CHAPTER I

INTRODUCTION

A. Research Background

The ability to read is something that everyone must have a piece of basic knowledge to understand the meaning of an idea or sentence. Reading ability is the ability to recognize letters, words, and sentences that must be owned by each individual and the ability to understand the ideas and sounds of language and understand the symbols in the reading text that are adapted to the intent and purpose of the reader to get the desired message or information (Nguyen & Tri, 2014). Reading requires a good ability to know the reading text and correctly spell the letters. In addition, reading ability are very influential in learning activities and learning outcomes. Interest in reading is significant because it can facilitate understanding of the material during the learning process. So that the higher the student's interest in reading, the easier the material will be conveyed (Fitriana, 2019). With that, students will easily understand what is explained in the reading text.

The ability to perform good reading ability cannot be separated from understanding. Many students want to learn to read texts in English either for their careers, for study purposes just for fun (Harmer, 2007). However, in the learning process, most students think that reading is difficult to understand, especially reading in English because they are still confused about understanding the spelling in a sentence, or there are still spelling mistakes.

However, based on the observations of researcher there are still many cases of students who do not understand the spelling of words in English. Researcher still fined problems in students' reading abilities. Students have difficulty in reading the text because they do not know how to spell and pronounce the word and finally they feel bored in the learning process. For this reason, the researcher decided to use a fun method, one of which was using Spelling Bee.

Researcher are interested in knowing the effectiveness of using Spelling Bee to teach reading ability. This method makes students spell the letters of words in English. Spelling Bee is made so that students know the types of reading in English, not only that, this method can also teach students to keep letters, increase vocabulary, and can improve the pronunciation of each word. Spelling Bee is not just memorizing

words or letters that make up a word, students get some clues to answer or spell words correctly, such as definitions, alternative pronunciations, types of terms (Rahayu, 2019). This method can find a positive effect on outcomes such as relationships and attitude towards the students' academic steamed significant defects. Contrary to this, the facts on the ground are very different. There are still some students who still don't know the sound of the letters, or there are still students who don't know how to read sentences in English. This is still a phenomenon for class VII students, especially at SMP Negeri 2 Ketapang.

This incident is also by previous research conducted by Handayani & Zaharani (2021), entitled "The Effect of Spelling Bee Game on Students' Vocabulary Mastery". The study supported aims to see the effectiveness of the use of the Spelling Bee game in increasing word mastery, it can be concluded that the spelling bee game showed better results. The spelling bee game is significant in the application of the spelling bee game as a teaching method to influence students' vocabulary mastery. A similar opinion was also added by Rohmawati (2015), conducted a study entitled "Effectiveness of Using Spelling Bee in Teaching Vocabulary Using Descriptive Texts and Finding Student Perceptions Towards the Spelling Bee Game for Class VII SMP in Cimahi". The result of the study is seen from the effectiveness of the Spelling Bee game in vocabulary learning, and the post-test results show that the average spelling test score is higher than the KKM score. Almost all students get perfect marks on the spelling test. It can be concluded that Spelling Bee is effective to be applied in English vocabulary learning class.

This method of learning reading ability with a spelling bee is to increase students' reading ability, such as vocabulary and practice pronunciation. From this explanation, it can be concluded that the Spelling Bee has responded well in teaching reading ability, and the Spelling Bee can be a model for teaching reading ability. Therefore, the researcher intends to conduct research on "The Effectiveness of Using Spelling Bee in Teaching Students' Reading Ability."

B. **Research Problems**

1. Is using Spelling Bee effective to teach the reading ability to the seventh grade students of SMP Negeri 2 Ketapang in the academic year of 2021/2022?

2. How effective is using Spelling Bee to teach the reading ability to the seventh grade students of SMP Negeri 2 Ketapang in the academic year of 2021/2022?

C. **Research Purposes**

1. To find out whether using Spelling Bee is effective to teach the reading ability to the seventh grade students of SMP Negeri 2 Ketapang in the academic year of 2021/2022.

2. To find out the effect size from the treatment process of using Spelling Bee to teach reading ability to the seventh-grade students of SMP Negeri 2 Ketapang in the academic year of 2021/2022.

D. Significance of Study

From the results of this study, it is hoped that it can provide benefits and hone English for teaching and learning, especially in teaching reading ability.

1. Theoretical Significance

The results of this study can provide important information about teaching reading ability using the Spelling Bee. So, this study confirms that this method is very useful to be applied in reading classes and other English classes.

2. Practical Significances

By finishing this research, the researcher expects to provide information about more effective teaching methods and positive contributions related to the teaching and learning process of English, especially for teachers, students, and other researchers.

1. For the Teachers

    This research is expected to give information about appropriate method to teach English ability, especially reading ability. This method can help teachers to be more effective in teaching reading in the classroom.

2. For the Students

    Hopefully, using Spelling Bee can make students interested in the teaching and learning process. Students can use this method to know the spelling of words in English and understand the lesson in their mind so that they will study harder and master their reading ability.

3. For the Researchers

    In this research, the researcher hopes that it can be a useful resource by providing information for other researchers for relevant research.

E. Scope of Research

1. Research Variable

Variables are symptoms that are the focus of researchers to observe. Hypothetically, a variable is defined as an attribute of a person or subject that

varies between people and objects. Various it means that these variables have different values, scores, sizes (Rafika, 2021). It means that variables can be defined as the research's characteristics that become the focus of research.

1. **Independent Variable**

    Independent variable is the independent variable or not dependent. Independent variables are variables that affect or cause changes or the emergence of the dependent variable (Sugiyono, 2017:39). The independent variable of this research is the use of Spelling Bee.

2. **Dependent Variable**

    A dependent variable is a variable that is bound, meaning that there is a variable that influences or becomes a cause and effect. The dependent variable in this research is the students' reading ability.

2. **Research terminology**

    To clarify the illustration and avoid misinterpretation, the researcher provides the following explanation:

    a. Reading ability is the ability of a person to understand ideas and symbols or language sounds in a reading text. Reading requires good understanding because reading requires an good ability to understand the text and interpret the contents of the reading well.

    b. Spelling Bee is an English teaching method to teach students reading ability namely, with spelling techniques, students can memorize words with the correct spelling in English.

    c. Seventh Grade Students of SMP Negeri 2 Ketapang. Located in Jalan Arif Rahman Hakim, Ketapang in the academic year of 2021/2022.

F. **Research Hypotheses**

    A research hypothesis is a provisional assumption about something that has not been proven in a research study. The hypothesis is a temporary answer to the formulation of the research problem. It is said to be temporary because the answers given are only based on relevant theories, not based on existing facts obtained through data collection (Sugiyono, 2013). Considering that the researcher used pre-experimental research, there are two types of the hypothesis that has a role as a possible]outcome.

1. **The Null Hypothesis (Ho)**

The null hypothesis is a statement preceded by a sentence with no relationship between the independent and dependent variables. The null hypothesis states the prediction that there is no relationship between the independent and dependent variables or there is no difference between groups of independent variables or dependent variables (Creswell, 2018). The null hypothesis in this research is that there is no significant difference in students' reading ability scores before and after using the Spelling Bee to teach reading ability. The null hypothesis in this research is rejected because the alternative hypothesis was accepted because t$count$ was greater than t$table$.

2. **The Alternative Hypothesis (Ha)**

The alternative hypothesis is a statement usually stated with a relationship or influence or if an increase follows the independent variable in the value of the dependent variable. The alternative hypothesis predicts the change or difference between the dependent variable and the independent variable. The alternative hypothesis predicts that if the selected sample score will be higher (Creswell, 2018). The alternative hypothesis in this research is there is a significantly different score of the students' reading ability before and after being taught by using the Spelling Bee method to teach reading ability. The alternative hypothesis in this research is accepted because the Null hypothesis was rejected because t$count$ was greater than t$table$.