

THE USE OF SPELLING BEE GAME TO ENCOURAGE STUDENTS' VOCABULARY AT SEVENTH GRADE STUDENT OF SMPN 3 PAGIMANA”.

Wahyuni Bahar¹, Yuliana Mangendre²

¹PBI FKIP Universitas Muhammadiyah Luwuk, ²PBI FKIP Universitas Muhammadiyah Luwuk

Email: wahyuni@gmail.com¹, ymangendre@gmail.com²

Abstrak

Penelitian ini bertujuan untuk mencari tahu apakah Spelling Bee Game dapat meningkatkan penguasaan kosakata siswa. Penelitian ini menggunakan desain pre-experimental. Variabel dari penelitian ini adalah permainan Spelling Bee sebagai variabel independen dan kosakata siswa sebagai variabel dependent. Sampel penelitian ini merupakan siswa kelas VIIA dan VIIB SMP Negeri 3 Pagimana yang berjumlah empat puluh empat siswa. Teknik pengambilan sampel yaitu purposive sampling, yang berarti sampel dipilih dengan maksud tertentu. Penelitian ini menggunakan tes sebagai instrument utama yang dibagi menjadi pre-test dan post-test. Analisis data dalam penelitian ini menggunakan perhitungan statistik. Hasil dari penelitian ini, nilai rata-rata pre-test adalah 34.5, sedangkan post-test adalah 62.2 dan uji hipotesis, nilai t-counted adalah 17.07, sedangkan t-table untuk 42 df dan level signifikan 0.05 adalah 1681. Hal ini menunjukkan bahwa hipotesis diterima karena terbukti Spelling Bee game dapat meningkatkan penguasaan kosakata siswa SMP Negeri 3 Pagimana.

Kata kunci: Permainan; Kosakata; Spelling Bee.

Abstract

This study aims to find out whether the Spelling Bee Game can improve students' vocabulary mastery. This study used a pre-experimental design. The variables of this research are the Spelling Bee game as the independent variable and the students' vocabulary as the dependent variable. The samples of this research were students of class VIIA and VIIB of SMP Negeri 3 Pagimana, totaling forty-four students. The sampling technique is purposive sampling, which means the sample is selected with a specific purpose. This study uses a test as the main instrument which is divided into pre-test and post-test. Analysis of the data in this study using statistical calculations. The results of this study, the mean value of the pre-test is 34.5, while the post-test is 62.2 and the hypothesis test, the t-counted value is 17.07,

Keywords: Game; Vocabulary; Spelling Bee.

Introduction

Vocabulary is one of the language components that should be master by the student in every level of school in Indonesia when they learn a new language. Vocabulary is as foundation and connection for all the English language skills like reading, listening, writing, and speaking. Students will find difficult to speak if they do not have enough vocabulary. It same with the other skills, it is impossible to master the four skills without mastering vocabulary. According to Thornbury (2002), “without vocabulary nothing can be conveyed” (p.13). Vocabulary becomes a necessity for students. Unfortunately, there were still many students who had some problems when they learning English. One of the problem is about the lack of vocabulary because the teacher only use a traditional method to develop students’ vocabulary. That is teacher gives the student list of vocabulary and ask them to memorize. This activity makes students feel bored and not interest in learning activity.

One of the method which can encourage students’ vocabulary is playing game. The main focus of using game in class is to help student learn and have fun (Deesri, 2002). Using game make teaching learning process more enjoyable and attract student to learn the material especially in introducing new vocabulary. The game that teacher can use is Spelling Bee Game. Spelling Bee Game is a game that make students enjoy and fun with their learning activity. This game is not only teach students to memorize the word, but also train their confidence and bravery to speak in front of their friends or public. From all causes above, the researcher formulates the identify of this research is “The Use of Spelling Bee Game to Encourage Students’ Vocabulary at seventh grade student of SMPN 3 Pagimana”.

Definition of Vocabulary

Vocabulary is about the word have to know and master in order to make us can communicate with other people effectively. Hackman (2008) define “Vocabulary is more than a list of words, and although the size of one’s vocabulary matters, is knowing how to use it which matters most.” (p.3). Futhermore, Neuman and Dwyer in bintz (2011) say that vocabulary can be defined as the words which have to know and to communicate effectively: expressive vocabulary (word in speaking and writing) and receptive vocabulary (words in listening and reading)

Definition of Game

Game is a fun activity which is have rules and a goal that must be achieved by the students. game make teaching learning more interesting that make students could enjoy the materials. Wright, et al (2006) stated that game as an activity which is entertaining and engaging often challenging and an activity in which the learners play and usually interact with others. Linse 2005 in Arumningsih (2017) define game is a very appropriate teaching technique in the young-learner classroom. Game can also be structured to maximize English language use. When the teacher gives the rules for a game, she always make using English a game rules, (p.57).

Definition of Spelling Bee Game

Floyd (2014) say that Spelling Bee is a competition in which contestants are asked to spell a broad selection of words, usually with varying degree of difficulty. Spelling bee is a contest in which competitors are eliminated as they fail to spell a given word correctly. Spelling bee is more than memorizing words or letter which from a word, but it is complicated thinking process. Students receive several clues to answer or to spell

the words correctly, such as definition, alternative pronunciation, kinds of words (noun, adjective, verb, etc) until the example of sentences which using those words (Uranga, 2003 in Rohmawati, 2015, p. 5).

The Use of Spelling Bee Game in The Classroom

The procedure of Spelling Bee Game be described as follows:

1. The pronouncer announces the word to be spelled, he speaks slowly and clearly, without distorting the formal pronunciation of the word and he uses the word in sentence and says the word again.
2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
3. When the speller sure understand the word, she/he pronounces it, spell it and then say the word again. She/he must say it loudly enough for the judge to hear it.
4. The judge determines whether or not the word was spelled correctly.
5. If the correct spelling was given, the speller remains in the game.
6. If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of that word. Then the pronouncer reads a new word to the next speller.
7. When there are only two speller left, if one player misspells a word, the other player must spell that word correctly, and one more word to be declared the winner of the Spelling Bee. (source: www.spelling-words-well.com 2011)

In this case, the pronouncer and the judge are the researcher and the speller is the student. (source: www.spelling-words-well.com (2011))

Hypothesis

The hypothesis is a temporary answer to a problem that is still a presumption because it still have to be verified. The scientific hypothesis tries to express a temporary answer to the problem that is examined. On this research, the researcher formulate the hypothesis as follows:

H₀: Spelling Bee Game can not encourage students' vocabulary.

H_a: Spelling Bee Game can encourage students' vocabulary.

Research Method

This research used a quantitative approach which is use statitical method to analyze the data. The researcher applied quasi experimental design with non-equivalent control group design. This kind of design compares the students' learning achievement of two classes through the pre-test and post-test result.

Population and Sample

The population of this research were the students of SMP Negeri 3 Pagimana in academic year 2020 which contains 133 students. And to get a sample of this research, the researcher used purposive sampling by taken the seventh grade as the sample which is contains two classes, VIIA and VIIB. The researcher choose that class because there only two class in the seventh grade where class VIIA as the experimental class and the VIIB as the controlled class.

Instrument of Data Collection

This research the researcher used test as research instrument, the researcher used pre-test and post-test as the forms of instrument which use to measure whether spelling bee game is compatible or not as a technique to enhance the students' vocabulary.

Data Analysis Technique

The researcher was concerned with the improvement of students' vocabulary mastery by applying spelling bee game. This research is focused on the students' achievement. So, the researcher collected the data from students' achievements found on tests. To continue the discussion about the process of data collection, the researcher gained data through pre-test and post-test and was analysed by using a formula.

1. Analysed the students' assessment score

Table 3.2
Table Scoring Rubric for Test

No	Aspect	Indicator	Score
1	Meaning of vocabulary	Students can meaning English vocabulary well	1
		Students can not meaning English vocabulary	0
2	Using of vocabulary	Students can meaning English vocabulary well	1
		Students can not using English vocabulary	0

2. Analyze students' individual score

The researcher analyze students' individual score through pre-test and post-test using formula purposed by Sugiyono (2013)

$$\sum = \frac{x}{n} \times 100$$

Where

\sum = the student's individual score

X = the obtained score

N = maximum score

Then, the students' scores are describe base on the table below

Table 3.3
Table Students' Score Range

No	Achieved score	Grade
1	85.00 – 100	A
2	70.00 - 84.99	B
3	60.00 - 69.99	C
4	40.00 - 59.99	D
5	0 - 39.99	E

Findings and Discussion

Research Findings

The researcher calculated every score gained by the students in both pre-test and post-test. In the following table, the mean score of pre-test and post-test data from the class was listed with the summary of mean deviation. Here is the interpretation of the table:

Sample	N	Mean Score of Pre-test	Mean Score of Post-test	Score Deviation	Df	Sig. Level	T
VIIA	25	34.5	62.2	28.1	42	0.05 (1.681)	17.07
VIIIB	22	35.6	37.7	2.04			

The above table represents the summary of statistic data. The mean score of pre-test was 34.5 was the proof score. After the treatment is conducted in the class, the mean score of the post-test is highly improved. It can be seen in the mean score deviation score in the class which is 28.1 To test the hypothesis and to make sure the significance different from the data obtained, the analysis used was independent sample t-test with degree of freedom 42 or equal to 1.681, in probability 0.05. The result of data computation t-counted is 17.07, is was greater than t-table (df =42, 1.681). The results indicates that there is an improvement of students' vocabulary mastery by using spelling bee games. Therefore, the alternative hypothesis (H_a) in this research is accepted, while the null hypothesis (H_o) is rejected.

Discussion

Based on the explanation in finding of the research, it described the result of the research requires the comparison between the experimental and control class. In the experimental class the mean score in pre-test is 34.54 while in the control class the mean score is 35.68. It means there is no significant different between the two classes before conducting the treatment.

After giving the pre-test the researcher conduct the treatment for the experimental class the researcher taught the students by using spelling bee game, while for the control class the researcher taught the students did not used spelling bee game. The Researcher provides the same material about part of body, common verb, and things in the classroom. The spelling bee game technique worked as the expectation of the researcher. It is proven by the range score obtained by the experimental class from 34,54 in the pre-test to 62,27 in the post-test. It means that spelling bee game can encourage students' vocabulary. Their vocabulary improve and interested to learn English because more fun make and not boring.

After giving treatment, the researcher gave a post-test to the two classes to find out the comparison of results before and after treatment. The researcher found that there was a significant different achievements between the students who taught by applying spelling bee game than those who taught by no special treatment. Based on the result of post-test of the experimental class compared to the control class in which the t-counted 17,076 while the t-table for degree of freedom 42 and the level of significance = 0.05 was

1.681. so, t-counted is greater than t-table. It means that H_0 is rejected and H_a is accepted. This result indicates that the spelling bee game can encourage the students' vocabulary.

Conclusion

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that the Spelling bee game can encourage students' vocabulary. It is proven by the score achieved by the students in the experimental class who got higher scores after the researcher gave the treatment by using the spelling bee game.

Suggestion

The researcher would like to give some suggestions for the English teacher and the other researchers. The researcher suggests to the English teacher to apply the spelling bee game since it is proven that it can encourage students' vocabulary. However, the English teacher should set the rules in detail and manage the class in order to gain maximum achievement. While for the future researcher who has the same problem and is interested in conducting similar research, this research could be used as a reference. The researcher also suggested conducting other research on other skills such as speaking, listening, reading, and writing.

References

- Arikunto Suharsimi. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arumningsih, D. (2017). The Effectiveness of Spelling bee Games in Teaching Vocabulary at Seventh Grade Students of MTs Al-Hidayah Nusawungu in the Academic Year of 2016/2017. Retrieved on July 1, 2020, from <http://202.91.10.51:8080/xmlui/handle/123456789/1420>
- Beck, I., McKeown, M., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press.
- Bintz, W.P. (2011). *Teaching Vocabulary Across The Curriculum*. Middle School Journal,
- Brown, H. Douglas. (2003). *Language Assessment Principles and Classroom Practices*. California: Longman University Press.
- Choriana, Devia Nikita. (2016). The Use of Spelling Bee Game to Improve Students' understanding of Simple Past Tense (a classroom action research at eight grade Mts Miftakhul Khoirot Branjangan-Ungaran in the academic year of 2015/2016). UIN Walisongo. Retrieved from <http://eprints.walisongo.ac.id/6076/>
- Deesri, A. (2002). Games in the ESL and EFL class. *The Internet TESL Journal* 8 (9). retrieved on April 15, 2020, from <http://iteslj.org/Techniques/Deesri-Games.html>
- Floyd, K. (2014). *Textbook Key Facts*. California: Cram101 Textbook Review. Retrieved from <https://books.google.co.id/books?isbn=1490282033>.
- Hackman, S. (2008) *Teaching Effective Vocabulary: What can teachers do to increase the vocabulary of children who start education with a limited vocabulary?* Retrieved from www.education.gov.uk/publications/eOrderingDownload/TEV_A4.pdf
- Kichura, V (2008). About Spelling Bees. Retrieved from http://ehow.com/about_4913528_spelling-bees.html.
- Merriam-Webster.(2011). *Spell it! : Tricks and Tips for Spelling Bee Success*. New York: Merriam-Webster, Inc.
- Neuman, S. B., & Dwyer, J (2009). Missing in action: Vocabulary instruction in re-K. *The Reading Teacher*, 62(5), 384-392.
- Nurpitasari L & Mayasari W.J. 2018. The Use of Spelling Bee Game to Increase the Students' Vocabulary Mastery of the Seventh Grade at SMPN 1 Bantan. *Inovish Jurnal*, vol. III, No. 2, December 2018. Retrieved May 29, 2020, from

- <https://media.neliti.com/media/publications/269092-the-use-of-spelling-bee-game-to-increase-d42d8beb.pdf>
- Rahayu, J. S. (2009). Spelling Bee Game in Teaching Narrative Text. Bandung: Indonesia University of education. Retrieved from <http://respository.upi.edu/1339/>
- Rohmawati, Annisa. (2015). Spelling Bee in Teaching Vocabulary. *Jurnal of English and Education*. Vol.3. pp.1-15.
- Sari, Y. (2017). The Effect of Spelling Bee Game on Students' Vocabulary Mastery. Banda Aceh: UIN Ar-Raniry Banda Aceh. Retrieved from <http://repository.ar-raniry.ac.id/eprint/3723/>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Afabeta.
- Sudjana (2002). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT.Remaja Rosdakarya.
- Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited.
- Wafaa, N. (2017). Teaching Students Vocabulary by Using Spelling Bee Game of the Second Year Students at SMPN 3 Sungguminasa Gowa. Makassar: Universitas Negeri Makassar. Retrieved from <http://respository.uin-alaudin.ac.id/7994/>
- Wright, A et al. (2006). *Games for Language Learning*. Cambridge: Cambridge University Press.
- <https://www.spelling-words-well.com> accessed on Wednesday 01.45 p.m August 7th, 2019
- <http://www.ezschool.com> accessed on Wednesday 11.10 a.m August 7th, 2019
- <http://www.google.com/amp/s/dictionary.cambridge.org/amp/english/vocabulary?espv=1>