pronunciation.
b. To know whether the "*Spelling Bee*" technique is effective on students' pronunciation.
c. To describe the students' pronunciation using the "*Spelling Bee*" technique at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi.

2. Significances of The Research

This research expected to provide significant contribution both theoretically and practically.

a. Theoretical significances

The researcher extremely hoped that readers could receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support the influence of using "*Spelling Bee*" technique in the teaching and learning process especially teaching pronunciation.

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b. Practical significances

The practical significances of the research could be useful for the students itself, the teacher, the researcher, other researcher, and also for the school, as follow:

1) For students

The result of this research is expected not only to increase students' motivation in learning English but also to increase their speaking proficiency by using "*Spelling Bee*" technique.

2) For the teacher

This research is hoped to be one of some alternatives in teaching pronunciation through implementing the "*Spelling Bee*" technique.

3) For the researcher

The researcher could get more knowledge and developed our ability to teach English subject well. The researcher also could know how to conduct research, particularly experimental research.

4) For other researcher

It is hoped that this research could be one of the references.

5) For the school

The researcher could help the school to solve some problems in the school related to the use of technique in teaching pronunciation exclusively in developing students' pronunciation.

E. Structure of The Research

In this part, the researcher explained the structure of the research as follows:

Chapter I explained the introduction which contains the background of the research, operational definition, problem statement, objectives of the research, significances of the research and structure of the research.

Chapter II contained a literature review that includes a theoretical framework, literature review both "*Spelling Bee*" theory and pronunciation, previous research and also the hypothesis.

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Chapter III told the research method which contains type of research, time and location of the research, population, and sample of the research, variables, indicators, techniques of collecting data and techniques of analysis data.

Chapter IV discussed finding of the research which were consist of two sub-chapter those were: research findings of two variables both "*Spelling Bee*" technique and Pronunciation then the last was analysis of data or result of analysis.

Chapter V divided into two parts as follows: the conclusion and advice.

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CHAPTER II

"*SPELLING BEE*" TECHNIQUE AND PRONUNCIATION

A. Theoretical Background

1. "*Spelling Bee*" Technique

Several theories exist as to why the term *Bee* is used to refer to a spelling competition. Many people believed that the similarity between the social interactions among human and social interaction among bees were similar to one another. Recently, however, scientists have denounced this theory, and instead claim that the word "bee" derived from the Old English word "bene", which means "prayer" or: service" and is associated with a famous word "boon" meaning "grace". Others suggested that the word "bee" is an abbreviated form of the English word "been", which refered to "voluntary assistance provided by neighbors toward the accomplishment of a particular task". Nevertheless, no one was precisely sure where the term *Bee,* as used in the context of spelling, originated. Macmillan (2012: 3) explained that "*Spelling Bee*" helps children improve their spelling, increase their vocabulary, and develop correct English usage. They also help build children's self-confidence and more importantly, they are a lot of fun.

According to Uranga cited by Wafa (2017: 18), she argued that Spelling Bee is a contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called *Spelldown.* Spelling bee is more than memorizing words from letters but is a complicated thinking process. Students receive several clues to answer or to spell the word correctly. For instances, definition, pronunciation, kinds of word (noun, adjective, verb, etc.) until the examples of sentences using those words. Furthermore, spelling bee also suitable with the content standard of Indonesian curriculum, Badan Standar Nasional Pendidikan (2006: 124) stated that the component of language such as vocabulary, structure, pronunciation, and spelling have to be taught cohesively with the language skills.

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Spelling Bee is one of alternative techniques that can be applied to the students. This is one of the cooperative learning techniques that can be implemented in the classroom. In order to overcome the difficulties with the spelling of the students' written works, it is necessary to improve the students' spelling ability as well as their pronunciation mastery. "*Spelling Bee*" technique for learning English is very good for our precision and accuracy in identifying words of English. Which English written and pronunciation is very different. This is confusing not only for learners of English as foreign language, but also the case for native speakers. Arleta in her press conference in the building SAMCO who is cited by Sari (2017: 17) stated that "*Spelling Bee*" can practice pronunciation of the vocabulary of the English language quickly, precisely and accurately, students can also learn to increase self-confidence to speak English and they can explore themselves to be more active in the classroom with happiness situation of the learning process.

From the theory above, the researcher has conducted research in ways of "*Spelling Bee*" technique in teaching pronunciation, in order to bring awareness not only to the students but also to the English teacher about how to teach pronunciation effectively. The researcher has divided two classes, first as the experimental class that has been taught using the "*Spelling Bee*" technique and the last is control class that has been taught using the conventional technique. To make easier to understand the theoretical framework, the researcher made a conceptual framework using figure below:

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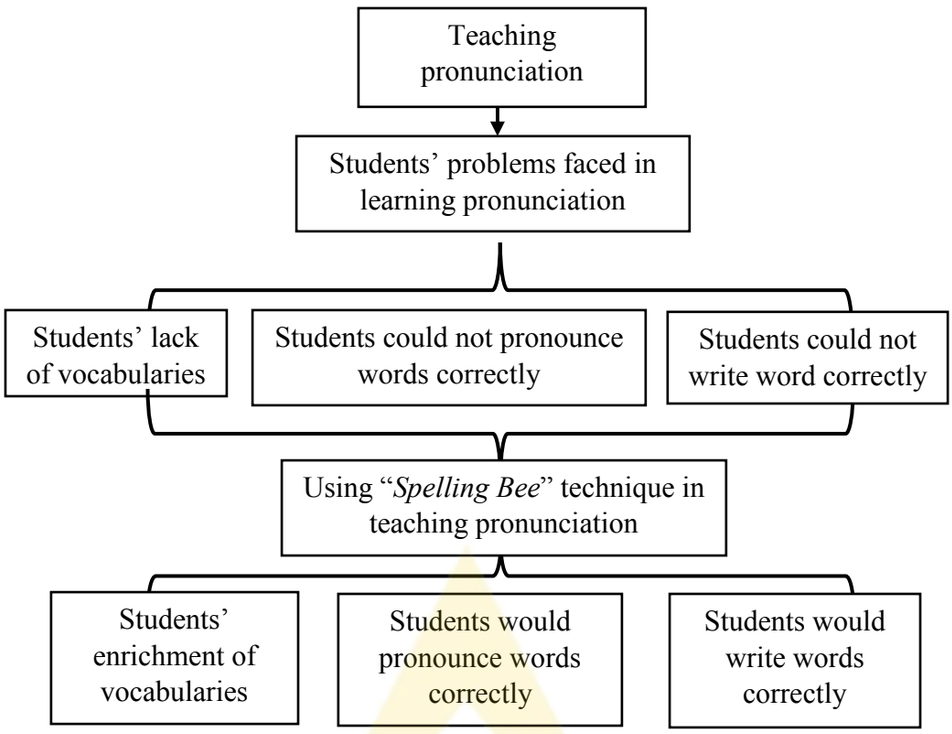

Figure 2.1 Conceptual Framework of "Spelling Bee" Technique toward Students' Pronunciation

a. The Purpose of Spelling Bee

Based on Scripps National Spelling Bee mentioned several purposes of ´*Spelling Bee*" to help students improve their spelling, increase their vocabularies, learn concepts and develop correct English usage that will help them all their lives. Curtis (1996: 50) also argued that the purposes of "*Spelling Bee*" are as follow:

1) To provide students with encouraging and confident building activities.
2) To build students' self-esteem.
3) Students become more aware of language.

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b. The Procedure of "*Spelling Bee*" Technique

1) Students would be given simulation to focus on the topic by see or look the pictures on the screen about people, animal and thing.
2) Teacher would show several pictures about animal and thing which were related material of "I am Proud of Indonesia".
3) Teacher asked students to focus on the pictures and the letters structure then they have to follow what the teacher said about pictures that have showed.
4) Teacher would divide students into 3 groups and make a line.
5) Teacher would show pictures then they have to spell and pronounce it with the correct answer then turn with their members groups.
6) Each group has 3 minutes to spell and pronounce all pictures. If they could spell the word correctly, the group would get 100 score and the end, the group who got most points was the winner.

c. The Advantages of "*Spelling Bee*" Technique

Based on the Wahidah's thesis (2018: 17), she mentioned two advantages for "*Spelling Bee*", if it implemented as a technique or method in English teaching and learning as follow:

1) The English teaching and learning would be more meaningful because students could know how the word could relate to each other.
2) The English teaching and learning would be more memorable.

2. Pronunciation

a. Definition of Pronunciation

Based on Gilakjani (2016: 2), he defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting then when produce inaccurately. While Amep (2002: 1) stated that pronunciation refers to the production of sounds that we use to make meaning. Furthermore, Nunan (2003: 112) claimed that pronunciation is sound when we are speaking.

According to the definition above, the researcher concluded that pronunciation referred to how the production of sounds is used to make

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meaning in speaking. In other words, pronunciation means how a word is spoken in a particular way. It involved consonants and vowels of language (segment), aspect of speech, such as stress and sound of a language. When we speaking English, the speaker and the listener are having a mutual relationship of communication, they affect each other in order that the listener can grasp the message of what is said, the speaker has to speak correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listener will undergo misunderstanding caused by mispronunciation.

b. Elements of Pronunciation

Commonly aspects of pronunciation divided into two elements as we know, those are segmental aspects and supra-segmental aspect. To make easier to understand, the researcher made an outline below:

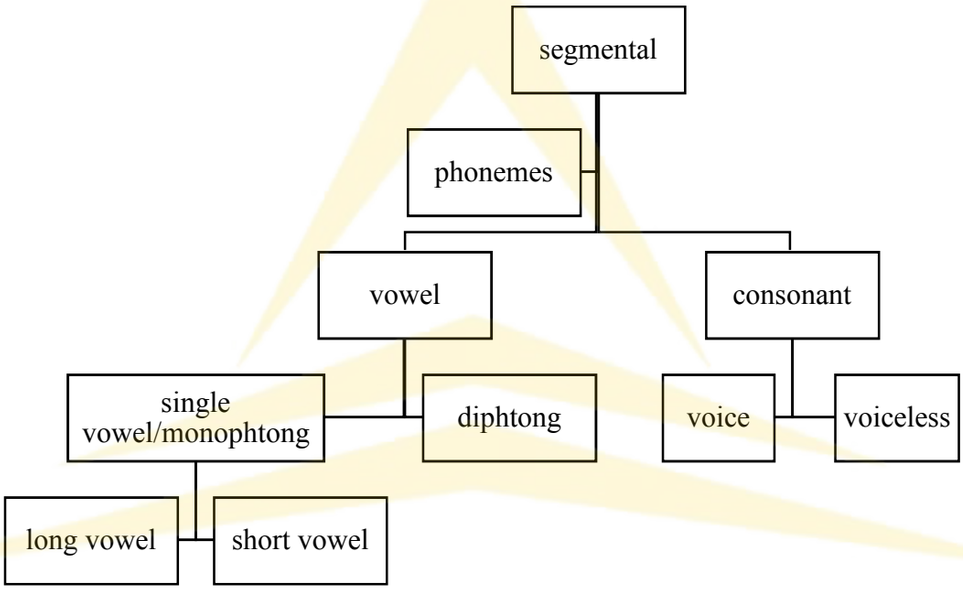

Figure 2.2 Segmental Aspect of Pronunciation According to Kenworthy (1987: 9)

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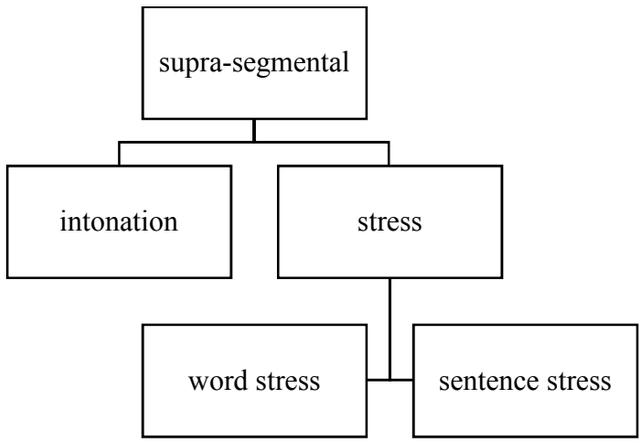

Figure 2.3 Supra-segmental Aspect of Pronunciation According to Amep (2002: 1)

c. Segmental Aspect of Pronunciation

Segmental aspect also called the traditional approach in pronunciation due to often focused on how the sounds are made up. Aspect of segmental there are:

1) Phonemes

According to Roach (2009: 2), he argued that a small number of regularly used sounds (vowel and consonant) that we called phonemes. For example, if we said *talk* /tɔk/, it meant "to speak", but if we said *walk* /wɔk/, then it meant "to move around on foot" because changing /t/ to /w/ are separated phonemes in English. Phoneme is an abstract concept and they function as different sounds.

2) Vowel

The problem is compounded when spelling conventions are borrowed from one language to another. English has always had an irregular spelling system because it was first written down with an alphabet and spelling conventions designed for Latin. English has also adopted conventions from French and other languages. Knowles (1987: 8) explained that Latin had five vowel sounds a,e, i, o and u, long and short. This is why we have only five main vowel letters. Most varieties of English have a much bigger vowel system, with over

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twenty vowels, and this has been true throughout the history of the language. The Latin alphabet is glaringly inadequate for the representation of English vowels, and in order to spell some of them, especially the long ones, it has been necessary to place two characters together. McMahon (2002: 69) divided vowel into two parts, those are long (long ones are marked with following: below), for example: iː, ɜː, ɑː, ɔː, uː, or short vowels are: ɪ, e, æ, ʌ, ɒ, ʊ and monophthong is vowel has considered in which the quality stay fairly consistent from the beginning of its production to the end while diphthongs changed the quality during their production and typically transcribed with one starting point and a quite different endpoint; usually occurs in long vowel.

3) Consonant

Based on the Knowles (1987: 13), he stated that the majority of consonant letters are used fairly consistently so that we can use them in a phonetic notation with their usual values. Those that have only one main value include **b d f h k l m n p r s t v w z.** In the consonant also involved two divisions, those are voiced and voiceless. McMahon (2002:26) argued that if you put your fingers on your "voicebox" (technically the larynx) and produce very long [zzzzzz], you should feel vibration; this shows the [z] is a voiced sound. In the other hand, if you make a very long [ssssss], you will not feel the same sort activity: [s] that is voiceless sound.

d. Supra-segmental Aspects of Pronunciation

In this sub-chapter would explain about aspect of speech beyond the level of individual sounds as follow:

1) Intonation

English utterances are seldom spoken in a monotone. Speakers produce melodies of different kinds, with the voice rising and falling, and hearers perceive different melodies. Strangely, though, the tunes which the speaker produces are not exactly what the listener hears.

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Kreidler (2004: 163) claimed that intonation is part of the language system which is producing melodies by changing the frequency of vibration of the vocal cords. Intonation is carried by the tone unit or pitch sound. In addition, Roach (2009: 147) divided intonation into four parts pitch. Those are fall, rise, fall-rise, and rise-fall. The form of intonation is different in different languages. Speakers may modify the melody of their voice at a higher or lower level as they will. They even may have sudden jump as singers do. The two basic melodies are rising and falling. These two melodies may happen suddenly, gradually or all together in combination.

2) Stress

According to Roach (2009: 73), he explained that to know the characteristic that word is stressed or unstressed can be seen in production and perception. The production of stress is generally believed to depend on the speaker using more muscular energy that is used unstressed syllable. When we speak multi-syllable words, the stress comes on one of the syllables while others are usually spoken quickly. For example, the words **qualify, banana, understand.** These words have three identifiable syllables, and one of the syllables in each word will sound louder than the others. Then, they will be written as QUAlify, baNAna, and understand. The syllables written in capitals are stressed syllables. In a word in isolation, each stressed syllable changes the pitch and the vowel sound on that syllable is lengthened, to tell the important information or message when we communicate with others, stress can help us to deliver our message. Generally, we give stress to content words: nouns, verbs, adjectives, and adverbs, and we do not give stress to the structural or functional words, such as articles, prepositions, auxiliary verbs, conjunctions, and so on. Those structural or functional words unstressed in sentences are usually pronounced in weak forms of pronunciation. Stressed syllables tend to have more force, so they might sound

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louder, longer or have a different pitch (higher or lower) from unstressed syllables around them, they also have full, clear vowels, while in unstressed syllables the vowel is usually shortened or pronounced as a neutral vowel.

3) Clarity

Very few teachers today would claim that a pronunciation that is indistinguishable from that of a native speaker is necessary or even desirable for their learners. Based on Kenworthy (1987: 13), he argued that clarity or intelligibility is being understood by a listener at a given time in a given situation. The more words a listener is able to identify accurately when said by a particular speaker, the more intelligible that speaker is since words are made up of sounds, it seems that what we are talking about is the issue of equivalence of sounds. If the foreign speaker substituted one sound or feature of pronunciation for another and the result is that the listener hears a different word or phrase from the one the speaker was aiming to say, we say that the foreigner's speech is unintelligible. Likewise, if the foreign speaker substituted a sound in a particular word, but that word is nonetheless understood, then we say the speech is intelligible.

Many students did not especially want to sound like a native speaker, frequently they wish to be speakers of English an international language and this did not necessarily imply trying to sound exactly like someone from Britain, American, or Australian. Many foreign language speakers wanted to retain their own accent when they speak a foreign language because that is part of their identity. According to Harmer (1989: 184) stated that if intelligibility is the goal of teaching pronunciation, it suggested that some pronunciation features are more important than others. The fact that we may want our students to work towards an intelligible pronunciation rather than achieve a native speaker's quality might not appeal to all, however. Despite what explanation above about identity,

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some might wish to sound exactly like a native speaker. In such circumstances, it would be churlish to deny them such an objective.

4) Students' Vocabulary

In preparation of lessons, teachers went through a process of deciding at what levels they were going to exploit materials. Kenworthy (1987: 114) mentioned that there are several aspects of pronunciation that can be easily integrated into vocabulary work as follow:

a) The sounds of words

It goes without saying that the sounds that make up the word should be an area of focus. If the teacher has made each learner aware of their particular sound priorities, then the teacher can simply ask each learner to check whether the new words have any of their priority sounds.

b) The stress patterns of words

The stress pattern of a word is as much a part of its identity as its constituent sounds. Whenever a new word is encountered learners should make learning the stress pattern part of learning the word. Learners should be encountered to keep vocabulary lists with stress marked on the words and the strong vowel circled.

c) Linkage and sound simplifications

It was quite difficult for learners to remember to use linkage in their speech. One strategy which would help learners to use linkage was available to teachers when working at the level of vocabulary. When phrases or groups of words which co-occur frequently are met, treat these as unit and draw learners' attention to the pronunciation of the unit.

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d) Sounds or spelling correspondences

When written materials are being used the teacher can help the learners develop and consolidate their knowledge of spelling rules by asking them if they can figure out the pronunciation of e new word from its spelling.

e) Clusters

Clusters in a word or sequence of consonants can lead to a variety of coping strategies from learners. These can also be consistently tackled during vocabulary focus stages of the lesson. Two different approaches can be used to do work on the consonant clusters and sequences that occur in vocabulary which is being presented or practiced.

5) Rhythm

Rhythm has often been claimed that English speech is rhythmical and the rhythm is detectable in the regular occurrence of stressed syllables. Roach (2009: 107) argued that the theory that English has stress-timed rhythm implies that stressed syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not. While Kenworthy (1987: 30) claimed that rhythm is a product of word stress and the way in which important items are fore grounded through their occurrence on a strong beat and unimportant items are back grounded by their occurrence on a weak beat. In the other hand, Gilakjani (2011: 76) argued that rhythm is organized according to regularity in the timing of the stressed syllables. That is the time between stressed syllables is equal because unstressed syllables are spoken more quickly and vowel reduction occurs.

e. Teaching Pronunciation

As we consider that pronunciation is an essential part of the English component that should be learned by teachers and students in order to achieve good communication. For example, there is a big difference in saying *ship* and *sheep, pear* and *peer.* Those would be misunderstanding if those words are not pronounced well and correctly. Therefore, in teaching foreign or second language, basic communication is the first goal to understand one's saying.

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Teaching English pronunciation required many practices or drills since it deals with speaking activity and Kenworthy (1988: 4-9) mentioned there are several factors that influenced in teaching pronunciation as follow:

1) The age of learners

We have all observed how easily babies and very young children learn languages, they just seem to absorb the sounds and words they hear around them and little by little, learn to imitate them accurately. Linguists call this time in a child's life, lasting up to the age of about 12-14 years, the critical period for language acquisition. Children learn the sounds of language more naturally than adults and can approach native speaker pronunciation, but only if they are surrounded by the language and have many chances to hear its pronunciation. Older children and adults have their own strengths and can also learn pronunciation well, even if they never sound quite like native speakers. Adults are better able to set goals and to practice purposefully. They can understand more abstract explanations and analyze how sounds are produced and how the melody and rhythm of language sound. Adults should not give up on the hope of having easily intelligible pronunciation; they just have to reach it in a different way than children.

2) Motivation

Learners in any subject tend to make more progress if they want to learn. No teacher can force students to learn if they are not motivated. We can provide information and many chances to practice but, we do not have the power to change our students' pronunciation, they have to want to do it and be willing to do the work themselves.

3) Exposure to the target language

Learners who live in an English-speaking country where they are constantly surrounded by the language will be more familiar with the

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sounds they are trying to imitate that those who have few chances to hear spoken English.

4) Personality and aptitude

All people have own personality, talents, strengths, and weakness. These factors can affect how people learn pronunciation.

f. Teacher Roles

The role of teachers in teaching pronunciation to help the learners improve their English pronunciation, Morley was cited by Gilakjani (2016: 4) mentioned the roles of teachers in teaching pronunciation are like a coach, a speech coach, and a pronunciation coach. The pronunciation coach has the critical role of checking and guiding modification of spoken English. In addition, the teacher should teach their learners slowly speech with the correct pronunciation and the teacher also have to know and aware of their learners' needs and problems in pronunciation. They should present some appropriate materials to reduce their learners' pronunciation problems. Furthermore, the teacher should give feedback and encourage them to improve their pronunciation.

g. The Goal of Teaching Pronunciation

Most people agree intelligibility is the most appropriate goal for learners, although different learners may have different specific goals. Thus the aim of some learners is simply to be understood in ordinary conversation, while others may aim for greater proximity to native speaker models. Based on Gilakjani (2016: 5), he stated that teaching pronunciation has to aim at intelligible pronunciation and teachers can actively encourage their learners' actual production, build pronunciation awareness and practice. Difference learners in the same class of school or university may well have rather different aims. Some just want enough English to communicate at a basic level, or indeed just enough to pass some examination. Others aim to achieve the best they possibly can.

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h. Techniques of Teaching Pronunciation

Once having decided to make pronunciation an integral part of teaching and adopted a policy on models what techniques and activities that teachers can employ. Based on Kelly (2000: 14), he mentioned five kinds of techniques in teaching pronunciation as follow:

1) Drilling

In its most basic form, drilling simply involves the teacher saying a word or structure and getting the students to repeat it. Be able to drill properly is a basic and fundamental language teaching skill. Drilling is the root of the Audio Lingual method in teaching. Kelly (2000: 14) claimed that the aim of drilling to help students remember new items which is a crucial part of classroom pronunciation. In addition, he also divided drilling in some variations for instance:

a) Eliciting

The process of eliciting was encouraging students to bring up a previously studied word, phrase or structure. The teacher generally uses prompts, pictures, mime, etc. to help the process along and can give the relevant item to the students if none of them is able to offer it. The teacher's role in drilling is as the mediator who supplies the model of the word, phrase or structure for students to copy.

b) Chaining

Chaining can be used for sentences that prove difficult for students to pronounce, either because they are long or because they include difficult words and sounds.

c) Open pair drilling

Open pair drilling also known as question and answer drill which one student asking, another responding and so on. The teacher used prompts and invites students to question each other and respond in turn across the class.

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d) Substitution drilling

This involved drilling a structure but substituting items of vocabulary into the sentence being dealt. For example, the teacher said “this is a pen” and students should change or substitute one of the structures in sentences, students could say “this is a book”. Substitution drilling only changes a new vocabulary for students in the classroom.

2) Minimal pairs and related activities

Teacher could use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. Although there is no shortage of variations for teachers to experiment with the difficulty with minimal pair exercises is that one can end up using words that are unknown to the students and which are hence less meaningful. Fairly, often used pairing such as *bag* and *hug, bag* and *bug,* while practicing the sounds that the teacher wanted to see practiced are of limited use if students do not know what *bag* and *hug, bag* and *bug* is, or are unlikely to have to use these words. The teacher can always teach them but should consider the time. It can be more useful to choose words that are recent or current in the students; learning experience, in order to show the sound in its context.

3) Taping students’ English

The teacher sufficiently prepared tapes of the completion of whole tasks can be contrasted. For examples, a group of native speakers or a higher-level group of students tackling an identical task. Alternatively, students might tackle the same task on two occasions, the tape of the first attempt providing the basis for pronunciation, the subsequent performance of the task will be more successful and the two attempts can then be contrasted.

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4) Listening activity

Listening comprehension exercises in course books are often designed to sound as realistic as possible with the participants talking at a normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. Perhaps, an extended listening stage can precede an eliciting and drilling stage. Indeed it can be argued that putting the listening exercise first might even make the pronunciation elements of the lesson more of an issue with regard to comprehension, and more likely to be noticed by the students.

5) Reading activity

Many teachers stage reading activities either by having an initial exercise to allow students to get the gist of the text they are reading or by establishing the type of the text being used followed by some detailed work to focus on specific details when the text is read again.

6) Pronunciation and spelling

The English spelling system is rich in both regularities and irregularities which present problems to non-native learners and to English speaking children learning to write their language, but through a mixture of direct instruction and their own use of the powerful tool of inference, learners can become efficient users of the system. The relationship between spelling and pronunciation is more complex in English, it is not always easy for learners of whatever first language to see how a written English word should be pronounced or how a word they have only heard should be written, nonetheless it is not the case that learners will always have to make a complete guess in such circumstances, nor that they will have to learn the spelling and pronunciation of thousand words without recourse to any general rules. By trying spelling closely in with pronunciation work, teachers can show rules and patterns to students which they can then apply when they come across new words, be they heard or read. One of the

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ways is using "*Spelling Bee*" as a technique to teaching pronunciation in the classroom. There are many activities can be done by using the spelling bee to develop students' English skills. In the other hand, "*Spelling Bee*" as a technique applied in teaching English did not spend a lot of money and time so efficient to implicate while English teaching and learning process. In the teaching-learning process using "*Spelling Bee*" as a technique has several advantages. According to Wahidah (2018: 17), she mentioned several advantages of spelling bee as follow:

a) Help students be more relaxation and fun learning and also retain words more easily.
b) Spelling bee involved friendly competition keep learners interested.
c) Create students' motivation and active in learning activities.
d) Bring students to the real world context into the classroom and enhanced students' used of English in a flexible, communicative way.

B. Review of Previous Research

The first research was conducted by Choriana (2016) entitled *"The Use of "Spelling Bee" Game to Improve Students' Understanding of Simple Past Tense at Eight Grade of MTs Miftchul Khoirot Branjang Ungaran in The Academic Year of 2015/2016"*. Student of English Education Program Teacher Training and Education Faculty Walisongo State Islamic University. This study focused on writing skills in the eighth grade of MTs Miftachul Khoirot Branjangan. The goal of this study was to describe the students' enthusiastic in studying simple past tense through "*Spelling Bee*" game at eighth-grade students of MTs Miftachul Khoirot Branjangan and to find out the improvement of students' understanding in simple past tense after being taught using "*Spelling Bee*" game at eighth-grade students.

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The result of this study showed that used "*Spelling Bee*" game could improve students' understanding of simple past tense. This was proved by students' comprehension test that improved in every cycle. In the first cycle, the average of students' score was 68.12. In the second cycle, the students got 79.09. The result of this research showed that the used of "*Spelling Bee*" game could improve students' understanding of simple past tense.

The dissimilarities between this research and Choriana's research are in Choriana's thesis include in classroom action research using two cycles and the dependent variable also different from this research. In Choriana's thesis dependent variable is understanding of simple past tense but, we also have similarity in the independent variable is "*Spelling Bee*".

The second research was conducted by Arumningsih (2017) students of the English Education Program at Teacher Training and Education Faculty of Purworejo Muhammadiyah University. With entitled "*The Effectiveness of Using Spelling Bee Games in Teaching Vocabulary at The Seventh Grade Students of MTs Al Hidayah Nusawungu in The Academic Year 2016/2017*". In this thesis, the researcher used observers 60 students of seventh grade of MTs Al Hidayah Nusawungu as the samples. The researcher used pre-test and post-test to find out whether using a spelling bee game is effective or not to improve students' vocabulary mastery at the seventh grade of MTs Al Hidayah Nusawungu in the academic year 2016/2017. The researcher used the test as the instrument (pre-test and post-test). The data from pre-test and post-test were analyzed statistically using SPSS 16 and manual computation.

The result showed that the mean score of the post-test experimental group is higher than the mean score of the post-test control group (68.30 > 62.87). it can be concluded that the "*Spelling Bee*" game is effective in teaching vocabulary at seventh-grade students of MTs Al Hidayah Nusawungu in the academic year 2016/2017. By using a spelling bee game, the teaching and learning process is more interesting.

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The difference between this research and Arumingsih's research is on the dependent variable and the similarities are on collecting data using equal instrument to gain the data, those are pre-test and post-test and also we have same on type of the research, which is experimental research.

The last research was conducted by Wahidah (2018), student of Department English Education at Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University. Under the title "*The Effectiveness of "Spelling Bee" Game on Students' Vocabulary Mastery in the Academic Year of 2018*". This research aims to examine the effectiveness of using "*Spelling Bee*" Game in students' vocabulary mastery. This research was conducted at the eighth grade of SMPN 10 South Tangerang. The subject of this research was enclosed 40 students in eighth grade that divided into 20 students of experiment class (eighth A) and 20 students of control class (eighth B). The method used in the research was quantitative method with quasi-experimental design and purposive sampling technique was used to select the experimental and controlled classes. The instrument used in this research was tested consisting of pre-test and post-test. Those were calculated and analyzed by using SPSS.

The similarities between this research and Wahidah's research are we have the same independent variable on the "*Spelling Bee*" game but Wahidah applied "*Spelling Bee*" as a game not as a technique and type of the research is experimental research with using same instrument test to collect the data. In the other hand, Wahidah's research has diverged the dependent variable, which is vocabulary mastery and also used a purposive sampling technique then used a t-test to analyze the data.

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C. Hypothesis

The research hypothesis that used in this research concerned with the influence of using the "*Spelling Bee*" technique toward students' pronunciation. There are two kinds of hypothesis, they are:

1. Null Hypothesis (H_0)

   The null hypothesis stated that there is no significant influence of using "*Spelling Bee*" technique on students' pronunciation.

2. Alternative Hypothesis (H_α)

   The alternative hypothesis stated that there is a significant influence of using "*Spelling Bee*" technique on students' pronunciation.

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CHAPTER III
RESEARCH METHOD

A. Method

Based on the variables of the research, it included on experimental research. According to Kothari (2004: 5), he explained that experimental approach is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables. Furthermore, Mackey and Susan (2005:356) stated that experimental research in which there is manipulation of (at least) one independent variable to determine on the basis of random assignment. The researcher attract to the effect of environmental change, referred to as "treatment", demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable. This standardization ensured high internal validity (experimental control) in comparing the experimental group to the control group on the dependent or "outcome" variable. The activities of the research have been planned and done by the researcher to collect data related to the hypothesis. The researcher has put alteration systematically and deliberately then observed the result of those alterations. Morison (2003: 1022) stated that the ideal design for maximizing internal validity is the true experiment, what distinguishes the true experiment from less powerful design is the random assignment of subjects to treatments, thereby eliminating any systematic error that might be associated with using intact groups. The two (or more) groups are then subjected to identical environmental conditions while being exposed to different treatments. Yudhanegara & Lestari (2017: 125) claimed that the prominent characteristic of true experimental is technique sampling and control class. Technique sampling that used in true experiment was random sampling in a population. According to the how did the research gain the data, Neolaka (2014: 83) categorized the research in a randomized control group pretest-posttest design. In this design, there are two groups which has chosen by random. Before conducting the research, those groups (experimental and control group) would give a test meant pre-test to know the prior knowledge of the sample, during conducting research,

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experimental group have to give the treatment while the control group do not give the treatment. In the next step, both groups have given a post-test to know the influence of the independent variable ("*Spelling Bee*" technique) through the dependent variable (pronunciation).

According to the explanation above, the researcher chose a true experiment for the reason that the researcher wanted to know what happen and is that the treatment effect or not if it applied in the independent variable and what happen with variable control without applied the treatment. Giving treatment is one characteristic in true experimental research then to know and measure of difference between after giving treatment and before giving treatment accordingly the researcher used t-test to calculate and examine hypothesis, is that there was any significant or not after and before giving the treatment.

B. Location and Time of The Research

This research was conducted in MTs NU 01 Mambaul Hikmah Tegalwangi at seventh-grade students in the academic year 2018/2019. It was located in KH. Barmawi Tegalwangi Street, subs district Talang, Tegal regency, Central Java. The research was held on February, 1st 2019 until finish. The researcher made timetable consist of the schedule of the research activities. This was steps or schedule of the research as follow:

1. Making instrument

   The researcher made an instrument from 26th February until 10th March 2019.

2. Testing the instrument

   To make sure and the instrument was valid and reliable, the researcher tested the instrument on 11th March 2019.

3. Collecting data

   The researcher obtained the data from Wednesday, 27th March 2019 until Friday, 12th April 2019.

4. Analysis data

   After took the data, the researcher analyzed the data from 28th June 2019 until 17th September 2019.

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5. Making report

The last step was making a report began on 12th April 2019 until finish.

C. Subject of The Research

1. Population

Population and sample were primary sources to gain data of research. In all activities in the research have to be data sources and it was from the population. The characteristic of the population called parameter therefore, the population commonly calls as an object of the research. Neolaka (2014: 41) divided population into two kinds. First is sampling population, it meant all objects which are investigated on the research. In addition, the target population is population who become primary data sources. Population is a primary source in taking samples. According to Sugiyono (2015: 117), he stated that population is generalization area consist of object, subject who has quality and special characteristic who has been decided by the researcher to catch the result. Thus, the population is not only the subject (person) or object, especially the characteristics of subject or object included in population. The population of this research is the seventh-grade students of MTs NU 01 Mambaul Hikmah Tegalwangi in academic year 2018/2019.

Table 3.1 Number of Population

Nu	Grade	Number of population	Gender
1	Seventh C	40 students	Male
2	Seventh D	36 students	Female
3	Seventh E	39 students	Female

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Based on data above, the researcher chose seventh D grade and seventh E grade as the population in the research, therefore the number of population in this research was 75 students both 2 classes at MTs NU 01 Mambaul Hikmah Tegalwangi.

2. Sample

Based on Setiyadi (2006: 38), he argued that sample is an individual that represent all population. Sample is part of all representative of a population had been analyzed. Sampling is the way or technique of taking a sample from the population. The sample of this research will be taken by simple cluster random sampling. According to Dunn (2001: 52), he claimed that each number of a population has the same chance as every other member of being selected for inclusion in a sample. Beside Sudjana (2009: 75) claimed that cluster random sampling is the way to take a certain group at random without seeing the ability of the students itself. According to the statement above, the researcher concluded that cluster random sampling is used when the population of the research has a high amount and it is possible to take all the population because the researcher has a limit of time, cost, and energy and has to focus on the research.

The way to take the samples can be described as follow: the sample of the research is two classes. They are seventh D grade which is consists of 36 female students where all of the students are *santri* and seventh E grade which is consists of 39 female students which is blend of public students and *santri.* The researcher did not take grade of Seventh C which is male students as sample because of the regulation in MTs NU 01 Mambaul Hikmah Tegalwangi did not allow woman to meet or even teaching in male students' class, therefore it was impossible for the researcher as woman to invite students at grade seventh C.

According to the technique of sampling above, the researcher used Slovin's formula to know the size of the sample. The Slovin's formula according to Nurmalasari (2014: 189) as follow:

$$n = \frac{N}{1+(N.e^2)}$$

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Where:

n = total number of sample

N = total number of population

e = degree of error

According to the formula above, the researcher counted number of samples that would be used in the research with degree of error 5% (0,05) and as the result the researcher got 63 students as sample which were 32 students in seventh E grade who as experimental class that has been taught using "*Spelling Bee*" technique and 31 students in seventh D grade who as control class that has been taught using conventional technique..

D. Variables and Indicators of The Research

1. Variables of The Research

One of the important things in conducting the research is variables. Based on Creswell (2010: 76), he explained that variables refers to the characteristic or attribute from individual or organization which can be measured or observed. Variable that can be measured include age, gender, economic, social status and behavior of certain thing or person.

Based on the explanation above, in this research, there are two variables that are "*Spelling Bee*" technique and students' pronunciation. "*Spelling Bee*" technique is the independent variable and students' pronunciation is the dependent variable. In addition, this research includes experimental research so the researcher needs control variables such as students' English proficiency, learning style, students' language acquisition and so on.

2. Indicators of The Research

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In the explanation before about variables, based on Arikunto (2013: 164), she split up variables into small units which call category, in the category commonly in world research meant indicator that should be explained or separated into small categories from variables. According to the variables of the research, the researcher broke down into several indicators would be explained as follow:

a. Indicators of "*Spelling Bee*" Technique

The researcher used theory from Macmillan (2012: 3) that "*Spelling Bee*" technique can be measured by several indicators as follow:

1) Accuracy

Based on Macmillan (2012: 6), he clarified that "*Spelling Bee*" is conducted orally and contest of accuracy rather than speed. In order to be sure of the word they are going to spell, the participants should be given the opportunity to ask for repetition (up to three times), sample sentences, and meaning or the word itself.

2) Fluency

Fluent readers recognize words automatically and group words as they read. Fluent oral reading sounds effortless and expressive, Pinnel (2008: 2) argued that fluency is the ability to read a text quickly and accurately. "*Spelling Bee*" is spelling contest where the contestant should spell those words fluently without any misspell although there is one of letter that homophonous in English (words that sound the same but spelled differently, e.g. flour/flower) therefore why the contestant should put the word in sentence or meaning itself like the explanation above.

3) Grammar

According to Harmer (1989: 12), he argued that grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If the grammar rules are too carelessly violated, communication may suffer, although creating a good grammar rule is extremely difficult.

4) Comprehension

Brown (2003: 185) argued that the assessment of reading does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners. An inability to comprehend may thus be traced to a need to

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enhance a test taker's strategies for achieving ultimate comprehension.

5) Mechanism of spelling

Based on the instrument of the research, there are jumble letters and students have to arrange the letter into the correct word. According to Isaac (2017: 98), he argued that the mechanisms are essential in learners' perception, repetition, and imitation of that language speech unit and phrases. Furthermore, when learners arranged the letters, do not be beyond the rules of jumbled letters.

b. Indicators of Pronunciation

The researcher used theory from Kenworthy (1987: 27) that pronunciation can be measured by several indicators as follow:

1) Intonation

One of the ways to recognize people is by the pitch of their voice. Each person has every high voice whereas another has a deep voice. Pitch is not only very subtle, conveying, much subtler range of meaning. The music of speech is intonation. Harmer (1989: 28) argued that intonation also used to convey emotion, involvement, and empathy. One of the most important tasks in analyzing is to listen to the speaker's pitch and recognize what it is doing.

2) Word stress

British and American English speakers sometimes differ in where they place the stress in words. Stress is the term to describe the point in a word or phrase where it changes, vowels lengthen, and volume increases. Kreidler (2004: 70) claimed that stress is the property of a word just an accent is the property of a tuning unit. There is no simple way of knowing which syllabic or syllable is an English word that must be stressed so we expected to see the English dictionary to know about the details.

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3) Clarity

When someone speaks a foreign language, there is one component that calls intelligible or clarity. It meant that the speaker can say that language clearly with correct pronunciation. Kenworthy (1987: 13) stated that intelligibility is being understood by a listener at a given time in a given situation. Some experts called intelligibility same with understandability. When learning pronunciation's goal is intelligibility so learners have to be like a native speaker and some pronunciation features are more important than others.

4) Students' vocabulary mastery

According to Paul on Wafa's thesis (2017: 9), He argued that vocabulary is the words used by a particular person or all the words which exist in a particular language or subject. When we learn a new language, it means we learn the words of the language.

5) Rhythm

Rhythm is the characteristic pattern of longer and shorter, stressed and unstressed syllables in a language. It is important to remember that rhythm is not the same thing as intonation, in the same way that the rhythm of a song is separated from its melody. Rhythm is about timing, while intonation is about how the pitch of the speaker's voice goes up and down.

E. Data Collection Techniques

Collecting data is activities to look for data in the field of research to answer the problems statement, meanwhile to gain the data, there were some steps were taken by the researcher, they are:

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1. Observation

According to Setiyadi (2006: 239), he stated that observation is the way to gain the data which sees the situation and phenomenon that occur in the research. This method implied the collection of information by way of the investigator's own observation, without interviewing the respondents. Kothari (2004: 17) stated that the information obtained relates to what is currently

happening and is not complicated by either the past behavior or future intentions or attitudes of respondents.

Based on the problems, the researcher used participant observation for the reason that the researcher observed students' conditions while the English teaching and learning process and also applied the technique directly to the respondents; therefore, the researcher could know about the students' capabilities especially in pronunciation. Consequently, the researcher knew about all problems and could make alternative ways to solve those problems.

2. Documentation

Documentation is one of the techniques to gain data. As data source, documentation has several excessiveness than other data sources. According to this research, the researcher gained the data based on documentation using pre-test and post-test of respondents, students' attendance list, lesson plan, students' achievement include daily test, mid-term test and practicing student achievement in experimental class and also control class. The researcher gathered all of the important documents which are supported the research thus it helped the researcher easier to reduce the error or mistake when gained the data.

3. Test instrument

Collecting data through test technique with giving test instruments which consist of conventional a set of questions that related to the cognitive and psychomotor aspect. To gain the data using test technique can be done through test after and before giving the treatment moreover before conducted the research. According to the variables of the research, the researcher has made a test instrument using speaking test and jumble letters in one paragraph consist of over 220 words combined by jumble letters which are consist of 10 jumble letters questions. Students have to read the text, arranged the letters and spelled the words after spelled the letters, they should pronounce the word correctly. Yudhanegara & Lestari (2015: 233) divided test instrument into two parts those are:

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a. Pre-test

Pre-test data was obtained by using a test done before the researcher giving the treatment. Test material in the pre-test is related to variables and problems of the research. Test would give students in the experiment class and control class to know their prior knowledge. For the control class, the researcher has given a pre-test on Wednesday, March 27th, 2019 from 8.30 am until 11.30 am. Then for the experimental class, the researcher has given the pre-test on Friday, March 29th, 2019 from 8.00 am until 11.30 am.

b. Post-test

Post-test data have got by test which is done after the researcher giving the treatment. The researcher has applied the treatment to the experimental class from Monday to Tuesday, April 1st – 2nd, 2019 at 8.40 am – 9.00 on Monday and 9.55 am – 11.00 am on Tuesday. The post-test question was the same as pre-test therefore, post-test helped the researcher to know is the goal has been reached or yet. The researcher gave the post-test on Friday, April 12th, 2019 from 8.00 am until 1.30 pm both control class (seventh D) and experimental class (seventh E).

F. Technique of Analysing Data

Based on the kind of research, this research was appertaining experimental research where included in experimental research. The analysis is related to the computation in answering the problem statement and hypothesis. The researcher used several ways to analyze the data for instance:

1. Descriptive statistic

Descriptive statistics used to describe the variable of the research and to measure of central tendency. Specifically, the researcher going to look for a numerical value that indicates how the average or typical individual in a given sample felt responded or behaved.

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a. Central tendency

The goal of using a measure of central tendency is to identify a numerical value that is the most representative one within a distribution or set of data. Dunn (2001: 134) argued that measures of central tendency are descriptive statistic that identifies the central location of a sample of data. The central tendency of the data set is the best single indicator describing the representative values of any samples. According to Sugiyono (2017: 47), he claimed that mean, median and mode are statistic technique which used to clarify the data based on central tendency from the data group that the researcher got. As the definition above, the researcher would use central tendency to know the whole phenomenon in group data as follow:

1) Mean

According to Kothari (2004: 132), he stated that mean also known as arithmetic average is the most common measure of central tendency and may be defined as the value which get by dividing the total of the values of various given items in a series by the total number of items, the formula as follow:

$$\overline{X} = \frac{\sum X_i}{n}$$

Where:

$\overline{X}$: Mean

$\sum X_i$: Summation of value the items

n : Total number of items

2) Median

Based on Dunn (2001: 144), he stated that the median is a number or score that precisely divides a distribution of data in half. Median is got by organizing the data beginning from the lowest score to the highest score or the other way in a group of data then to find the score in the middle of data.

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3) Mode

Mackey and Susan (2005: 254) argued that mode us the most frequent score obtained by a particular group.

b. Dispersion

An average can represent a series only as best a single figure can, but it certainly cannot reveal the entire story of any phenomenon under study in order to measure the scatter, the researcher need statistical devices like dispersion. Those would be explained as following:

1) Range

Based on Kothari (2004: 134), he stated that range is the simplest possible measure of dispersion and is defined as the difference between the values of extreme items of a series thus:

Range (r) = highest score – lowest score

2) Variance

According to Dunn (2001: 155), he claimed that variance is equal to the average of the squared deviations from the mean of a distribution. Thus symbolically sample variance is S^2 and population variance is σ^2. The researcher used sample variance with the formula as follow:

$$\boldsymbol{S}^2 = \frac{\sum(x_1 - \overline{x})^2}{n-1}$$

Where :

S^2 : Variance

x_1 : Term in data set

$\overline{x}$: Sample mean

$\sum$: Sum

n : Sample size

3) Standard Deviation

Dunn (2001: 158) argued that standard deviation is the average deviation between an observed score and the mean of a distribution. The formula explained below:

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$$SD = \sqrt{\frac{\sum(x_1 - \bar{x})^2}{n-1}}$$

In which:

SD : Standard Deviation

$\sum(x_1 - \bar{x})^2$: The square of each score subtracted by mean

n : Number of Sample

2. Inferential Analysis

According to the explanation above about collecting the data, the researcher has used a test instrument that using pre-test and post-test and to know the influence of the "*Spelling Bee*" technique toward students' pronunciation, as a result, the researcher tested the hypothesis using normalized gain (N-gain) score and t-test.

Inferential analysis in this research aimed to test the hypothesis and would be explained below:

a. Normalized gain (n-gain) score

The purpose of analyzing data using n-gain was to establish the influence of the "*Spelling Bee*" technique and students' pronunciation based on the pre-test and post-test scores in each sample. Yudhanegara & Lestari (2017: 234) explained that n-gain score could be measured by differences between post-test score and pre-test score. The formula would be written below:

Gain (g) : score (posttest) – score (pretest)

Gain data or normalized gain could be calculated by comparing differences between post-test and pre-test and divided with maximum score and pre-test. In addition, it could know about the progress of students' attainment so the researcher could make a rank based on the students' gain score according to the formula as follow:

$$\boldsymbol{n\ gain\ Score = \frac{posttest\ score - pretest\ score}{maximum\ score - pretest\ score}}$$

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Based on Nani & Kusumah (2015: 191), they mentioned the criteria of normalized gain index as follow:

Table 3.2 Criteria Index of Normalized gain Score

Normalized gain score	**Interpretation**
(<g>) > 0.7	High
0.3 > (<g>) ≤ 0.7	Middle
(<g>) ≤ 0.3	Lower

b. T-test

The t-test is one type of inferential statistics. It is used to determine whether there was a significant difference between the means of two groups. Based on Mackey and Susan (2005: 272), they argued that t-test can be used when one wants to determine if the means of two groups were significantly different from one another. The researcher used t-test to compare the mean of the data sample in pre-test without treatment and post-test after giving treatment. In this research used of independent sample t-test by using Microsoft excel computation. This was the t-test formula that would be used by the researcher:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

T : t-test

$\bar{X}_1$: Standard deviation of experimental class

$\bar{X}_2$: Standard deviation of the control class

s : The Unity of variance

n_1 : Number sample experimental class

n_2 : Number sample control class

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CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher is going to present the research findings and discuss how the researcher analyzes the data. The researcher conducted a research about the influence of using "*Spelling Bee*" technique toward students' pronunciation. The researcher used the test as the instrument of the research; it meant that the test became the most collected from 63 students of the seventh-grade students of MTs NU 01 Mambaul Hikmah Tegalwangi in the academic year 2018/2019.

The researcher analyzed the result of the test, which conducted in the experimental group and control group to find out whether the used of "*Spelling Bee*" technique was effective in teaching pronunciation.

A. Data Description

The researcher collected some data by giving test thus it concerned about the test result. The researcher collected the data from the experimental group and control group. First, the researcher analyzed the experimental group's data and then analyzed the control group's data. The result of the pre-test and post-test in the experimental and control group is presented as follows:

1. The students' achievement in experimental class

There were 32 students in pre-test and post-test of experimental class. The table below was of test result of experimental class:

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Table 4.1 Pre-test & Post-test of Experimental Class

Num	Subject of The Research	Pre-test	Post-test
1	S-1	18.6	72.3
2	S-2	21.5	61.1
3	S-3	27.6	64.6
4	S-4	18.7	76.2
5	S-5	20.3	57.8
6	S-6	19.6	80.4
7	S-7	18.9	58.3
8	S-8	26.2	71.5
9	S-9	23.9	77.5
10	S-10	18.4	60.7
11	S-11	32.1	77.5
12	S-12	24.2	80.2
13	S-13	20.8	79.2
14	S-14	19.8	49.8
15	S-15	19.9	72.4
16	S-16	21.7	64.2
17	S-17	21.5	81.3
18	S-18	19.7	82.7
19	S-19	30	79.9
20	S-20	22.4	71.7
21	S-21	23.1	82
22	S-22	25.8	70.1
23	S-23	20.4	61.8
24	S-24	20.8	62.8
25	S-25	30.7	84.3
26	S-26	26.1	90.4
27	S-27	21.5	55
28	S-28	27.6	74
29	S-29	25.8	71.7
30	S-30	23.5	75.4
31	S-31	21.5	69.8
32	S-32	23.9	81.2

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2. Students' Achievement in Control Class

There were 31 students in pre-test and post-test of the control class. The table below was the test result of control class.

Table 4.2 Pre-test & Post-test of Control Class

Num	Subject of The Research	Pre-test	Post-test
1	S-1	27.1	22
2	S-2	30.3	22
3	S-3	28.3	26.3
4	S-4	28.5	21
5	S-5	30.8	25.8
6	S-6	29.1	21.6
7	S-7	29.6	22.9
8	S-8	29.7	22.8
9	S-9	32.3	29.5
10	S-10	28.6	21.3
11	S-11	30.5	20.9
12	S-12	28.4	22.2
13	S-13	32.3	28.9
14	S-14	28.6	24.9
15	S-15	30.5	20.7
16	S-16	23.9	23
17	S-17	23.2	20.1
18	S-18	26.5	21.6
19	S-19	29.5	22.4
20	S-20	30.5	24.9
21	S-21	23.2	22.8
22	S-22	25	24.6
23	S-23	23	23.8
24	S-24	27.3	21.4
25	S-25	25.1	22.9
26	S-26	27	20.9
27	S-27	28.4	23.5
28	S-28	24.9	21.2
29	S-29	24.7	21.4
30	S-30	35.2	30.4
31	S-31	26	24.8

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B. Data Analysis

1. Descriptive Analysis

The data of this research were got by conducting a test before the treatment (pre-test) and after the treatment (post-test). The description of the data is shown above. The researcher tried to analyze the data. Here was the description of the control group and experimental group.

a. Students' achievement in experimental class

Table 4.3 Descriptive Statistic of Experimental Class

Statistic	Pre-test	Post-test
Mode	21.5	71.7
Median	21.6	72.35
Mean	23.0156	71.80625
Max	32.1	90.4
Min	18.4	49.8
Range	13.7	40.6
Varian	5831.06	280934.963
St. Dev	3.70336	9.75688136

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b. Students' achievement in control class

Table 4.4 Descriptive Statistic of Control Class

Statistic	Pre-test	Post-test
Mode	30.5	20.9
Median	28.4	22.8
Mean	28	23.3065
Max	35.2	30.4
Min	23	20.1
Range	12.2	10.3
Varian	2346.84	1419.19
St. Dev	2.974	2.62259

2. Inferential Analysis

Inferential statistics are often used to compare the differences between the treatment groups. Inferential statistics used measurements from the sample of subjects in the experiment to compare the treatment groups and make generalizations about the larger population of subjects. The researcher used n-gain and t-test with Microsoft excel to draw the conclusion of this research.

a. N-gain analysis

The aim of using n-gain analysis was to know the difference between pre-test and post-test score after and before giving the treatment in experimental class or control class. The result as follow:

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Table 4.5 n-gain Score of Experimental Class

Num	Subject of The Research	n-gain Score
1	S-1	0.66
2	S-2	0.5
3	S-3	0.51
4	S-4	0.71
5	S-5	0.47
6	S-6	0.76
7	S-7	0.48
8	S-8	0.61
9	S-9	0.7
10	S-10	0.52
11	S-11	0.67
12	S-12	0.74
13	S-13	0.74
14	S-14	0.37
15	S-15	0.65
16	S-16	0.54
17	S-17	0.76
18	S-18	0.78
19	S-19	0.71
20	S-20	0.64
21	S-21	0.76
22	S-22	0.6
23	S-23	0.52
24	S-24	0.53
25	S-25	0.77
26	S-26	0.87
27	S-27	0.43
28	S-28	0.64
29	S-29	0.62
30	S-30	0.68
31	S-31	0.61
32	S-32	0.75

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Table 4.6 n-gain Score of Control Class

Num	Subject of The Research	n-gain Score
1	S-1	-0.07
2	S-2	-0.12
3	S-3	-0.03
4	S-4	-0.1
5	S-5	-0.07
6	S-6	-0.1
7	S-7	-0.09
8	S-8	-0.1
9	S-9	-0.04
10	S-10	-0.1
11	S-11	-0.14
12	S-12	-0.09
13	S-13	-0.05
14	S-14	-0.05
15	S-15	-0.14
16	S-16	-0.01
17	S-17	-0.04
18	S-18	-0.07
19	S-19	-0.1
20	S-20	-0.08
21	S-21	-0.005
22	S-22	-0.005
23	S-23	0.01
24	S-24	-0.08
25	S-25	-0.03
26	S-26	-0.08
27	S-27	-0.07
28	S-28	-0.05
29	S-29	-0.04
30	S-30	-0.07
31	S-31	-0.02

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b. T-test analysis

To know there was a significant influence or not, the researcher counted using independent sample t-test by Microsoft Excel with the result below:

Table 4.7 Result of T-test

t-Test: Two-Sample Assuming Unequal Variances		
	Post-test 7E	***Post-test 7D***
Mean	71,80625	23,30645161
Variance	95,19673387	6,877956989
Observations	32	31
Hypothesized Mean Difference	0	
Df	36	
t Stat	27,12591563	
P(T<=t) one-tail	7,375E-26	
t Critical one-tail	1,688297714	
P(T<=t) two-tail	1,475E-25	
t Critical two-tail	2,028094001	

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Based on the data above, it showed that there were high different in mean and variance between seventh E grade of post-test and seventh D grade of post-test. Automatically in Microsoft Excel degree of freedom shown 36 and we can see that t-statistic was 27.126 while t-table (t-critical one-tail) was 1.688 so t-statistic was higher than t-table.

According to the data above, it can be concluded that H_o is rejected and H_a is accepted because t-statistic higher than t-table. Therefore, the hypothesis of this study which written there was significant in using "S*pelling Bee*" technique toward students' pronunciation at the seventh-grade students of MTs NU 01 Mambaul Hikmah Tegalwangi in the academic year of 2018/2019 is accepted. The researcher draw conclusion as follows:

a. Experimental class

The highest pre-test score of the students of the experimental group of the seventh E grade students of MTs NU 01 Mambaul Hikmah Tegalwangi was 32.1 and the lowest one was 18.4. While the highest post-test score was 90.4 then the lowest score was 49.8. In addition, the result of normality using n-gain of group in the experimental class was 0.63. According to the data above, it meant that the students of experimental class seventh E grade in MTs NU 01 Mambaul Hikmah Tegalwangi have a good result on their pronunciation.

b. Control class

The highest pre-test score of the students of the control group of the seventh D grade students of MTs NU 01 Mambaul Hikmah Tegalwangi was 35.2 and the lowest one was 23. While the highest post-test score was 30.4 then the lowest score was 20.1. In addition, the result of normality using n-gain of group in control class was -0.06. Based on the data above, the researcher could conclude that there was no good or significant result of students' seventh D grade in MTs NU 01 Mambaul Hikmah Tegalwangi. The researcher considered several factors why there was no significant influence in control class mentioned below:

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1) Based on the observation conducted by the researcher showed that most students' seventh D grade was low motivation to learn English. The class became passive almost whole in the teaching and learning process consequently it was not interactive class.
2) According to the English teacher, Mrs. Mellan who taught seventh D grade and Seventh E grade claimed that seventh E grade students were better than seventh D grade in students' achievement include daily test, mid-term test, final exam and so on.
3) Students felt tired and bored when the teaching and learning process since the English subject in seventh D grade at the last time at 1.00 PM, perhaps as physically students really moody to join English class. In addition, all of the students were *santri* and they have a lot of activities in their dormitory consequently it also influenced in English teaching and learning process.
4) Almost all students in control class had mindset that English not important because they were *santri* and they thought that Arabic was more important than English. So they did not get spirit to learn English.

C. Discussion

As it was stated in the second chapter, that "*Spelling Bee*" technique is used to uncover abilities, feelings and wishes of students. From that definition, the researcher concluded that "*Spelling Bee*" technique could make the students enjoy and fun in teaching-learning process, the students could open their minds to mention or pronounce and spell the new vocabularies. The students were more easily to remember the word letter by letter than just gave them a list of words.

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The researcher applied "*Spelling Bee*" as technique used several ways to implement it according students' needs. Through implementing "*Spelling Bee*" as technique in English teaching-learning process, it helped students to get benefits by it.

Concerning to the content validity of the test, the learning materials and the sample of the test in this research were taken from the English textbook used by the school under study, which was “When English Rings a Bell” for seventh-grade students. The treatment was given in seventh E grade and the ways that the researcher gave would be explained as follows:

1. Introduce new words

   Based on materials would be learned and understand the meanings of words, the researcher looked for new words in materials that would be learned then did not just memorize each item from the word list by rote. Before giving the treatment, the researcher looked for unfamiliar words based on the material “I am Proud of Indonesia” to apply in English teaching-learning process. The researcher in choosing the vocabularies that was going to be taught would relate to the aim of subject and the objectives of individual lesson.

   In other words, the students were put in the situation where they have to be communicative the words they need using the words as the information. For instances, the students heard and knew word “Lesser one-horned” (the scientific name of kind rhinoceros). The research gave primary knowledge about similarity name of rhinoceros. The word of “Lesser one-horned” was clause so students could not interpret each word but it should be one of the unities in a clause so the meaning of that clause could not be separated each other. Learn everything students could about each word and its meanings. It could students to improving their vocabulary.

   The most valuable learning outcome of “*Spelling Bee*” technique was gaining competency in vocabulary building, allowing them to improve significantly at reading, writing and speaking. The ability to understand more and more words would allow students to articulate thought effectively and enjoy reading a wide range of communicative text. Learning words was not merely spelling, but helping students discovering the origin of a word and its etymology. This information would greatly broaden the knowledge-base of a student, even at a very young age and motivate them to develop a keen appetite for new words.

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2. Introduce proper pronunciation of new words

There were several features of "*Spelling Bee*" technique when applied in English teaching-learning process, familiarity with affixes, phonetics and spelling rules would help students. Indirectly students learned about phonetic and how to pronounce well through spelling therefore it made easy students to know not about pronounce well but knew pattern of English language thus students could speak English more confidently because they knew how to pronounce each words correctly. They could know how to pronounce words when those words contain of affixes consequently they could put where should be voiceless words and voice words. For instances, when students should spell word "islands". Almost of students in experimental class knew how to pronounce word "islands" with omitting letter "S" in the second letter and added "s" in the end of the word became "/'aɪləndz/".

In other hand, students in control class, several students could not pronounce well when they pronounced that word. They did not know the existences of every letters in each word, it should be pronounced or not. They could not make differentiate voice or voiceless word moreover pronounced well. The big problems in control class, they could not distinguish between letters "a" /eɪ/ and "I" /aɪ/ and they still pronounced a word by the letters made so their mother tongue has big influenced when they spoke.

3. Introduce how to write correctly

When students learned about spelling, they also knew about the root of the word hence they knew the origin of the word be shaped. Students in experimental class have known about the rules of the words made therefore it easily for them to write a sentence grammatically. They knew when they should put affixes, auxiliary, or structure of sentences moreover in complex sentences. Indirectly students knew syntax of the sentence.

In other hand, as previous explanation above students' enrichment of vocabularies, it made easy for them to write sentences because they have a lot of vocabularies to put in a paragraph without took long time and confused

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to built a good sentences. For example based on the materials in seventh-grade about "I am Proud of Indonesia", the writing skill discussed about simple present tense hence the researcher gave pictures about animals to students then the researcher asked students to make the characteristic of each animals in sentences, to make more communicative, the researcher asked students to involve their friend (grouping) then the researcher wrote on the board two or three of the verbs which have appeared in each sentence.

The researcher explained when they should give (-s) or (-es) in a verb for instances, word "eat" if the subject was singular and the end of the letter was consonant so put (-s) but in the end of the letter was vowel so put (-es) and then said them out load and asked students if they noticed any pronunciation difference at the end.

4. Fun learning

The researcher used pictures, body guess, role play or speech to make it easy when extended the materials of learning. Spelling study did not have to be going through boring list memorization. If students enjoy study, they would be far more likely to persist with it. Hence, find what works for the students and have fun with it.

The teacher could change the variation to teach pronunciation by using "*Spelling Bee*" technique in every meeting. It made students did not boring when English teaching-learning process so it could improve their motivation in studied English. It also could be applied with grouping activities thus the students not only gained the confidence to speak in public or even in front class, but also acquired the equanimity to be able to accept mistakes and handled earned applause, at the same time.

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The superiority of "*Spelling Bee*" technique gave students several benefits. Some findings from experts that supported the finding of this research, they were Rahayu cited by Wafa (2017: 39) claimed that "*Spelling Bee*" able to help the students to improve their spelling ability and the alternative activity to strengthen the students' memory to remember the vocabulary and also Wahidah (2018: 17) argued that "*Spelling Bee*" could create the students' motivation and participated actively in the learning activities furthermore enhanced students' used of English in a flexible, communicative way. Therefore, the role of "*Spelling Bee*" as a teaching technique could not be denied.

According to the result in previous sub-chapter above showed that analysis of the mean score in the post-test between experimental class and control class ensured if the technique used was effective. The mean score of the experimental class was 71.81 and control class was 23.31. In other hand, the t-statistic showed (27.126) while t-table showed (1.688). It indicated that there were a significant difference between experimental class and control class while experimental class used "*Spelling Bee*" technique in teaching pronunciation and control class used conventional technique in teaching pronunciation.

T-statistic was higher than t-table so the hypothesis (H_a) which was explained in chapter second was accepted. The explanation of the gap between the two classes indicated that the experimental class showed high improvement than the control class. The finding of the research indicated that "*Spelling Bee*" technique gave a significant influence in students' pronunciation.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data in the previous chapter, the conclusion could be drawn that "*Spelling Bee*" technique was effective in teaching pronunciation at the seventh-grade students of MTs NU 01 Mambual Hikmah Tegalwangi in the academic year of 2018/2019. It can be seen from the result of the mean score of post-test experimental class was higher than the mean of post-test control class (71.81> 23.31). In addition, the result of the t-test was higher than t-table was (27.12> 1.688). It can be concluded that the use of "*Spelling Bee*" technique was effective to increase students' pronunciation. As a result, the hypothesis (H_a) was accepted.

The use of "*Spelling Bee*" technique was effective toward students' pronunciation. This was surely improved the students' pronunciation. In the used of "*Spelling Bee*" technique, there were many advantages as follows:

1. The students could spell and pronounce the words well.
2. The students easier to understand the words that given.
3. The teaching-learning process more interesting and attractive.
4. The students felt enjoy and fun consequently they were not bored in learning process.
5. Teacher could apply this technique without spend a lot of fees and time.
6. The "*Spelling Bee*" technique could apply in almost all materials in English subject.

Analysis of the mean score gap in post-test between experimental class and control class ensured if the technique used was effective. The mean score of the experimental class was (71.81) and (23.31) for control class. It meant the gap of the students' score of the experimental class and control class was (48.5).

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From the result of the research between post-test experimental class and control class, the students' pronunciation of experimental class was getting higher than control class. It meant that the treatment of using "*Spelling Bee*" technique to the experimental class was successful. It was proved by the t-test score (27.125) was higher than t-table (1.688) as the result H_a was accepted that there was a significant influence of using "*Spelling Bee*" technique toward students' pronunciation at seventh-grade of MTs NU 01 Mambaul Hikmah Tegalwangi in the academic year 2018/2019 and the H_0 was rejected.

B. Suggestion

The researcher hopes that this thesis could be useful for the teacher, the students, and the other researchers. Here, the researcher wanted to give some suggestions:

1. For the teacher
   a. The teacher should be creative in using methods, techniques, or media on the teaching-learning process.
   b. The teacher should be flexible and understand student's needs, as a result the teaching-learning process could be fun, enjoyable and interesting.
   c. The teacher could apply "*Spelling Bee*" as alternative techniques on teaching not only could be used to teach pronunciation but also all topics because it could apply in several materials in English subject.
2. For students
   a. The students should be active in the teaching-learning process.
   b. The students should participate in all activities done on the teaching-learning process.

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3. For other researchers

   It is recommended to be able to conduct research using the factors that influence learning English in a similar topic. Hopefully, with more researchers, the result would be more useful to improve the English learning process.

4. For the school

   The researcher could help the school to solve some problems in that school related to the use of technique in teaching pronunciation especially in developing students' pronunciation.

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